



Speech Pathology and Audiology Student Academic and Clinical Handbook

Academic Year 2024–2025

Speech Pathology and Audiology Department
Calvin University
North Hall
3201 Burton SE
Grand Rapids, Michigan 49546



The Masters of Arts (M.A.) education program in speech-language pathology (residential and distance education) at Calvin University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

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Updated July 2024

The Calvin University Speech Pathology and Audiology Academic and Clinical Handbook is updated every academic year. While every effort is made to provide accurate, up-to-date information at the time of publication, Calvin Speech Pathology & Audiology department reserves the right to change, without notice, any statement in this publication concerning, but not limited to, policies, tuition, fees, curricula, course offerings, program requirements, faculty, and other information. The department will notify all students via email, when possible, of any major changes to the Student Handbook as soon as is practical.

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SECTION ONE: INTRODUCTION

The Speech Pathology and Audiology Student Academic and Clinical Handbook, usually referred to as the “Student Handbook,” is intended to serve as a reference for students in the Speech Pathology and Audiology Department. The Speech Pathology and Audiology Department is a dynamic and diverse academic unit that currently offers three degree programs: a Bachelor of Arts in Speech Pathology and Audiology, and a Master of Arts in Speech-Language Pathology in two modes: residential and distance-education, and a 5-year BA-MA program. The department also offers an online Speech and Hearing Foundations Certificate program. This handbook will assist in the design of students’ academic plans of study and to clearly delineate the requirements and responsibilities of students in each program and mode.

This handbook is not intended to replace Calvin University’s catalog but to supplement the general guidelines with information relative to these specific programs. Calvin’s catalog details the official requirements for the completion of programs in the Speech Pathology and Audiology Department. The catalog is available online at <http://www.calvin.edu/academic/services/catalog/>.

LETTER FROM DEPARTMENT CHAIR

Welcome to the Speech Pathology and Audiology Department at Calvin University! As your Department Chair, I am thrilled to have you join our vibrant community of learners and professionals dedicated to making a difference in people’s lives through speech and hearing sciences.

Our department is dedicated to providing you with an enriching academic experience that is both challenging and rewarding. Our programs offer a diverse range of courses, led by our excellent faculty, that are designed to broaden your knowledge, sharpen your critical thinking skills, and prepare you for a successful future in your chosen field.

As you begin this exciting journey, I encourage you to take full advantage of the opportunities available to you. Engage with your professors, collaborate with your peers, and immerse yourself in the research and extracurricular activities that our department has to offer. Your time here is not just about acquiring knowledge, but also about growing as an individual and making lasting connections.

Please remember that our doors are always open to you. Whether you have questions about your academic path, need guidance on research projects, or simply want to talk, we are here to support you.

I look forward to meeting you and witnessing the unique contributions you will bring to our department. Together, let us strive for excellence and make this academic year both productive and memorable.

Warm regards,
Brian M. Kreisman, Ph.D., CCC-A
Department Chair

MISSION STATEMENT

The mission of the speech pathology and audiology department at Calvin University is to prepare students for the vocations of speech-language pathology or audiology within a liberal arts foundation. We specifically seek to provide an academically rigorous programs with a Reformed Christian perspective that educates our students to have the essential academic knowledge, clinical skills, and reflective practices that enable them to enter the professions, to become lifelong learners to improve their 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.

DEPARTMENT STATEMENT ON DIVERSITY, EQUITY, AND INCLUSION

The Department of Speech Pathology and Audiology at Calvin University embraces and recognizes our responsibility and opportunity to foster an open, welcoming environment where students, faculty, clients, and staff of all backgrounds can collaboratively learn, work, grow, and serve. As speech pathologists and audiologists, we understand that we need to be aware of our own cultural and linguistic backgrounds, and that of our clients and students if we want to serve them ethically. It is especially important that we train ourselves and our students in linguistic awareness so that we recognize that linguistic and dialectal differences do not imply deficiencies or disorders, and that all languages and dialects are equally effective as systems of communication. We value the academic, clinical, social, and broader community benefits that arise from a diverse campus and are committed to equity, inclusion, accountability, and representation. We define diversity as the variety of experiences, skills, knowledge, culture, and attributes that shape every one of us. Diversity enriches our university community and is a driving force instrumental to our institutional success and fulfillment of the university's mission to become agents of renewal.

