Speech Pathology and Audiology
Student Academic and Clinical Handbook

Speech Pathology and Audiology Program
Communication Arts and Sciences Department
Calvin College
3201 Burton SE
Grand Rapids, Michigan 49546

The master's program in speech-language pathology at Calvin College is a Candidate for Accreditation by
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
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INTRODUCTION

The Speech Pathology and Audiology Handbook is intended to assist in the design of the student’s academic plan of study and to clearly delineate the requirements of the Speech Pathology Five-Year Bachelor’s-to-Master’s Degree Program and the Four-Year Bachelor’s Degree Only Program. It is not intended to replace Calvin College’s Catalog but to supplement the general guidelines with information relative to this specific program. Calvin’s catalog details the official requirements for the completion of the Bachelor’s to Master’s Degree. The catalog is available online at http://www.calvin.edu/academic/services/catalog/.

ADMISSIONS INFORMATION

Undergraduate Admission to the SPAUD Program

Students who wish to enter the professions of Speech-Language Pathology or Audiology may qualify for the degree of Bachelor of Arts in speech pathology and audiology and then apply to graduate programs in either area. Students who wish to become audiologists should apply to accredited graduate programs during the fall of their senior year. Students who wish to become speech-language pathologists may apply to Calvin College’s bachelor’s-to-master’s (BA-MA) program before the second semester of their junior year. Students may also apply to other graduate programs in speech pathology in the fall of their senior year. Please note that admission into graduate programs in audiology or speech-language pathology is very competitive.

Outlined below is the admission process for Calvin’s BA-MA Speech Pathology and Audiology (SPAUD) Program, as of the Fall of 2012.

Early Admission Process to the BA-MA Program

High school graduates interested in the SPAUD BA-MA program are eligible for early admission to the major at Calvin College. Students must meet the following criteria:

1. A composite ACT of equal to or greater than 28 or an SAT critical reading plus math score of equal to or greater than 1320.
2. A high school GPA of 3.8 or higher for US citizens.
3. Average marks of 91% or higher from a Canadian high school.
4. Students must specify a SPAUD major on their Calvin College application and submit their final Early Admission qualifying ACT or SAT on or before May 1 prior to their freshman year.
As of September 2016, and beginning with the class that will enter the BA-MA program in fall of 2017, to maintain early admission status an early admitted Calvin student must have:

1. Earned at least a 3.3 in each of the prerequisite SPAUD courses at Calvin
2. Earned a 3.3 GPA every semester at Calvin.
3. Met the essential functions required to practice as a speech-language pathologist (see Essential Functions Requirements in Appendix C).
4. Successfully completed a criminal background check, fingerprint check, and drug screen in the beginning of the MA program.

**Regular Admission to the BA-MA SPAUD Program**

Application to the BA-MA SPAUD Program for regular admission of undergraduate students at Calvin normally occurs in the Junior year. Applications are due on January 15 for classes beginning the following September. Those who apply after the submission deadline will be considered on a space available basis only. Application forms are available in the SPAUD department office.

In order to apply to the SPAUD MA program, Calvin students must have:

- At least junior standing at the application due date.
- Completed the following prerequisite courses or be enrolled in at the application due date: SPAUD 101, 216,217,218,311,344,345. Biology 115, Statistics 143, and a Physics or Chemistry course.
- A minimum overall cumulative grade point average (GPA) of 3.0 at the application due date.
- Met the essential functions required to practice as a speech-language pathologist (see Essential Functions Requirements in the SPAUD student handbook for more information).

Calvin undergraduate students should also take note of the following policies:

1. Prerequisite SPAUD courses must have been completed within the last seven years.
2. Preference will be given to applicants who have completed or will complete all prerequisite courses at Calvin.
3. Applicants who submit applications after the due date will be considered on a space-available basis.
4. After students apply, SPAUD prerequisite courses in progress must be completed before the next academic year.
5. Enrollment in the BA-MA major is also contingent upon successful completion of a criminal background check and drug screen.
Note that completion of the SPAUD courses and achievement of the minimum criteria does not guarantee admission into the SPAUD BA-MA Program. Enrollment in the SPAUD program is limited and thus the admission process is selective.

Admission for Transfer Students to the BA-MA SPAUD Program

Undergraduate students who have transferred to Calvin from some other college or university will follow the regular admission process, if they have completed at least two semesters of full time academic work at Calvin by the time they apply for admission to the program. Transfer students can expect to be full-time at the undergraduate level for at least four semesters before beginning the master’s program.

Note: Students who meet the retention requirements may choose to complete the four-year BA-Only program and then apply to graduate programs in speech-language pathology or audiology at other universities. Please note that admission into graduate programs is very competitive.

Retention Requirements for all Undergraduate SPAUD Majors

Students must earn at least a 3.0 GPA every semester across all courses. If a student earns below a 3.0 GPA in a semester, the student will be placed on probation and must earn a 3.0 GPA the following semesters. Students may earn below a 3.0 GPA only one time during their tenure at Calvin College.

Admission for Graduate Students

Prospective graduate applicants with a degree or equivalent coursework in speech pathology and audiology or with degrees in other disciplines/areas of study may apply to the graduate program only, when seats are available. Preference is given to Calvin undergraduate students in the bachelor’s-to-master’s degree program; however, a limited number of seats may be available for post-baccalaureate students. Please note that simply meeting the criteria is not a guarantee of admission. As is the case with most graduate programs in speech pathology, admission is highly competitive. Admission to the Master’s program only is dependent on the criteria listed below.

1. Graduation from a regionally accredited undergraduate college or university.
2. A minimum overall GPA of at least 3.0 and a minimum GPA of 3.0 (no exceptions).
3. Three letters of recommendation from persons familiar with your academic and/or professional abilities.
4. A personal statement that addresses reasons for pursuing an advanced degree in speech pathology, professional objectives, and why Calvin is a good fit for your graduate experience and your future profession.

5. Successful completion (with at least a 3.0 GPA) of the undergraduate prerequisites or their equivalents.

Applicants who are admitted to the graduate program but have inadequate undergraduate preparation in speech pathology are expected to enroll in the undergraduate prerequisite courses first to prepare them for graduate study. All applicants must meet required undergraduate course prerequisites before enrolling in SPAUD graduate classes. See below for course listings.

- SPAUD 101: Introduction to Speech Pathology and Audiology
- SPAUD 210: Anatomy and Physiology of the Speech Mechanism
- SPAUD 216: Phonetics
- SPAUD 217: Speech Science
- SPAUD 218: Hearing Science
- SPAUD 311: Child Language Development
- SPAUD 343: Neuroscience of Communication
- SPAUD 344: Evaluation Procedures in Audiology
- SPAUD 370: Introduction to Clinical Practicum
- Developmental Psychology: Lifespan
- Physical Science course, preferably a Physics or Chemistry course
- Biology course
- English Grammar course
- Statistics course

All applicants must also meet the retention requirements as listed above.

**How to Apply as a Post-Baccalaureate Student:**

When seats are available, applicants must submit the following items online at CSDCAS (www.csdcas.org):

1. Official transcripts from every college or university attended; if currently attending college, most recently completed semester grades must be included.
2. Three letters of recommendation that address your potential for success in the graduate program.
3. A personal statement that addresses:
   - Why you decided on a career in speech-language pathology
   - Your future professional objectives
○ Why Calvin College, as a faith-based institution, is a good fit for your graduate education and your future profession.

All application materials (including official transcripts) are due no later than **January 15 to www.csdcas.org** for entry the following fall semester. If accepted, applicants will be directed to the Admissions Office for application to the college.

**Program Costs**

Students accepted into the BA-MA program will be charged regular Calvin tuition through the fall and spring semesters of their senior year. After receiving their BA in May of that year, they will be MA-only students and will be charged a fee per credit hour for the remaining 45 semester hours. In addition, a clinical practicum fee of $900 will assessed for the following practicum courses: SPAUD 530, 531 and 532. The practicum fees help to defray costs associated with student use of clinical equipment, diagnostic tests, test forms, therapy materials, equipment repair, and expendable items such as tongue depressors, disposable gloves, and other disposables. In addition, this fee will cover the cost of background checks, fingerprinting, drug screening and CPR training.

**Financial Aid**

Please consult with a Calvin Financial Aid officer early in the BA-MA program. Merit and need-based aid options are available for the first four years, since students have not earned a bachelor’s degree yet. Merit aid is not available for the fifth-year of the program; however, limited need-based aid is available. US citizens also are eligible for Department of Education loans. Please note that non-US citizens are not eligible for those loans.
ACADEMIC PLANS OF STUDY

All regularly-enrolled students must declare the track they intend to follow with the Department Chair and the Registrar’s Office no later than fall advising sessions (typically held in October) during their third year at Calvin College. The student’s official Academic Evaluation Report (AER) will reflect the courses required for the selected track. Switching tracks is only possible before the third-year fall advising session. Please note that we do not offer the required course plan for the Michigan Teacher of Speech and Language Impaired (TSLI) Certification in our program.

Track One: Bachelor’s to Master’s Degree Program

The Pre-Professional phase of Track One includes six semesters of undergraduate requirements taken during the first three years and the Professional Phase that includes six semesters of graduate requirements taken during the fourth and fifth years. Students must apply to be accepted into the BA-MA program. A sample course sequence is outlined in Appendix A. Students in Track One will earn a bachelor’s degree in speech pathology and audiology (BA-SPAUD) after completing the first two semesters of the professional phase in their fourth year, and will earn a master’s degree in speech pathology (MA-SP) after completing the final four semesters of the professional phase. Students in Track One must decide on the thesis option by the spring semester of their fourth year. The thesis option can be coordinated with students’ honors projects. The choice of the thesis option should be determined by the individual’s professional goals. A student who plans to pursue a doctoral degree is strongly urged to complete a thesis, as most universities require a thesis or its equivalent from their prospective doctoral students.

Track Two: Bachelor’s Degree Only

The second curricular track for a bachelor’s degree only in speech pathology and audiology is for students who plan to complete their graduate work at other institutions. Students in Track Two may enroll only in undergraduate-level courses, not graduate-level courses. Students who choose Track Two need to be aware that admittance into all speech pathology or audiology programs is highly competitive.
NATIONAL STUDENT SPEECH-LANGUAGE-HEARING ASSOCIATION MEMBERSHIP

It is recommended that all SPAUD majors become members of the National Student Speech-Language-Hearing Association; however, all fourth-year students are required to become members. See http://www.nsslha.org/default.htm for more information. Student membership provides a sizable discount in fees when ASHA membership and certification are sought. To obtain this discount, a student must be a member of NSSLHA for a minimum of two years prior to applying for ASHA membership.

ACADEMIC ADVISING

All students are assigned an academic advisor who serves as the academic advisor throughout the student’s academic program. Students must meet with their academic advisors during designated advising days each semester. All undergraduate students must meet with their assigned advisor before registering for courses for the following semester. See http://www.calvin.edu/academic/services/advising/ for more information. All graduate students will also meet at the end of every semester with the Program and Clinic Director to review progress and to set goals for the next semester.

To prepare for your advising appointment in advance, remember to review the online Schedule of Classes along with your Academic Evaluation Report (AER) to determine a list of appropriate courses. Watch for registration material approximately a week before these academic advising days in your Calvin e-mail account. The Academic Services updates the student’s AER each semester. Each student’s AER is available on their Portal accounts.

TRANSFER CREDIT

A student may transfer up to a maximum of six semester hours of post-baccalaureate credit into the master’s program subject to approval of the program and the college. Students seeking transfer credit should contact the Department Chair for approval. Students should retain syllabi and other course materials to assist in determining suitability of graduate work completed elsewhere.
STUDENT ACADEMIC REQUIREMENTS

The Speech Pathology and Audiology Program at Calvin College will prepare you for entry-level skills in Speech-Language Pathology or graduate-level programs in Audiology professions. To practice as a speech-language pathologist or audiologist, it is important to have the knowledge and skills necessary to be a competent professional as outlined by the American Speech-Language-Hearing Association. Therefore, the minimum grade and essential functions requirements for majoring in speech pathology and audiology are designed to be one of the processes of ensuring your professional competency upon completion of the program:

The requirements for remaining in the SPAUD program are:

- You must earn at least a 3.0 grade point average (GPA) every semester. If you earn less than a 3.0 GPA in any one semester, you will be placed on probation and must earn a 3.0 GPA the next semester to remain in the program. You may earn less than a 3.0 GPA for only one semester.
- Students must meet the Clinical Essential Functions for speech pathologists as outlined in the Student Academic Handbook (Appendix C).
- If the student has earned less than a 3.0 GPA for any two different semesters (not overall GPA), the student’s enrollment in the SPAUD Program will be terminated. A student cannot graduate from the five-year bachelor’s to master’s degree program while on probation.
- Students are expected to meet with their academic advisor at least once each semester to review their progress in the academic and clinical program. The Department Chair will submit the names of students in academic and/or clinical jeopardy to the Department’s faculty for appropriate action.
- Students who elect to write a thesis must be in good academic and clinical standing prior to securing approval of the thesis topic and before the oral examination.

All students must indicate that they have read and understand the above requirements by signing the form located in Appendix D. The requirements are discussed with each student during academic advising sessions.
STUDENT ASSESSMENT OF KNOWLEDGE AND SKILLS

Classroom instructors and clinical supervisors inform students at the beginning of the semester of the specific learning outcomes that are expected in a particular course or student practicum experience. These learning outcomes are stated on each course syllabus.

Instructors and supervisors assess students’ knowledge and skills based on their class, clinic, and research experiences (if the student has chosen the thesis option). Each student in the graduate program fills out the ASHA Standards Assessment Form for each class or clinical experience each semester, by indicating student performance as either “met,” “emerging” or “remediate.” All instructors provide the Department Chair with written verification of those designations. The records of all students are compiled onto a master form by the administrative assistant dedicated to this task. This system is based on the principles of multiple indices, flexibility, and development.

Multiple Indices: Each student will have multiple opportunities to learn each knowledge and skill required for entry-level clinical practice. The assessment system tracks each exposure to a knowledge or skill area for a class of students, as well as assessing the performance of individual students.

Flexibility: The assessment system requires that all students meet all ASHA standards in their Master’s program. However, each student may meet these goals with a different mix of classes, clinical assignments, research, independent studies, and other approved activities. This flexibility also allows faculty to adapt classes to address important concepts as they pertain to the current best practice in clinical Speech-Language Pathology, while still meeting the ASHA standards.

Development: The assessment system is used as a developmental tool for students. There are multiple opportunities for students to achieve all of the specific knowledge and skills needed for entry-level clinical practice. However, should a student require extra help, there is a system in place to identify weak areas and create objective remediation plans to address those weaknesses.
Students will meet with their academic advisors and clinical instructors each semester to discuss progress in the program and towards the ASHA standards as reflected on the record form.

The purposes of this meeting are to:

1. Show the standards that were evaluated in the prior semester and the ratings that were achieved.
2. Show the progress that has made towards each of the standards across semesters.
3. Discuss any ratings of “emerging” or “remediate” and begin the formulation of a remediation plan (if necessary).
4. Plan for future opportunities to meet additional standards.
5. Review students’ electronic copies of their ASHA Standards Assessment Form.

Note: Students will receive an e-mail update and copies of their ASHA Standards Assessment Form and other pertinent materials from the Department Chair during the last semester prior to graduation to ensure all standards have been met.

**REMEDICATION PLAN**

Remediation plans are designed to improve a student’s knowledge and skills in a specific area of weakness. Three scenarios can result in the implementation of a remediation plan.

1. A remediation plan will be **automatically** implemented whenever a student receives a score of “remediate” from any instructor or supervisor.
2. A remediation plan **may** be instituted if a student receives either multiple scores of “emerging” within an individual experience, or multiple scores of “emerging” on the same ASHA standard. The decision to implement a remediation plan under these circumstances will be made jointly by the instructor(s) who gave the “emerging” scores and the Department Chair.
3. A student **may** request that a remediation plan be developed for scores of “emerging” that did not already result in a plan. The decision to implement a remediation plan under this circumstance must also be approved by the instructor(s) and the Department Chair. This is to be based on the impact that receiving “emerging” will have on the student’s successful completion of the program in a timely manner. For example, a remediation plan may be implemented if few or no future opportunities are available for that standard to be addressed. However, a remediation plan may not be approved if there are many future prospects for completion of the standard.
If a remediation plan is necessary, the following steps will take place:

1. The Department Chair will meet with the instructor(s) involved. If clinic is involved, the Clinic Director will meet with the student’s clinical instructors and the Department Chair.
2. A plan will be created outlining the activities and/or experiences the student must complete to demonstrate adequate improvement in the area of concern. This plan must include measurable goals that can be completed within one semester, specification of persons who will be responsible for monitoring and implementing plans to achieve each goal, and specific consequences due to the student’s failure to meet the plan.
3. This plan will be then shared with the student. The student, Department Chair, and Clinic Director (if applicable) will each sign and receive a copy of the plan. If other faculty or clinical instructors are responsible for any portion of the plan, they will also receive a copy.
4. In the case of academic needs, the faculty instructor(s) involved in identifying areas of need typically will serve as mentors towards the completion of the plan, unless stated otherwise by the Department Chair.