Going forward, we commit to engaging in an ongoing dialogue to thoughtfully respond to the changing realities of our increasingly interconnected world. We will continually strive to work together to address the challenges of the future in a way that removes barriers to success and promotes a culture of inclusivity, compassion, and mutual respect. We aim not to discriminate based on race, ethnicity, color, nationality, sex, military status, visa status, economic status, geographic location, sexual orientation, and language or linguistic ability. We commit to actively recruiting, admitting, hiring, and retaining the widest array of diverse students, faculty, and staff; to deliberately designing and offering curricula that promote deep learning; to providing support, professional development, and working conditions for students, faculty and staff that lead to long-term understanding of diversity and inclusion of all peoples. We also commit to seek reconciliation in any event of intentional or unintentional racism. This work is central to who we are at Calvin, and who we are as a department.

SPEECH PATHOLOGY & AUDIOLOGY DEPARTMENT ADMINISTRATION

Department Chair: Brian Kreisman, Ph.D., CCC-A

Undergraduate Program Director: Elizabeth Oommen, Ph.D

Graduate Program Director: Heather Koole, Ph.D., CCC-SLP

Operations Manager: Emily Vedra, BA

NATIONAL STUDENT SPEECH-LANGUAGE-HEARING ASSOCIATION MEMBERSHIP

The National Student Speech-Language-Hearing Association (NSSLHA) is the national student organization for pre-professionals studying communication sciences and disorders. [National membership](#) provides benefits that help students stay current on advancements in the field, enhance their academic knowledge, find internships and employment, network with other students with similar interests, and save money on products and services. It is recommended that all Speech Pathology & Audiology majors become members of NSSLHA at the national level; however, *all first-year MA students are required to become members*. Student membership also results in a sizable discount in fees when American Speech-Language Hearing Association (ASHA) membership and certification are sought after students obtain the MA degree. To be eligible for this discount, a student must be a member of NSSLHA (national level) for a minimum of two years prior to applying for ASHA membership. See <https://www.nsslha.org/about/> for more information or to join.

Calvin NSSLHA Chapter

All students are encouraged to join the Calvin NSSLHA chapter. The Calvin chapter seeks to encourage interest in the study of human communication sciences and disorders by equipping students with information about careers, offering opportunities to be represented in matters of professional concern, and promoting lifelong Christian service in the field. The chapter hosts monthly events including speakers, celebrations, and community service opportunities. For more information on Calvin's NSSLHA chapter, see <https://calvin.edu/offices-services/student-organizations/national-student-speech-language-and-hearing-association>.

SECTION TWO: DEPARTMENT ACADEMIC PROGRAMS OF STUDY

REQUIRED EDUCATION FOR PRACTICING AS A SPEECH-LANGUAGE PATHOLOGIST OR AUDIOLOGIST

Students who wish to enter the professions of Speech-Language Pathology or Audiology should seek the degree of BA in speech pathology and audiology. If the student has a bachelor's degree in another field, they can complete the [Certificate in Speech & Hearing Foundations](#) to meet the requirements for enrollment in a master's program. The undergraduate program prepares students to apply to graduate programs in speech-language pathology or audiology. The graduate programs provide the entry-level education and clinical skills needed to practice in the respective field. Students who wish to become audiologists should apply to accredited doctor of audiology (Au.D.) programs during the fall of their senior year. Students should apply to other master's programs in speech-language pathology in the fall of their senior year. Please note that admission into graduate programs in audiology or speech-language pathology is very competitive.

SPEECH PATHOLOGY AND AUDIOLOGY MAJOR, BA (4 YEAR)

The four-year BA in Speech Pathology and Audiology is designed for students who plan to apply to graduate programs for speech-language pathology (MA/MS) or audiology (AuD) at other universities. The BA degree program includes undergraduate coursework such as core classes, department requirements, and cognates. Please see Section Four of the Student Handbook for more details regarding this program.

SPEECH AND HEARING FOUNDATIONS, CERTIFICATE

The Certificate in Speech and Hearing Foundations provides post-baccalaureate students from other disciplines, and undergraduate students from other universities that do not have an undergraduate degree program in speech-language pathology and audiology, the necessary prerequisite coursework in communication sciences and disorders to apply to most graduate programs in speech-language pathology. The certificate consists of six online courses. Please see Section Five of the Student Handbook for more details regarding this program.

SPEECH PATHOLOGY AND AUDIOLOGY MAJOR, BA-MA (5 YEAR)

The BA-MA degree program is designed for students who complete their undergraduate and graduate work at Calvin University. This BA-MA program is typically completed over the course of 5 years; it includes six semesters of undergraduate coursework, including core classes, Speech Pathology & Audiology requirements, and cognates, followed by six semesters of graduate coursework. Please see Sections Four and Six of the Student Handbook for more details regarding this program.

SPEECH-LANGUAGE PATHOLOGY, MA

The MA in Speech-Language Pathology is an entry-level degree to practice as a speech-language pathologist. This program offers two different modalities: the residential (on-campus) mode and the distance education mode. Please see Section Six of the Student Handbook for more details regarding this program.

SECTION THREE: DEPARTMENT POLICIES

Students are encouraged to familiarize themselves with Calvin's student policies found in the Student Handbook and Academic Policies and Standards:

- Calvin University Student Handbook: <https://calvin.edu/policies/student-handbook>
- Academic Policies and Standards (Graduate): <https://catalog.calvin.edu/content.php?catoid=22&navoid=728>

ACADEMIC INTEGRITY POLICY

The Speech Pathology and Audiology Department has a zero-tolerance policy 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. Calvin's Academic Integrity Policy (AIP) is available in its entirety in the Calvin University Student Conduct Code, which can be accessed on-line at <https://calvin.edu/directory/policies/student-conduct-code> or in the Student Handbook at <https://calvin.edu/offices-services/student-life/forms-policies/student-handbook.html>.

Calvin's AIP defines nine forms of academic dishonesty: cheating and using unauthorized material on examinations; cheating and using unauthorized material in coursework; attempting to commit academic dishonesty; improper collaboration; fabrication, falsification, forgery, lying to gain academic advantage; assisting others in academic dishonesty; stealing or vandalism of academic resources; and plagiarism. The AIP also provides examples of each form of academic dishonesty. To elaborate on the examples provided in the AIP, if a student is in possession of any material(s) used in any course from a semester in which the

student was not enrolled, that student is considered to have violated the AIP. Specifically, these materials may include any exam, quiz, completed assignments, handout, class notes (including hand-written notes), PowerPoint notes or narrated PowerPoints developed by the instructor, etc. If a student did not previously take the course, then that student has obtained course information in a clearly inappropriate manner and has violated the AIP. The only exception to this policy includes the sharing/distribution of published readings (e.g., books, journal articles, etc.) with fellow students. Similarly, if a student is retaking the course, they should not be using any material from the previous time they enrolled in the course, such as assignments, exams, and answer keys from exams.

Students should not be in possession of any exam questions and/or answer keys from the exams. Narrated lectures or any other materials developed for a specific course should not be shared with anyone not concurrently enrolled in the course. In addition, students should not record, post, share, or edit any course materials without the written consent of the instructor.

Use of an AI Generator such as ChatGPT, iA Writer, MidJourney, DALL-E, etc. is explicitly prohibited unless otherwise noted by the instructor. The information derived from these tools is based on previously published materials and does not reflect the student's own words. Therefore, using these tools without proper citation constitutes academic dishonesty. Additionally, be aware that the information derived from these tools is often inaccurate or incomplete. It's imperative that all work submitted should "demonstrate the student's own understanding in the student's own words" (Calvin AIP, n.d.). Any assignment that is found to have been plagiarized or to have used unauthorized AI tools may receive a zero and/or be reported to the [Office of Student Support, Accountability, and Restoration](#) (OSSAR).

In summary, students are expected to submit their own work and ideas for assignments (or properly cite others' work), quizzes, and all exams. Academic dishonesty (in any form) will be determined by the course instructor in consultation with the program director or department chair. Then, the violation will be reported to the OSSAR for the adjudication process. If a student is found responsible, the OSSAR and the Speech Pathology and Audiology Department will log the violation of academic integrity. In addition, the Speech Pathology & Audiology department policy stipulates the following sanctions:

- 1) For a first violation of the academic integrity policy, the student will receive a grade of zero on the assignment or exam.
- 2) For a second violation of the academic integrity policy, the student will receive a grade of F in the course.
- 3) For a third violation of the academic integrity policy, the student will be dismissed from the program permanently.

Confirmed violations of the academic integrity policy are counted over the entire time a student is enrolled at Calvin University and across all academic courses. For example, if a student had one violation of academic integrity in a class outside of the department, and then a violation was found in a Speech Pathology & Audiology class, the student would receive the sanction for the second violation of academic integrity (i.e., F in the course).