At times, it may be appropriate for the student involved in a remediation plan to be enrolled in a 1-credit independent study class. Students on remedial plans can expect a range of highly specific assignments targeted to assisting them in achieving program standards in the identified area of need.

If a student fails to complete a remediation plan successfully, the student will be placed on academic probation. The student will need to meet with the Department Chair (and Clinic Director, if it is a clinical problem) to determine the appropriate next step.
Sample remediation activities:

Remediation activities are created based on the needs of the student and the area(s) in which they had difficulty. It is possible to have one remediation plan for multiple areas, if those areas are related. Below is a list of sample remediation activities.

- Write a paper on a topic.
- Independent study of a topic.
- Complete a literature review for a topic.
- Receive added individual instruction on a topic.
- Complete an additional class or supervised experience (e.g., writing class, remedial math class, undergraduate coursework in SPAUD).
- Complete supervised clinical observations.
- Retention in on-campus clinic for further clinical training prior to going off-site.
- Successful completion of specific clinical activities, such as diagnostic report writing.
- Extra oversight and documentation of appropriate professionalism, such as verifying that all paperwork is timely.

Definitions of Terms

Met:
Student has demonstrated knowledge in this standard that is commensurate with what one would expect of speech-language pathologists who are beginning their Clinical Fellowship Year. Clinical skills can be considered “met” if they are appropriate for a given student’s clinical experience level.

Emerging:
Student has demonstrated progress towards the objective, but not enough to meet it. Ratings of emerging do not count positively towards the completion of an ASHA standard. A student who received more than one “emerging” in an area or in a semester may be required to complete extra work until that objective has been met.

Remediate:
Student has not demonstrated appropriate progress towards the objective. This rating is similar to “failing”. Any student who receives a ‘remediate’ will be required to complete extra work until that objective has been met. Instructors are encouraged to attempt to remedy any weak areas during the semester to avoid the need for remediation plans.
PRAXIS EXAM

To be certified and practice as a speech-language pathologist, students must pass the National Examination in Speech-Language Pathology (PRAXIS). The examination is designed to assess the student’s ability to integrate academic and clinical knowledge in various areas of Speech-Language Pathology and Audiology. A passing score of 600 is required. This exam is administered by NTE and can only be taken after all required academic work is completed. Therefore, students should plan on taking the exam during the final semester of study (usually the summer semester of the fifth year). Prior to taking the PRAXIS exam, Master’s students must earn at least a 3.0 grade point in all course work, as well as demonstrate adequate clinical performance as determined by the Clinic Director; otherwise the exam will not count towards graduation.

GRADING POLICIES: INCOMPLETES

If you must take an incomplete grade for a course, you should use the contract available online (http://www.calvin.edu/academic/services/forms/incomplete.pdf) with the course instructor to document the terms of the completion agreement. Specifically, it should be used to outline the reasons for not completing the course by the set deadline and document the work necessary to complete the course. Incompletes should not be requested except under extenuating circumstances, and only when a final examination or project cannot be completed in time. Although incompletes do not average into the student’s GPA, they do represent uncompleted work, and therefore contribute to additional workloads on both the students’ and faculty members’ part. Program policy strongly discourages requesting and awarding incompletes at the professional phase of the program. Per college policy, incompletes not made up by posted deadlines will convert to failing grades automatically. Note that students experiencing extraordinary circumstances causing them to fail to complete substantial portions of a class’s requirements should petition for late withdrawal rather than an incomplete. Incompletes are intended solely when the majority of a class has been completed. Students who are experiencing or anticipate experiencing difficulties completing a course should contact the instructor(s) and the Department Chair as soon as possible, to work out the most beneficial course of action.
TECHNOLOGY USE AND SECURITY

Computers are available for student use both in the student work room and in the computer labs on campus. The computers in the card-accessed student work room are for work related to clinic. The computers are not to be used for personal e-mail or web surfing. Students are not permitted to download programs of any kind from the internet to the clinic workroom computers without permission from instructors. Likewise, students must not save any documents to the hard drives. This includes instant-messaging software. Students must purchase their own USB flash drive in order to save any class-related documents on which they are working, however as outlined below, students may not save any documents with identifiable client information on their personal flash drives.

Students must complete all clinical reports and other materials with client-identifiable information on the computers in the HIPAA-secured clinic workroom. Due to the Health Insurance Portability and Accountability Act (HIPAA) guidelines, clinical reports are never to be saved to the clinic workroom computer hard drives or to any portable drives such as flash drives or burnable CD/DVDs. Students must save all reports and materials with identifiable client information to the password-protected server. After students complete their reports, they must notify the clinic administrative assistant that they are complete. The clinic administrative assistant will then print the report for the students and clinic instructors to sign. Students may not, under any circumstances, save electronic or paper copies of reports with identifiable client information for their personal use.

As a user of Calvin information technology resources, it is the student’s responsibility to be aware of Calvin's policies on using Calvin's information technologies and federal, state, and local laws that affect use of technology. This policy outlines information as to what Calvin expects of you, what your rights are and how to report policy violations. Further information about technology and security at Calvin College may be obtained at: http://www.calvin.edu/it/itpolicies/.
EMERGENCY AND SAFETY PROCEDURES

In the event of weather emergencies, building evacuations and other disasters, students must be aware of Calvin’s Emergency Procedures. The DeVos Communication Center’s Emergency Liaison is the primary communications link between Campus Safety. The Emergency Liaison is responsible for informing staff, faculty, students, clients and their families, and guests where the shelter area and designated gathering place is in the building.

During a building evacuation, the Emergency Liaison will direct Faculty and Staff members to walk quickly through the department to verify that everyone is leaving. Then the Emergency Liaison will proceed to the designated gathering place. As faculty and staff members arrive at the gathering place, they are to report any issues of concern to the Emergency Liaison.

During an emergency evacuation, individuals who are disabled must be brought immediately to the designated area of refuge near the west stairwell on the second floor of the DeVos Communication Center. One staff member, not the Emergency Liaison, will remain with individuals who are disabled and need assistance in the designated area of refuge while another staff member notifies Campus Safety by phone or in person about the people left inside. The employee and the individuals with disabilities must wait in the area of refuge for fire and rescue professionals to arrive who are trained to deal with evacuations in such emergencies.

Campus and public safety personnel will check with the Emergency Liaison for evacuation status reports and will notify the Emergency Liaison when buildings are cleared for reentry.

If a student or client is involved in an accident, a staff member will phone 911. Under no circumstances will a student or client place themselves in a situation where contact with the blood of a client or student could occur. If blood is present, staff and/or faculty may provide assistance in emergency situations but only while wearing gloves.

If a client has a known problem requiring specific medical intervention methodology or treatment, the spouse, caregiver, or parent must be present during all interactions with the client. Clinic personnel cannot perform medical intervention procedures that are not within the scope of practice of a speech-language pathologist or audiologist.

Given the possibility of injury, no child should be left unattended, either in a therapy room, in the hall, or in the waiting area. The clinician must also verify that an adult has assumed the responsibility for a child upon the completion of an appointment visit, if the responsible adult was not included in the therapy session.
THESIS ADVISING

All students deciding to pursue the thesis option will be encouraged to complete a scholarly activity that will be of sufficient quality for subsequent professional presentation and/or publication. A thesis is intended to acquaint the student with research methodology; it is expected that original research or replication of a research project will be undertaken. Students who select the thesis option should take the following steps after identifying an advisor they believe will provide the best guidance in the pursuit of their professional objectives:

1. Discuss intentions with the Department Chair by the beginning of the spring semester in the fourth year (or first year of graduate work).
2. Schedule an appointment to discuss the thesis with the identified faculty member.
3. Secure written consent of the selected faculty member.
4. Notify the Department Chair regarding consent of the faculty member.
5. Seek final approval in writing from the Department Program.

Thesis advisors and committee members for students pursuing a thesis are selected on the basis of five factors:

1. The professional areas of specialization of the faculty member(s) to direct the research project;
2. The student’s preference;
3. The workload and availability of the faculty members concerned;
4. The consent of the faculty members concerned; and
5. The approval of the supervising faculty advisor with final approval from the Department Chair.

Students will have ample opportunity to express their preference for a thesis advisor, and the Department will do all it can to honor this preference. There may be specific instances, however, where the preferred faculty member lacks the time, or lacks sufficient expertise in the particular subject of research. In these instances, it would not be in the student’s best interest to insist upon a particular faculty member. The Department Chair is responsible for the final approval of the thesis advisor and committee members.