If a student has been found responsible for academic dishonesty and is not currently enrolled in the course associated with the misconduct incident, a sanction will still be imposed. Possible sanctions in

such a case include (but are not limited to): rescind course grade, retroactive zero on assignment with change of course grade, remediation for core functions, hearing in front of the OSSAR board, etc.

Here are some resources for avoiding plagiarism:

- <https://calvin.edu/offices-services/provost/rac/writing-with-integrity/plagiarism/>
- https://owl.purdue.edu/owl/avoiding_plagiarism/index.html<https://wts.indiana.edu/writing-guides/plagiarism.html>

CALVIN EMAIL AND MOODLE

Students are responsible for checking their Calvin email. Calvin email should be used for all electronic written course communication between students and instructors. Both students and instructors are typically expected to respond to email within 24 hours during the work week (M-F) and on Mondays for emails sent over the weekend. Students are responsible for accessing their course Moodle accounts regularly.

COURSE MODALITY POLICY

The Speech Pathology & Audiology Department offers courses in two different modalities: residential (on-campus) and distance education (online) courses. Students should register exclusively for the classes offered for their modality – on-campus for residential students and online for distance education students. Residential students will not be allowed to take a class online without permission from the program director. Enrolling in the wrong modality will result in automatic withdrawal from the course at such time that this enrollment is discovered, which may delay completion of the course, forfeited tuition fees, and potential delay in clinical placements or graduation. Residential students are expected to attend classes in person as scheduled.

GRIEVANCE PROCEDURES POLICY

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 <https://calvin.edu/offices-services/student-life/forms-policies/student-handbook.html>) 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, without regard to race, color, religion, sex, national or ethnic origin, disability, age, sexual orientation, gender identification, 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 this handbook. Students may pursue all concerns with the Department Chair. Every effort will be made at the department level to resolve expressed complaints or concerns.

INCOMPLETES, WITHDRAWALS, AUDITS

Incompletes: Any student who must take an incomplete grade for a course should complete 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, the contract 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 during the MA program. Per university policy, incompletes not made up by posted deadlines will automatically convert to failing grades.

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.

Withdrawals: 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. To petition, students should send a letter explaining the circumstances and request the withdrawal to the program director and department chair.

Audits: Auditing master's level courses is not permitted under any circumstances.

STUDENT SUPPORT & ACCOUNTABILITY

Assistance and Accommodations

Calvin University and the Calvin Speech Pathology & Audiology department are committed to providing access to all students, including both residential and online graduate students. If you would like to learn more about accommodations for students, please see the following links:

- For students with disabilities, please visit the disability services website; <https://calvin.edu/offices-services/center-for-student-success/disability-services/>, or email disabilityservices@calvin.edu. If you already have an accommodation memo, please share it with your class instructor within the first two weeks of the term.
- 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>).
- For tutoring and academic coaching, see the Center for Student success: <https://calvin.edu/offices-services/center-for-student-success/support/>
- For writing assistance, please contact the Rhetoric Center: <https://calvin.edu/offices-services/rhetoric-center/>

For more resources about study assistance, see this webpage: <https://calvin.edu/offices-services/center-for-student-success/support/study-assistance/>

Accommodations for Graduate Students

In accordance with the university's policy, if a graduate student has a documented disability and requires accommodations to obtain equal access to the educational opportunities in a class or a clinical practicum experience, the student should arrange for appropriate accommodations with a Calvin University disability coordinator. Accommodations that change the fundamental nature of an essential requirement or objective cannot be made. Regardless of accommodations, all students must meet the core functions for speech-language pathology education, as outlined in the appendix.

It is the student's responsibility to contact their instructors (for academic and clinical courses) each semester to provide documentation of their accommodations and discuss how their accommodations will function within each course or practicum experience. Any grades earned in a course prior to the student sharing their accommodations documentation with the instructor will remain in effect (i.e., accommodations are not retroactive).

TECHNOLOGY USE AND SECURITY

As a user of Calvin University information technology resources, it is the student's responsibility to be aware of Calvin's policies on using the university's information technologies and federal, state, and local laws that affect use of technology. This policy outlines information as to what Calvin expects of every student, the student's rights, and how to report policy violations. Further information about technology and security at Calvin University may be obtained at: <http://www.calvin.edu/it/itpolicies/>.