The nature of the thesis topic should be chosen by the student in consultation with a thesis advisor. Once a suitable topic has been selected, a minimum of two other members of the graduate faculty should be requested in writing to serve on the committee. The advisor and one committee member must be from the Department; the third committee member may be selected from other departments of the college or from another higher education institution. The written petition should include a copy of the thesis proposal, the anticipated date of the oral examination, and the anticipated date of graduation.
Although the thesis advisor is primarily responsible for guiding the design and writing of the thesis, the other committee members also should be consulted on these matters. The student should determine from the other faculty members whether they wish to see drafts of the thesis as it is being prepared. Any major points of disagreement should be resolved in a joint meeting of the student and his/her committee.

The student must submit to each committee member a thesis proposal abstract of 250-500 words and a thesis proposal describing the purpose and methods of the thesis. The proposal abstract includes a brief description of the research plan, time frame, etc. The proposal itself is typically more in-depth. The program will not accept a thesis that has not received prior approval. Approval of the thesis topic will not be granted unless the student is in good standing.

A student may apply to the program for limited financial support for the purchase of materials needed to complete the thesis (e.g., audio/visual tapes, computer diskettes, or remuneration for subjects). The program will not provide copying services or secretarial support for the completion of the thesis. Upon completion of the thesis, examination copies must be provided to the committee members within 45 days of the oral examination.

**Form of Thesis for the Committee**
The draft which is submitted to the Committee for reading should be complete, readable and contain necessary documentation and bibliographic entries. This draft should adhere to the current APA guidelines and be suitable for publication.

**Approval of Thesis for Oral Defense**
At least two weeks prior to the date of the oral defense of the thesis, the student will contact the members of the committee to determine whether the thesis is defensible in content and form. If revisions are recommended, the thesis advisor and the candidate will develop a plan of action to meet committee expectations regarding these revisions, including postponement of the oral if necessary. Candidates should meet with the committee well in advance so that the timetable for submitting the thesis is met.
The oral examination typically will last for 1-2 hours. Although the thesis topic will be emphasized in the examination, other related professional topics can be covered in the oral examination. Majority vote of the committee will determine the student’s success in defending the thesis. If a student fails the oral examination, the student may be asked to do one of the following:

1. Retake the oral defense of the thesis.
2. Rewrite the thesis.
3. Execute a second thesis on the same topic.
4. Select a new topic and do a second thesis.

A student may pass the oral examination and still be asked to rewrite sections of the thesis. The student must be certain that ample time is allowed between the date of the oral examination and the anticipated graduation deadline to allow for such rewriting activity.

The student must prepare and distribute the following number of copies of the final thesis:

1. One electronic copy for the college.
2. One copy for the program (submitted to the Department Chair).
3. One copy for the advisor.

As a courtesy, the student should ask the other committee members if they desire a copy for their personal libraries.

Thesis students are required to maintain continuous registration from one semester to another, regardless of whether they are in residence, until the research is completed and the thesis is accepted by the program. The minimum continuous registration is one hour per semester.
RESEARCH STANDARDS

The student may not use the name or stationery of Calvin College in connection with personal research, without the sponsorship of a member of the SPAUD Program faculty. This permission is freely and generously given, but the Department insists upon its right to determine the context in which its name is used.

Research involving human subjects must meet the guidelines of the Calvin College Institutional Review Board (see http://www.calvin.edu/admin/provost/irb/). The student must consult the thesis advisor to assure these guidelines are followed.

ACADEMIC INTEGRITY

The SPAUD Program has a zero tolerance for any violation of academic integrity and/or academic misconduct for all program requirements. It is the student’s responsibility to understand the definitions of academic dishonesty and misconduct. The Academic Honesty Policy is printed in its entirety in the Student Handbook. It is available on-line at http://www.calvin.edu/student-life/forms-policies/pdf/student-hdbk.pdf.

COLLOQUIUMS

Colloquiums are scheduled in the spring and summer semesters every academic year. These involve reviewing a case study as a group of 5 to 6 members and presenting evidence-based assessment and treatment recommendations. Some of these may be of an interprofessional education (IPE) format, and may involve working with 2 to 3 other disciplines from Calvin College and other local institutions. First year graduate students are required to participate in one of the scheduled colloquia. Attendance at each colloquium is mandatory for first year graduate students and is highly encouraged for other SPAUD students. Attendance at and participation in the colloquia will count towards the grade for the clinical practicum course.
CLINIC FACILITY

The Calvin Speech Pathology and Audiology Clinic is located in the De Vos Communication Center on the second floor. Handicapped parking is available directly in front of the building. A bank of elevators, located ahead and to the right once you enter the building. The waiting room is located to the left as you exit the elevators on the second floor. The Clinic Assistant will be available at the front desk adjacent to the waiting room. Clients are asked to sign in at the front desk. Treatment rooms are available on the second floor. There are seven individual therapy rooms furnished to accommodate both child and adult clients. All rooms have separate observation rooms that allow clinical instructors, students and families to observe sessions. Three treatment rooms are large enough to accommodate group treatment. The second floor of DeVos Communication Center also houses the audiology sound suite, work area and research lab. The research lab is available for students to research clinical information, analyze clinical data and prepare materials and clinical documentation. It is equipped with a variety of computers and software, video monitors, listening devices and portable DVD players for review of clinical sessions. This clinical space is card-access protected to protect client information.

CLINIC MATERIALS AND EQUIPMENT

Testing and clinical materials for adult clients are maintained in the bank of cabinets in the clinic and may not be taken out of the clinic unless they are signed out with the Clinic Administrative Assistant. Testing and clinical materials for pediatric clients are maintained in DC 225C. An inventory of materials is maintained by the Clinic Administrative Assistant. Students must sign out any materials with the Clinic Administrative Assistant before using them. Students and clinical instructors are encouraged to communicate with the Clinic Administrative Assistant and the Clinic Director, if there are any clinical materials needed. It is expected that students will take exceedingly good care of all clinic materials. Students are required to sign up for clinic clean up time.

HEALTH REQUIREMENTS OF ALL STUDENT CLINICIANS

Student clinicians are required to have a recent TB test, Hepatitis B vaccinations, undergo and pass criminal background checks including fingerprinting, Central Registry Clearance, drug screening and fulfill any other requests from outside agencies for clinical placements in a timely manner. A designated nurse at Health Services on campus will be available, by appointment, to complete lab work, hair testing for drug screening and any other boosters of vaccines if needed. In addition, CPR training will be completed on campus and students must complete this training during the first semester of Clinical Practicum (SPAUD 530) and in preparation for off-campus placements. Refer to various release forms in the appendices.
CLINICAL PRACTICUM FEE

As is the case for other programs at Calvin with a clinical component, a clinical practicum fee has been established to cover costs associated with the entire clinical experience while you are enrolled as a graduate student. The practicum fee helps to defray the costs associated with the student use of clinical equipment, diagnostic tests, test forms, therapy materials, equipment repair, and expendable items such as tongue depressors, disposable gloves, and other disposables. In addition, this fee will cover the cost of background checks, fingerprinting, drug screening and CPR training. The fee will be associated with enrollment in the practicum courses. The fee amount for each academic year will be set annually as part of the general student tuition determination for the college.

HEALTH INSURANCE AND PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

In accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) the ASHA Code of Ethics, students and clinical instructors at the Calvin Speech Clinic must adhere to federal privacy rules (http://www.hhs.gov/ocr/privacy/index.html) which protects health information (PHI) for treatment, payment, and health care operations. All students and clinical instructors are required to complete HIPAA training prior to seeing clients in the clinic and in external facilities.

The Clinic Administrative Assistant at the front desk will provide clients with HIPAA form that addresses information regarding privacy practices and how Calvin College must use and disclose health information. Clients or their designated guardians will sign the form to indicate that they understand their rights under HIPAA.

In accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the ASHA Code of Ethics, all information concerning past and present clients is strictly confidential. The following information is not to be divulged to anyone without express and written permission:

- Name of client
- Nature of the problem
- Family information
- Tape recordings of the client’s speech
- Lesson plans
- Test results
• Observation reports
• Any draft of clinical reports

Students must avoid the following circumstances that may lead to violations of confidentiality:

• Conversations with other professionals not involved with the client
• Taking materials pertinent to a client out of the Clinic
• Reports, lesson plans, or other material left in a notebook or on a table where others may read them
• Conversations in the Clinic which may be overheard by other people, including other clinicians

CLIENT CONFIDENTIALITY

Client confidentiality is an important professional and legal responsibility. All information regarding clients is confidential. In order to maintain confidentiality, clients are not to be discussed with non-Calvin Clinic personnel without signed permission. When discussing clients with staff, students and clinic instructors must use private rooms to avoid being overheard by others in the Clinic. Absolutely no talk about the client’s session is allowed outside of the therapy room.

No clinical reports or test forms are to be left, even temporarily, in any location where client confidentiality cannot be ensured. Written materials and therapy plans are not to be left in observation areas. Only the client’s initials should be used on therapy plans.

Client files may not leave the Clinic for any reason. As stated under Technology Use, students must complete all client reports on the computers in the HIPAA-secured clinic workroom. After students complete their reports, they must notify the clinic administrative assistant that it is complete. The clinic administrative assistant will then print the report for the students and clinic instructors to sign. Students may not save copies of reports with identifiable client information for their personal use/records. Once the final draft of a report is submitted, duplicate/draft copies of reports must be destroyed in the shredder located in the secured card-accessed clinic workroom.

Students may not save copies of reports with identifiable client information for their personal use/records; and no clinic reports are to be retained, even temporarily, on any computer files that can be accessed by anyone other than the responsible student clinician or clinical instructor.
STUDENT and CLIENT EQUAL OPPORTUNITY POLICY

The Speech Pathology and Audiology Program is committed to the principle of equal opportunity. We do not discriminate on the basis of race, color, religion, sex, national or ethnic origin, disability, age, sexual orientation, genetic information, citizenship, and status as a covered veteran (e.g., the Americans with Disabilities Act of 1990, the Civil Rights Act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972 [to the Higher Education Act of 1965], the Rehabilitation Act of 1973, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, the Uniformed Services Employment and Reemployment Rights Act [USERRA], the Genetic Information Nondiscrimination Act [GINA], the Immigration Reform and Control Act [IRCA], and the Equal Employment Opportunity Commission's Civil Service Reform Act of 1978 [CSRA], and all amendments to the foregoing). Questions pertaining to discrimination may be directed to the Speech Pathology Department Chair at Calvin College, 3201 Burton Street SE, Grand Rapids, Michigan, 49546, (616) 526-6289 or to register a complaint outside the college, students should follow the Complaint Procedure against Graduate Education Programs, which can be found at:

http://www.asha.org/academic/accreditation/accredmanual/section8.htm

CLIENT PERMISSION TO PHOTOGRAPH AND AUDIO/VIDEO RECORD

The clients sign permission forms that allow the Calvin Speech Clinic to collect and analyze their communication for educational purposes. The Clinic Administrative Assistant will present these forms to clients or guardians on the first day of clinic each term; however, clients have the right to refuse permission at any time. The signed forms will be filed in the client’s medical record. As always, care should be taken with recordings to protect client confidentiality. They should be viewed in private rooms or the card-accessed clinic workroom only. All recorded material is stored in a main sever in the DeVos Communication Center and is only accessible by password. Students must not give their passwords to other students, either in the program or non-majors.

CLINIC CALENDAR AND SCHEDULING/CANCELLATION POLICY

A Clinic calendar and course syllabi list the beginning and ending dates of practicum, required meeting dates, holidays and due dates for paperwork for the academic year. Specific details for client appointments are available to students on Raintree.
The Clinic schedule follows the Calvin College academic calendar. The Clinic will be closed if Calvin College is closed for any reason. Clinicians are encouraged to listen to local radio/TV stations for weather-related closings. Because some of our clients travel from distances beyond the Grand Rapids region, clinicians are asked to call clients if the clinic is cancelled to prevent a client from traveling to the clinic unnecessarily. In addition, clinicians are asked to update their contact information so that the Clinic Assistant can inform clinicians regarding appointment cancellations.

Student clinicians meet with their clients for all scheduled therapy sessions. Student clinicians who miss sessions because of illness or other excused absences should immediately contact their clinical supervisor and the clinic department assistant. An excused absence is defined as a clearly unavoidable absence due to illness of the student clinician, death in the student clinician’s immediate family and similar traumatic events. Vacations, persistent car trouble, and social events are not considered excused absences. Student clinicians should discuss any special needs for clinic release or scheduling with their clinical instructors and clinic director.

In the event of illness or emergency, the student clinician will make every effort to notify the clinical instructor, who will tell the student clinician whether to call the client to cancel therapy. If the clinical instructor cannot be reached immediately, the student clinician must contact the clinic administrative assistant who will contact the client. If the clinical instructor and/or the clinic administrative assistant decide to cancel a session, they will contact the client or responsible caregiver.

Student clinicians may be required to remind clients of their appointment by a call or text 24 hours before their scheduled appointments. Clients are requested to notify the clinic to cancel appointments. If the client notifies the student of their cancellation the student must immediately notify their supervisor and the clinic assistant. The clinic administrative assistant will be available by phone and will check voice messages and emails throughout the day. A client who is absent more than two times in the semester may jeopardize the positive impact that treatment could have on their communication skills and the student clinician’s potential for accumulating the required minimum number of clinical hours. When a client’s attendance is not reliable, the clinic assistant will contact the client and explain the importance of regular attendance. If additional absences occur, the clinic assistant will call the client regarding their termination of services, and then make an alternative assignment for the student clinician.

**ROOM ASSIGNMENTS**

For all clients who will be attending the Clinic at a regular time each week for the entire semester, room assignments are made at the beginning of the semester and posted on
Raintree. Other assignments can be made by the clinic administrative assistant on an as-needed basis. Student clinicians are expected to keep the rooms neat and clean, as would be expected of any professional.

**THERAPEUTIC OBSERVATION BY PARENTS, SPOUSES OR CAREGIVERS**

Spouses, parents, legal guardians and significant others of persons receiving therapy are permitted to observe therapy sessions in the adjacent observation rooms. There are occasions that family members are encouraged to join the client and clinicians, especially during the gathering of information.

Clients and/or their legal guardians will be asked each semester to give written permission for the spouses, parents, legal guardians and significant others of other clients receiving therapy at the same time to be present in the observation rooms. If a client and/or legal guardian does not give permission, that client will receive services in a therapy room with private observational facilities that do not serve other clients.

**A DONATION BASED CLINIC**

As of Fall 2016 we no longer charge a fee for services rendered in the Speech and Hearing Clinic. As a donation based clinic we welcome and encourage donations of any amount to help us cover costs and remain sustainable. All donors are given a letter of receipt from Calvin College which they can use as record of a taxable donation.

**TRANSPORTATION**

In addition to working in Calvin’s Speech and Hearing Clinic, students will complete internships in various off-campus practicum sites located throughout the Western Michigan area and beyond. All students must provide their own reliable transportation to and from practicum sites which can be within a 60-mile radius from Calvin College. It is the responsibility of the student to get to assigned practicum locations in a timely manner.
ETHICAL RESPONSIBILITY

All clinical students (including student observers), faculty/staff, and adjunct faculty are to conduct themselves according to the Code of Ethics of the American Speech-Language and Hearing Association (ASHA).

Students must demonstrate responsibility and respect for clients and their significant others. Likewise, the student must develop the same characteristics toward self and clinical personnel. Evaluation and treatment are under the direct supervision and approval of the assigned clinical instructor. Utilization of every resource is necessary to develop and provide the most effective therapeutic services. All clients and their significant others must be informed of the results of the evaluation, the nature of the disorder, recommendation for treatment, and prognosis for improvement. Likewise, ongoing treatment assessment results must be reviewed to determine treatment effectiveness and efficiency. Students must demonstrate responsibility through maintenance of accurate and precise client records.

Professional discretion and confidentiality of client information must be maintained at all times. It is the responsibility of student clinicians to facilitate a confidential environment for open and uninterrupted discussion. Both written and verbal client information will be handled with respect and confidentiality.

MAINTENANCE OF CLINICAL RECORDS

Permanent client medical records are maintained online in Raintree and can be obtained by the Department Chair, Clinic Director, Clinical Supervisors and the student clinician. Permanent client medical records may never be downloaded to the devices.

DRESS CODE

Appropriate professional dress is required for all clinical practicum participants. All Calvin students (including student observers), faculty and staff should be neat and professional in appearance when engaged in any clinical activity. If a student clinician is not dressed appropriately, as judged by the Clinic Instructor or Clinic Director, the student will be sent home. Professional dress and posture contributes to credibility when delivering professional information or services. Professional posture includes direct eye contact, pleasant facial expression, composed physical posture, personal hygiene and professional clothing.
Student clinicians are required to purchase and wear the designated uniform shirt and/or sweater for the SPAUD Clinic. The shirts and sweaters will have a Calvin College Speech Pathology & Audiology monogrammed logo. The uniform, along with a clinic name badge, is required to be worn for any clinical session for SPAUD 530, 531, 532 - both on and off-campus. Students are allowed to wear either dress pants or skirts that are professional looking. Professional standards include at least knee-length skirts and no jeans. Clinical instructors have the authority to determine if students meet the professional dress-code standards. If students are judged to be dressed inappropriately, they may be sent home to change and or miss their session.