SECTION FOUR: BA IN SPEECH PATHOLOGY & AUDIOLOGY

BA DEGREE 4-YEAR TRACK

Students may choose to complete a BA degree in Speech Pathology and Audiology and then apply to graduate programs in speech-language pathology or audiology at other universities. Students who choose this option should be aware that admittance into all graduate programs in speech pathology or audiology programs is highly competitive. Students should indicate their preference to pursue this track to their academic advisors. Please refer to the Speech Pathology & Audiology department website for information on timeline, retention, and program requirements. A sample course sequence for Speech Pathology & Audiology coursework in the BA degree is outlined below.

	Fall	Spring
Year 1	SPAUD 101: Intro to Speech Pathology & Audiology	SPAUD 210: Anatomy & Physiology of the Speech, Hearing, and Language Mechanisms
Year 2	SPAUD 216: Phonetics	SPAUD 212: Speech & Hearing Science
Year 3	SPAUD 343: Principles of Communication Neuroscience	SPAUD 311: Child Language Development
	SPAUD 344: Audiology: Testing and Diagnosis	SPAUD 345: Aural Rehabilitation
Year 4	SPAUD 370: Intro to Clinical Practicum: Observation	SPAUD 381: Speech Sound and Language Disorders - Lifespan
		SPAUD 399: Critical Reflections in Speech Pathology

BA TO MA DEGREE 5-YEAR TRACK

The BA-MA degree program is designed for students who complete their undergraduate and graduate work at Calvin University. This BA-MA program is typically completed over the course of 5 years; it includes six semesters of undergraduate coursework, including core classes, Speech Pathology & Audiology requirements, and cognates, followed by six semesters of graduate coursework. All undergraduate speech pathology and audiology undergraduate students are assumed to be in the BA-MA program unless they have notified their academic advisor of their intention to pursue the BA-only degree. Students who successfully complete the BA-MA Program will earn a BA in Speech Pathology and Audiology and a MA in Speech-Language Pathology.

In the third year of the BA-MA program, students apply for admission to the MA program; admission is competitive and not guaranteed. Please refer to the department website for information on timeline, retention requirements for early and regular admissions, program requirements, and admissions policies and processes for early and regular admissions into residential and distance education modalities of the graduate program. A sample course sequence for Speech Pathology & Audiology coursework in the BA-MA program is outlined below.

Note: Students in their fourth year of the BA-MA degree may be referred to as undergraduate students or graduate students and are responsible for following policies pertaining to both.

	Fall		Spring			
Year 1	SPAUD 101: Intro to Speech Pathology & Audiology		SPAUD 210: Anatomy & Physiology of the Speech, Hearing, and Language Mechanisms			
Year 2	SPAUD 216: Phonetics		SPAUD 212: Speech & Hearing Science			
			SPAUD 311: Child Language Development			
Year 3	SPAUD 343: Principles of Communication Neuroscience		SPAUD 345: Aural Rehabilitation			
	SPAUD 344: Audiology: Testing and Diagnosis		SPAUD 381: Speech Sound and Language Disorders - Lifespan			
	SPAUD 370: Intro to Clinical Practicum: Observation					
	Fall 1	Fall 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	SPAUD 505: Research Methods	SPAUD 503: Lang Disorders I	SPAUD 504: Lang Disorders II	SPAUD 508: Speech Sound Disorders	SPAUD 510: Fluency	SPAUD 512: AAC
		SPAUD 506: Aphasia	SPAUD 523: Dysphagia	SPAUD 599: Critical Reflections in SLP	SPAUD 522: Neurocognitive Comm	SPAUD 514: Autism Spectrum Disorder
	SPAUD 530: Clinical Practicum Clinic 1		SPAUD 531: Clinical Practicum Clinic 2		SPAUD 532: Clinical Practicum Clinic 3	
Year 5	SPAUD 520: Motor Speech Disorders	SPAUD 521: Voice Disorders	SPAUD 515: Seminar in SLP	SPAUD 524: Cleft & Craniofacial Disorders		
	SPAUD 540: Clinical Practicum Externship 1		SPAUD 541: Clinical Practicum Externship 2		SPAUD 542: Clinical Practicum Externship 3	

GRADING SCALES FOR UNDERGRADUATE CLASSES

The grading scale for undergraduate courses in the Speech Pathology and Audiology Department is:

A	93-100%	C	73-76.99%
A-	90-92.99%	C-	70-72.99%
B+	87-89.99%	D+	67-69.99%
B	83-86.99%	D	63-66.99%
B-	80-82.99%	D-	60-62.99%
C+	77-79.99%	F	0-59.99%

CLASS ATTENDANCE & PUNCTUALITY

The Speech Pathology and Audiology Department expects in-person class attendance and for students to be prompt. Obviously, unforeseen circumstances do arise, and professors handle such circumstances on a case-by-case basis. Because participation and in-class assignments/discussions are integral to each course, frequent absences or tardiness whether excused or unexcused will affect a student's final grade.