Students must adhere to certain personal standards both for their own safety and the comfort of the client. Dangling jewelry is prohibited. Any open lesions must be adequately covered and protected from contamination.

INFECTION CONTROL

Appropriate education and training with regard to communicable and infectious disease policies will be presented throughout the academic courses and clinical experiences. Minimal “Standard Precautions” such as hand washing and disinfection are expected when interacting with clients. Additional policies and procedures are posted in the Clinic related to admission, retention, appeals, counseling, transmission, exposure, and so forth.

STUDENTS WITH DISABILITIES

In accordance with the college’s policy, if a student has a documented disability and requires accommodations to obtain equal access in a class or in clinical practicum, the student should contact the Clinic Director at the beginning of his/her clinical practicum courses and the instructor(s) of his/her class(es) each semester to make this need known and to provide documentation thereof. Note that instructors are not permitted to make individual judgments about accommodations. Also note that all students must meet the essential functions for SLPs, as outlined in Appendix C.

Students with disabilities requesting accommodations must first verify their eligibility through the Academic Services Office (see http://www.calvin.edu/academic/services/disability/). Grievance procedures related to disabilities are located in Calvin’s Student Handbook (see http://www.calvin.edu/student-life/forms-policies/pdf/student-hdbk.pdf).
TYPHON ALLIED HEALTH STUDENT TRACKING (AHST) AND RAINTREE ELECTRONIC SYSTEM

The Speech Pathology and Audiology Program at Calvin College uses secure, on-line electronic systems to track clinical experiences. These systems enable students to maintain an electronic portfolio and manage a variety of external documents. It allows the Clinic Director to maintain a comprehensive database of clinical sites and instructors. Students will have access to TYPHON over the course of their graduate studies and then continuing for three years after graduation to allow ensure access to clinical hours.

GRIEVANCE PROCEDURES FOR STUDENTS

Policies and procedures pertaining to student grievances depend on the nature of the concern. Course grades may be appealed under the Protest and Appeals Policy, as outlined in Calvin’s Student Handbook (see http://www.calvin.edu/student-life/forms-policies/pdf/Student%20Handbook%202013-2014.pdf ). Concerns about sexual, racial and ethnic harassment and discrimination may be pursued under the policies and procedures pertaining to those matters.

Students served in our program are treated in a nondiscriminatory manner-that is, without regard to race, color, religion, sex, national or ethnic origin, disability, age, sexual orientation, genetic information, citizenship, or status as a covered veteran. The institution and program comply with all applicable laws, regulations, and executive orders pertaining thereto.

Specific policies and procedures are detailed in Calvin’s Student Handbook. Students may pursue all concerns with the Department Chair. Clinical education concerns may be directed to the Clinic Director. Every effort will be made at the department level to resolve the complaint or concern.

CAA CONTACT

Concerns and questions relative to the academic and clinical training issues of our program should be directed to the SPAUD Department Chair first, and then to the Department’s Academic Dean. Confidentiality is strictly maintained at all levels.

Students (as well as consumers) may also contact the Council on Academic Accreditation (CAA) with complaints related to our department’s compliance with program accreditation standards. All must follow the Complaint Procedure against Graduate Education Programs, which can be found at:
http://www.asha.org/academic/accreditation/accredmanual/section8.htm. As part of that process, complaints are submitted in writing to:

Chair  
Council on Academic Accreditation in Audiology and Speech-Language Pathology  
American Speech-Language-Hearing Association,  
2200 Research Boulevard, #310  
Rockville, MD 20850

More information on accreditation standards is located here:  
http://www.asha.org/academic/accreditation/accredmanual/section3/.

CHECKLIST FOR ATTAINING THE MASTER’S DEGREE

This checklist should help ensure that you meet requirements for the degree at the appropriate times:

1. Complete prerequisite undergraduate course deficiencies. In the first conference with the academic advisor during the professional phase of the program, the student should identify such deficiencies and plan to remediate them.

2. Secure admission to the BA-MA program.

3. Successfully complete all knowledge and skills outcomes associated with the clinical and academic training program and document those on your KASA form.

4. Complete sufficient clinical experience to obtain a minimum of 400 clock hours, at least 325 hours at the graduate level with 50 clock hours in each of three types of clinical settings, and meet all minimum requirements for the Certificate of Clinical Competency (CCC). Keep all documentation of 25 observation hours and at least 376 clinical clock hours.

5. Submit the application for graduation at the beginning of the second to last semester of study in which final examination and oral examination of the thesis will be taken.

7. Successfully pass the PRAXIS in your final year and have the scores delivered to Calvin College (students in good standing).

The next steps are for thesis students only:

8. Submit thesis prospectus for approval (The student must have a 3.0 GPA in SPAUD courses and must have successfully completed the clinical practicum sequence to complete a thesis).

9. Complete thesis by June (before your final semester).
10. Pass oral examination of thesis in July of your final semester; submit final copies to the Department Chair.

Note: The content of this handbook was adapted with permission from the Master’s Handbook for the Department of Communication Disorders at Bowling Green State University.
APPENDIX A: Speech Pathology BA-to-MA Program
(sample schedule with a foreign language core exemption)

First Year/Fall
Written Rhetoric Core
Physics Core
Biology Core (Human Biology)
Persons in Community Core
Fundamentals in Technology
Prelude Core

First-Year Interim
Developing Christian Mind Core

First Year/Spring
Literature Core
Communication and Culture
A & P Sp & Hearing Mechanism
Intro to SLP & Audiology
Health & Fitness Core

Second Year/Fall
Phonetics
Speech Science
History Core
Lifespan Psychology
Health & Fitness Core

Second-Year Interim
Elective (recommended abroad)

Second Year/Spring
Persons in Society Core
Philosophy Core
Math Core (Statistics)
Hearing Science
Health & Fitness Core

Third Year/Fall
Religion Core
Audiology
Intro to Clinical Practicum
Arts Core
Religion Core

Third Year/Interim
Neuroscience of Communication

Third Year/Spring
English Grammar
Child Language
Aural Rehabilitation
Linguistics

Fourth Year/Fall
Aphasia
Diagnostics
Language Disorders 1
Clinical Practicum: On-Campus

Fourth Year/Spring
Dysphagia
Neurocognitive Disorders
Critical Reflections in SLP
Language Disorders II
Clinical Practicum: On-Campus

Fourth Year/Summer
Research Methods
Fluency Disorders
Phonological Disorders
Clinical Practicum: On-Campus
Thesis (Optional)

Fifth Year/Fall
Motor Speech Disorders
Voice Disorders
Clinical Practicum: Off-Campus
Thesis (Optional)

Fifth Year/Summer
Clinical Practicum: Off-Campus
Thesis (Optional)

Fifth-Year Interim
AAC

Fifth Year/Spring
Cleft and Craniofacial Disorders
SLP Seminar
Clinical Practicum: Off-Campus
Thesis (Optional)
### APPENDIX B: Speech Pathology Four-Year Program  
(sample schedule without a foreign language core exemption)

**Year 1**  
**Fall Semester**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAUD 101: Intro to SLP &amp; AUD</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language Core</td>
<td>4</td>
</tr>
<tr>
<td>BIO 115: Human Biology</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101: Written Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Prelude</td>
<td>1</td>
</tr>
<tr>
<td>FIT</td>
<td>1</td>
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</tbody>
</table>

**Interim Semester**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language Core</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring Semester**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAUD 210: A &amp; P of Speech &amp; Hearing</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Language Core</td>
<td>4</td>
</tr>
<tr>
<td>Physics for the Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td>IDIS 150: Developing the Christian Mind</td>
<td>3</td>
</tr>
<tr>
<td>PE</td>
<td>1</td>
</tr>
</tbody>
</table>

**Year 2**  
**Fall Semester**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAUD 217: Speech Science</td>
<td>3</td>
</tr>
<tr>
<td>SPAUD 216: Phonetics (CCE)</td>
<td>4</td>
</tr>
<tr>
<td>HIST 151/152: History of the Western World</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 151: Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PE</td>
<td>1</td>
</tr>
</tbody>
</table>

**Interim Semester**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
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</tbody>
</table>

**Spring Semester**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAUD 311: Child Language Development</td>
<td>3</td>
</tr>
<tr>
<td>Literature Core course</td>
<td>3</td>
</tr>
<tr>
<td>Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>SPAUD 218: Hearing Science</td>
<td>3</td>
</tr>
</tbody>
</table>

**Year 3**  
**Fall Semester**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAUD 370: Intro to Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>SPAUD 344: Audiology</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 115</td>
<td>4</td>
</tr>
<tr>
<td>Religion Core</td>
<td>3</td>
</tr>
<tr>
<td>PE</td>
<td>1</td>
</tr>
</tbody>
</table>

**Year 4**  
**Fall Semester**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAS 399: Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 223: Physics for the Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td>Theology Core</td>
<td>3</td>
</tr>
<tr>
<td>SPAUD 384: Speech Sound Disorders</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring Semester**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAUD 385: Language disorders</td>
<td>3</td>
</tr>
<tr>
<td>Societal Structures Core</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 201: Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

*Note: You must maintain at least a 3.0 GPA every semester and meet the Essential Function requirements outlined in the Program and Clinical Handbook to remain in the program.*
Appendix C

ESSENTIAL FUNCTIONS OF A SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY EDUCATION

ADMISSION, RETENTION AND GRADUATION STANDARDS

Graduate degrees in Speech Pathology and Audiology are recognized as broad degrees requiring the acquisition of general knowledge and basic skills in all applicable domains of speech and hearing sciences. The education of speech-language pathologists and audiologists requires assimilation of knowledge, acquisition of skills and development of judgment through patient care experience in preparation for independent and appropriate decisions required in practice. The current practices of speech-language pathology and audiology emphasize collaboration among speech language pathologists, audiologists, other health care and education professionals, the patient/client, and the patient/client’s family.

MISSION

The mission of the Speech Pathology and Audiology Program at Calvin College is to prepare students for the vocations of Speech-Language Pathology or for graduate work in Audiology within a liberal arts foundation and the context of the Communication Arts and Sciences Department’s vision and mission. We specifically seek to provide an academically rigorous program with a Reformed Christian perspective that educates our students to have the essential academic knowledge, clinical skills, and reflective ethical practices that enable them to enter the profession, to become lifelong learners to persistently improve service to others, to be intentional advocates for individuals who have communicative disorders, to know, appreciate and respect cultural and linguistic traditions in a diverse world, and to become successful leaders specifically within the professions of speech-language pathology or audiology and more generally in society.

POLICY

As a program seeking accreditation, Calvin College’s program adheres to the standards and guidelines of the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Within these guidelines, our program has the responsibility for selecting and evaluating its students; designing, implementing, and evaluating its curriculum; and determining who should be awarded a degree and/or recommended for graduate work at other institutions. Admission and retention decisions are based not only on satisfactory academic achievement but also on other academic factors, which serve to ensure that the candidate can complete the essential functions of the program required for graduation.
Our program has a responsibility to the public that its graduates can become fully competent and caring speech-language pathologists and audiologists, capable of doing benefit and not harm. Thus, it is important that persons admitted possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice speech-language pathology and/or audiology.

**ESSENTIAL FUNCTIONS**

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology and/or audiology 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 five areas: communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social. 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. Failure to meet or maintain the Essential Functions may result in action against the student, including, but not limited to dismissal from the program.

**A. COMMUNICATION**

A student must possess adequate communication skills to:

- Communicate proficiently in both oral and written English language.
- Possess reading and writing skills sufficient to meet curricular and clinical demands.
- Perceive and demonstrate appropriate non-verbal communication for culture and context. Modify communication style to meet the communication needs of clients, caregivers, and other persons served.
- Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
- Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
- Convey information accurately with relevance and cultural sensitivity.

**B. MOTOR**

A student must possess adequate motor skills to:

- Sustain necessary physical activity level in required classroom and clinical activities.
- Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.
• Access transportation to clinical and academic placements.
• Participate in classroom and clinical activities for the defined workday.
• Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
• Manipulate patient-utilized equipment (e.g. durable medical equipment to include AAC devices, hearing aids, etc.) in a safe manner.
• Access technology for clinical management (i.e. billing, charting, therapy programs, etc.).

C. INTELLECTUAL / COGNITIVE
A student must possess adequate intellectual and cognitive skills to:

• Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.
• Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
• Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan and implementation.
• Self-evaluate, identify, and communicate limits of one’s own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
• Utilize detailed written and verbal instruction in order to make unique and dependent decisions.

D. SENSORY/OBSERVATIONAL
A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:

• Visually and auditorily identify normal and disordered (fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing cognition, social interaction related to communication).
• Identify the need for alternative modalities of communication.
• Visualize and identify anatomic structures.
• Visualize and discriminate imaging findings.
• Identify and discriminate findings on imaging studies.
• Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
• Recognize and adjust when a client and/or client’s family does or does not
understand the clinician’s written and or verbal communication.

- Identify and discriminate a client’s spoken responses
- Accurately monitor through both visual and auditory modalities, equipment displays and controls, including those of hearing instruments, used for assessment and treatment of patients.

E. BEHAVIORAL/SOCIAL
A student must possess adequate behavioral and social attributes to:

- Display mature, empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.
- Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.
- Maintain general good physical and mental health and self care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
- Dress appropriately and professionally.

Calvin College is committed to providing access, equal opportunity, and reasonable accommodation in its services, programs, activities, education, and employment for individuals with disabilities. Our goal is to ensure that every student who has a disability is provided with access to the needed services that will ensure equity of opportunity. We provide assistance to students with visual impairments, learning disabilities, mobility impairments, hearing impairments, chronic health conditions (including allergies), psychological disabilities, and temporary disabilities so they may enjoy a complete range of academic and non-academic opportunities. More information may be found at: http://www.calvin.edu/academic/services/disability/.

By signing this, I certify that I have read and understand the “Essential Functions of Speech-Language Pathology and Audiology Education” and I understand that should I fail to meet and/or maintain the Essential Functions, I may be subject to action against me by Calvin College, including but not limited to dismissal.
Return this document to: SPAUD Department Chair, Calvin College, 3201 Burton SE, Grand Rapids, MI 49546.

Reference: adapted with permission from the Essential Functions of Speech and Hearing Sciences Education at the University of Washington, Department of Speech and Hearing Sciences (2009), and the Council of Academic Programs in Communication Sciences and Disorders (2007).
APPENDIX D

CALVIN COLLEGE SPEECH PATHOLOGY AND AU迪OLOGY RETENTION REQUIREMENTS

The SPAUD Program at Calvin College will prepare you for entry-level skills in Speech-Language Pathology or graduate-level programs in Audiology professions. To practice as a speech-language pathologist or audiologist, it is important to have the knowledge and skills necessary to be a competent professional as outlined by the American Speech-Language-Hearing Association. Therefore, the minimum grade and essential functions requirements for majoring in speech pathology and audiology are designed to be one of the processes of ensuring your professional competency upon completion of your academic work.

The requirements for remaining in Speech Pathology and Audiology major as a BA-only or a BA-MA major are:

- Students must earn at least a 3.0 grade point average (GPA) every semester across all courses. If a student earns below a 3.0 GPA in anyone semester, the student will be placed on probation and must earn a 3.0 GPA the following semester. Students may retake SPAUD courses to improve their GPA; however, students may earn below a 3.0 GPA only one time during their tenure at Calvin College.

- Students must also meet the essential functions required to practice as a speech-language pathologist, as outlined in the SPAUD Handbook.

- If you have earned less than a 3.0 GPA for any two different semesters (not overall GPA), your enrollment in the SPAUD Program will be terminated.

- You are expected to meet with your academic advisor at least once each semester to review your progress in the academic and clinical program. The Department Chair will submit the names of students in academic and/or clinical jeopardy to the Department’s faculty for appropriate action.

- Students who elect to write a thesis in the MA program must be in good academic and clinical standing prior to securing approval of the thesis topic and before the oral examination.

- Retention in the BA-MA major is also contingent upon successful completion of a criminal background check and drug screen and upon disciplinary actions as documented by the Student Life Division.

To indicate that you have read and understand the above requirements, please print and sign your name below. If you have any questions, please request a meeting with your academic advisor, the SPAUD Department Chair.

__________________________    ________________
Student’s Name (print)    Student’s Signature    Date

__________________________    ________________
Academic Advisor’s Name (print)    Academic Advisor’s Signature    Date
APPENDIX E

CONSENT FOR CRIMINAL BACKGROUND CHECK AND APPLICANT STATEMENT REGARDING CRIMINAL HISTORY

1. Name of Applicant/Student (Please Print):

   ____________________________________________

   First    Middle    Last

2. Student ID Number: ______________________

3. Statement Regarding Criminal History: Please initial each statement below that is true for you.
   I hereby state that:
   
   a. I have not been convicted of a felony or an attempt or conspiracy to commit a felony.
   b. I have not been convicted of a misdemeanor involving abuse, neglect, assault, battery, or criminal sexual conduct or involving fraud or theft against a vulnerable adult (as that term is defined section 145m of the Michigan Penal Code, 1031 PA 328, MCL 759.145m), or a state or federal crime that is substantially similar to a misdemeanor described in this statement.