Please ensure you complete the following in the event of an excused/unexcused absence:

- Please contact the instructor via email prior to the start of the class session, if possible. Students should be prepared to provide appropriate written documentation for absences if asked to do so (e.g., doctor's note, funeral announcement, note from athletic coach, etc.).
- **Students should not request virtual access to a class (synchronously or asynchronously) or class recordings, in the event that they cannot attend class in person.**

- Students are responsible for obtaining lecture notes and assignments from a classmate. It is also the student’s responsibility to follow up on any discussion from the class session. If a graded assignment/activity was completed in the class period, the student with an excused absence is expected to contact the professor for the possibility of a follow-up, which is up to the discretion of the instructor. Students with unexcused absences may receive a zero for any in-class graded activities.
- Extensions on exam/assignments for an excused absence may be considered if students have contacted the instructor prior to the exam/assignment due date. If the exam schedule as indicated on the syllabus is not followed, the format of the make-up exam is up to the discretion of the instructor.

PARTICIPATING IN THE CALVIN SPEECH & HEARING CLINIC

Undergraduate residential students may have occasion to observe in the Speech & Hearing Clinic as part of SPAUD 370 or other volunteer opportunities. When observing in the clinic, undergraduate students must follow the same confidentiality, safety, and professional behavior requirements as graduate clinicians. Please see Section 7 for the Speech & Hearing Clinic policies found in the MA section of this handbook.

SECTION FIVE: CERTIFICATE IN SPEECH & HEARING FOUNDATIONS

To apply to graduate programs in speech-language pathology, students from other academic backgrounds must complete prerequisite coursework in communication sciences and disorders. Calvin’s Certificate in Speech and Hearing Foundations is designed to meet the prerequisite coursework for Calvin and most other graduate programs, preparing students to pursue the graduate degrees required to practice in the field.

PLAN OF STUDY

Semester 1 Term 1	Semester 1 Term 2	Semester 2 Term 1	Semester 2 Term 2	Semester 3 Term 1	Semester 3 Term 2
SPAUD 210 (3) SPAUD 210-L (1)	SPAUD 216 (3) SPAUD 216-L (1)	SPAUD 212 (4)	SPAUD 311 (4)	SPAUD 344 (4)	SPAUD 345 (4)

EARNING OF CERTIFICATE

Calvin University requires that students earn a 3.0 overall GPA for the six courses to earn the Certificate in Speech and Hearing Foundations (CSHF).

EARLY ADMISSION OF CSHF STUDENTS INTO MA PROGRAM

CSHF students who meet certain criteria may be granted early admission into the MA program, as described below.

Early Admit Status

- Early admit SHFC students are guaranteed a seat in the distance education (DE) mode of the MA in Speech-Language Pathology program.
- Students applying into the DE mode of the master's program will only be considered for the DE mode. Those students who would like to apply to the residential mode of the master's program should please contact the Department Chair before applying.
- Conditional entry (based on criteria below) into the DE mode of the master's program, which will commence the Fall semester of the following calendar year following the start date of the SHFC.

Early Admit Criteria

- Earn a B+ or higher in all courses in the SHFC on the first attempt
- Obtain a recommendation letter from an instructor in the SHFC program
- Have an undergraduate GPA of 3.0 or higher
- Apply into the DE mode of the master's program via CSDCAS
 - Students who would like to apply to the residential mode of the MA program should contact the graduate program director before applying.

If early admit students do not maintain these criteria, they may lose their guaranteed seat in the MA program. Students who do not meet the early admit criteria can still apply into the DE and/or residential mode of the master's program. Please see Section Six of the Student Handbook for more details regarding the MA program.