4. Understandings and Agreements
   
   a. I consent to the performance of a criminal background check
   b. I understand and agree that, if the criminal background check does not confirm the above statements, my acceptance in the Calvin College SPAUD Program will be rescinded unless and until I can prove that the information is incorrect.
   c. I also understand and agree that failure to meet any conditions described in subparagraphs 3(a) and 3(b) of this statement may result in my acceptance into the Calvin College SPAUD Program being rescinded.
   d. I further understand that an individual who knowingly provides false information regarding criminal conviction in this statement may be subject to civil or criminal penalties.

_________________________    ________________
First Name    Middle Name    Last Name

______________________________
Date of Birth    Gender

______________________________
School Address: Street

______________________________
Other Names

______________________________
City    State    Zip

______________________________
Permanent Address: Street

______________________________
Telephone Number (include area code)

______________________________
City    State    Zip

______________________________
Social Security Number

______________________________
Driver’s License Number

Signature in Full
CONSENT FOR DRUG SCREENING

You have been asked to come to Calvin Health Services for collection of a hair sample as required by the Calvin College Department of SPAUD Program Handbook. (Policy #106 - CRIMINAL BACKGROUND, FINGERPRINT, and DRUG SCREENING)

Policies: Drug Screening

1. Acceptance into the SPAUD program is contingent upon passing a drug screen.
2. The Calvin College SPAUD Program has a no tolerance policy regarding substance abuse. Students must clear a drug-screening test in order to enter the program.
3. Failure to undergo the drug screening will result in dismissal from the program.
4. If the drug screen comes back adulterated the student will be dismissed from the program.
5. After the initial drug screening, random drug screening may occur depending on the requirements of the practicum site/agency. If the student is selected for random testing, notification will be given by either the SPAUD Program or the practicum site/agency. Failure to have a random drug screen within the allowed time will result in dismissal from the program. Results of the random drug screen will be forwarded to the Calvin College SPAUD Program and the Student Life Division of Calvin College. If the student is removed from the SPAUD Program, she/he will be referred to the Student Life Division.

Test results will be sent directly to the Calvin College SPAUD Program and will not be included in your medical record at Health Services.

I, __________________________________________________, have been fully informed of the reason for hair testing (I understand what I am being tested for), the procedure involved, and do hereby freely give my consent. In addition, I understand that the results of this test will be forwarded to the Calvin College SPAUD Program.

I hereby authorize this hair sample to be taken and for these test results to be released to the Calvin College SPAUD Program.

Signature___________________________________________________________ Date__________________________

Witness__________________________________________________________ Date__________________________
CALVIN COLLEGE SPEECH PATHOLOGY AND AUDIOLOGY MEDICAL INFORMATION RECORD

Name_____________________________ Student ID #______________________ DOB________________

Please have form completed at Calvin College Health Services or by your own health care provider. Attach required lab results as instructed. Provider signature required below.

I. Measles (Rubeola), Mumps and Rubella. – Vaccination with two doses of MMR vaccine and proof of immunity through titers.
Documentation of TWO doses of MMR vaccine, given at least one month apart (first dose given after 12 months of age). Dates of vaccines: 1)_________________ 2)_________________

Date Rubeola titer done: __________________
Date Mumps titer done: __________________
Date Rubella titer done: __________________ (Titer copies must be attached)

II. Hepatitis B – Vaccination with three doses of Hepatitis B vaccine and proof of immunity through Hepatitis B titer.
Students & faculty members who refuse vaccination will not be allowed to participate in practicum experiences.

Dates of vaccinations: 1) ____________ 2)_____________ 3)_____________
Date titer done: ____________________ (Hepatitis B titer must be attached)

III. Tuberculosis – Two-Step Tuberculin Skin test, given one to two weeks apart for new SPAUD students. If a previous skin test was positive, must fill out the TB Questionnaire at Health Services annually. Recommend chest x-ray if symptomatic.

Mantoux Tb skin test dates 1)____________________ 2)______________________
(Copy of results must be attached)

IV. Tetanus/Diphtheria/Pertussis Vaccination: Primary series completed: Yes____ No____
Date of most recent booster: __________________
Healthcare personnel who will have direct contact with infants 12 months of age and younger should receive a Tdap booster with an interval as short as 2 years from the last Td dose. (MMWR 2006; 55(RR-17):1-37.)

V. Varicella- History of disease or vaccination. Proof of immunity through titer required.

Have you had the Chickenpox disease? Yes ____ No____
Have you received the Chickenpox Vaccine? Yes ____ No____
Dates of vaccinations: 1)________________ 2)_________________
Date of titer done: _______________ (Varicella titer must be attached)

Health Care Provider (Physician, Nurse, Health Dept. Stamp –NOT IMMEDIATE FAMILY MEMBER)

Print Name__________________________ Signature_________________________________
Address_______________________________________Phone___________________________
AUTHORITY TO RELEASE INFORMATION

To Whom It May Concern:

I, ____________________________, hereby authorize a representative of the Calvin College SPAUD Program bearing a copy of this release, while I am a student in the SPAUD major, to obtain any information pertaining to my criminal background history from any source.

I, ____________________________, hereby authorize Calvin College to release the criminal background history as it sees fit. This release is executed with the full knowledge and understanding that the information is for official use of the Calvin College SPAUD Program.

Consent is granted for the Calvin College SPAUD Program to furnish such information, as is described above, to third parties in the course of fulfilling its official responsibilities.

I, ____________________________, hereby release you, Calvin College, as the custodian of such records, both individually and collectively, from any and all liability for damages of whatever kind, which may at time result to me, my heirs, family or associates because of my compliance with this authorization and request to release information, or any attempt to comply with it.

(Please print or type)

___________________________________________________________
Full Name:  First         Middle      Last

___________________________________________________________
School Address: Street

_______________________________
City       State       Zip

_______________________________
Telephone Number (include area code)

___________________________________________________________
Social Security Number

___________________________________________________________
Signature in Full

Adapted from Calvin’s Nursing Department and the University of Detroit Mercy, Authority to Release Information, Attachment A
CALVIN COLLEGE SPAUD PROGRAM
AUTHORIZATION FOR REPEAT CRIMINAL BACKGROUND CHECKS AND DISSEMINATION OF
RESULTS

I, ___________ ________________________________, authorize repeat criminal background checks and
dissemination of criminal background check results and conviction records by the Calvin College SPAUD Program.
Such repeat background checks could be conducted as deemed necessary by the college, department or any clinical
agency.

Consent is granted for the Calvin College SPAUD Program to furnish such information, as is described above, to
third parties in the course of fulfilling its official responsibilities during the period of time that I am in the SPAUD
major.

______________________________________________
Printed Name: First   Middle    Last

_______________________________________________
Signature: First   Middle    Last
COMPREHENSIVE EXAM REQUIREMENT (APPENDIX F)

Comprehensive Exams for 2nd year Graduate Students

What: Problem solve four case studies (1 ethics, 1 hearing, 2 SLP from any of the big 9 areas)

When: At the end of second semester (mid to end May; exact dates TBD); 8-10 hours to complete the cases once they access them on Moodle

How: Provide evidence-based rationale for assessment and treatment

Where: Moodle

Why: Summative assessment, ASHA requirement

Preparation: Gather notes and resources from all classes; know where to easily access disorder information regarding stats, etiologies, prognosis, characteristics, assessment, and treatment

Grading

- Papers are graded by the faculty who taught the students courses.
- Successful Completion: Each paper will be graded on a rubric and the students need to get a PASS (rating of 3 or higher on the rubric) on all the 4 sections to complete the comprehensive exams successfully.
- Retake
  - If the students have received <3 on the rubric, they will be given a chance to review their submission with the faculty.
  - If the students receive a rating <3 on one or two questions, then they will be given a chance to retake the same question if it were hearing and/or ethics question, and a different area for SLP. If they receive <3 on the second attempt, they will need to retake the course in that area.
  - Students will have to complete the second attempt by June 15th of that academic year.
  - If the students receive a rating <3 on more than 2 questions – retake classes?

Other: Need to pass to get diploma.

Instructions to Students:

- You will have 8 hours to complete 4 case studies: 1 in audiology, 1 in ethics, and 2 SLP topics which are randomly selected.
- Answer the questions below regarding your case. You may use bullet points in your response, if you’d like.
- Acceptable citations: Peer-reviewed published journal articles and textbooks. Classroom instructors, presentations at meetings, and trade journals are not acceptable. For information regarding statistics, reputable websites (ASHA, CDC, NIH, NFOSD, NIDCD, other national foundations) can be used. APA format has to be used for in-text and reference citations.
- There is no page requirement; however, if you answer all the questions thoroughly, you should have at least 2 double-spaced pages.
- Upload your response in a Word or PDF file.
- You will be notified whether you have passes or failed each section by email.