SECTION SIX: MA IN SPEECH-LANGUAGE PATHOLOGY

ACCREDITATION STATEMENT

The Master of Arts (M.A.) education program in speech-language pathology (residential and distance education) at Calvin University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

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, gender identity, 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 and Audiology Department Chair at Calvin University, 3201 Burton Street SE, Grand Rapids, Michigan, 49546, (616) 526-6289. To register a complaint outside the university, students should follow the Complaint Procedure against Graduate Education Programs, which can be found at:

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

ASSESSMENT OF STUDENT 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 clinical practicum experience. These learning outcomes and their associated assessment methods are stated on each course syllabus. While in the program, there are multiple opportunities for students to achieve all KASA/certification standards needed for entry-level clinical practice. All students are required to meet all KASA/certification standards; however, each student may meet these standards with a different mix of classes, clinical assignments, research, independent studies, and other approved activities. This flexibility allows faculty to adapt classes to address important concepts as they pertain to current best practices, while still meeting the KASA/certification standards.

Students will meet with assigned academic advisors and clinical instructors each semester to discuss progress in the program and towards the KASA/certification standards. Should a student require extra assistance, there is a system in place to identify weak areas and create objective remediation plans to address those needs. Students will receive pertinent materials during the last semester before graduation to ensure all standards are met.

STATE LICENSURE DISCLOSURE

Calvin University discloses that the **Master of Arts (M.A.) in Speech-Language Pathology** program (residential mode and distance education mode) will fulfill state requirements for professional license in Michigan. However, some state licensing boards require additional requirements, which may include (but are not limited to): additional post-graduation examinations or experience, application and licensing fees, criminal background checks, reference checks, fingerprint submissions, etc. Continuing education may also be required for maintenance of licensure. Students are responsible for reviewing the academic and clinical prerequisites for their intended state/territory of licensure and ensuring that the MA program meets requirements for licensure prior to enrolling in the M.A. in Speech-Language Pathology program at Calvin University.

State licensing requirements are always subject to change at any time at the discretion of the state/territory licensing agency. In addition, licensing requirements vary by state/territory and relocating could impact whether students will meet eligibility requirements for licensure. The Department strongly recommends that students inquire with the applicable agencies to confirm eligibility for licensure in their desired location(s) prior to enrolling in the M.A. in Speech-Language Pathology program. **Licensing** For any questions about relocation eligibility, the Department strongly recommends that the student contact the agency where licensure is desired before relocating to eligibility for licensure or reciprocity.

If questions remain after speaking with the respective state/territory licensing agency, contact the **graduate program director**. While the University can provide initial guidance, it is ultimately the student's responsibility to continually check with the state/territory to confirm all licensing/certification requirements.

COUNCIL ON ACADEMIC ACCREDITATION (CAA) CONTACT

Concerns and questions related to academic and clinical training issues of the MA program should be directed first to the Speech Pathology & Audiology Department Chair, 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 the department's compliance with program accreditation standards. Please 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 and Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850

More information on accreditation standards is located at:

<http://www.asha.org/academic/accreditation/accredmanual/section3/>

PROGRAMS OF STUDY

BA-MA Degree 5 Year Track

The BA-MA degree program is designed for students who complete their undergraduate and graduate work at Calvin University. This BA-MA program is typically completed over the course of 5 years; it includes six semesters of undergraduate coursework, including core classes, Speech Pathology & Audiology requirements, and cognates, followed by six semesters of graduate coursework. All undergraduate speech pathology and audiology undergraduate students are assumed to be in the BA-MA program unless they have notified their academic advisor of their intention to pursue the BA-only degree. Students who successfully complete the BA-MA Program will earn a BA in Speech Pathology and Audiology and a MA in Speech-Language Pathology.

In the third year of the BA-MA program, students apply for admission to the MA program; admission is competitive and not guaranteed. Please refer to the department website for information on timeline, retention requirements for early and regular admissions, program requirements, and admissions policies and processes for early and regular admissions into residential and distance education modalities of the graduate program. A sample course sequence for Speech Pathology & Audiology coursework in the BA-MA program is outlined below.

Note: Students in their fourth year of the BA-MA degree may be referred to as undergraduate students or graduate students and are responsible for following policies pertaining to both.

	Fall		Spring			
Year 1	SPAUD 101: Intro to Speech Pathology & Audiology		SPAUD 210: Anatomy & Physiology of the Speech, Hearing, and Language Mechanisms			
Year 2	SPAUD 216: Phonetics		SPAUD 212: Speech & Hearing Science			
			SPAUD 311: Child Language Development			
Year 3	SPAUD 343: Principles of Communication Neuroscience		SPAUD 345: Aural Rehabilitation			
	SPAUD 344: Audiology: Testing and Diagnosis		SPAUD 381: Speech Sound and Language Disorders - Lifespan			
	SPAUD 370: Intro to Clinical Practicum: Observation					
	Fall 1	Fall 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	SPAUD 505: Research Methods	SPAUD 503: Lang Disorders I	SPAUD 504: Lang Disorders II	SPAUD 508: Speech Sound Disorders	SPAUD 510: Fluency	SPAUD 512: AAC
		SPAUD 506: Aphasia	SPAUD 523: Dysphagia	SPAUD 599: Critical Reflections in SLP	SPAUD 522: Neurocognitive Comm	SPAUD 514: Autism Spectrum Disorder
	SPAUD 530: Clinical Practicum Clinic 1		SPAUD 531: Clinical Practicum Clinic 2		SPAUD 532: Clinical Practicum Clinic 3	
Year 5	SPAUD 520: Motor Speech Disorders	SPAUD 521: Voice Disorders	SPAUD 515: Seminar in SLP	SPAUD 524: Cleft & Craniofacial Disorders		
	SPAUD 540: Clinical Practicum Externship 1		SPAUD 541: Clinical Practicum Externship 2		SPAUD 542: Clinical Practicum Externship 3	

MA Degree 2-Year Track – Residential Mode

Students who have completed an undergraduate degree at other universities and successfully complete the graduate program requirements will earn an MA in Speech-Language Pathology. Sample course sequence is outlined below.

	Fall 1	Fall 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	SPAUD 505: Research Methods	SPAUD 503: Lang Disorders I	SPAUD 504: Lang Disorders II	SPAUD 508: Speech Sound Disorders	SPAUD 510: Fluency	SPAUD 512: AAC
		SPAUD 506: Aphasia	SPAUD 523: Dysphagia	SPAUD 599: Critical Reflections in SLP	SPAUD 522: Neurocognitive Comm	SPAUD 514: Autism Spectrum Disorder
	SPAUD 530: Clinical Practicum Clinic 1		SPAUD 531: Clinical Practicum Clinic 2		SPAUD 532: Clinical Practicum Clinic 3	
Year 2	SPAUD 520: Motor Speech Disorders	SPAUD 521: Voice Disorders	SPAUD 515: Seminar in SLP	SPAUD 524: Cleft & Craniofacial Disorders		
	SPAUD 540: Clinical Practicum Externship 1		SPAUD 541: Clinical Practicum Externship 2		SPAUD 542: Clinical Practicum Externship 3	

MA Degree 2-Year Track – Distance Education Mode

Students who have completed an undergraduate degree at other universities and successfully complete the graduate program requirements will earn an MA in Speech-Language Pathology. **Students should**

take note that this accelerated track requires an intensive amount of time. Students who are unsure about handling this workload are strongly encouraged to pursue the 3-year distance education track below, to ensure the best opportunity for success. Students may change their track from the two-year track to the three-year track within the first 10 days of the program (before the “add a course” deadline) only. In order to remain on the accelerated track, a student must earn a B or better in every course. If a student fails to complete a course (or courses) with a B or better or withdraws from a required course, the student will be moved automatically to the 3-year track to reduce their academic load to support future success and to allow them time to retake the course (or courses). The course sequences for the 2-year track are outlined below (see sequences for fall cohort or spring cohort).

	Fall 1	Fall 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	SPAUD 505	SPAUD 503	SPAUD 504	SPAUD 508	SPAUD 510	SPAUD 514
		SPAUD 506	SPAUD 523	SPAUD 524	SPAUD 522	SPAUD 512
	SPAUD 530		SPAUD 531		SPAUD 532	
Year 2	SPAUD 520	SPAUD 521	SPAUD 515	SPAUD 599		
	SPAUD 540		SPAUD 541		SPAUD 542	

MA Degree 3-Year Track – Distance Education Mode

Students who have completed an undergraduate degree at other universities and successfully complete the graduate program requirements will earn an MA in Speech-Language Pathology. Students may change their track from the three-year track to the two-year track within the first 10 days of the program (before the “add a course” deadline) only. The course sequences for the 3-year track are outlined below (see sequences for fall cohort or spring cohort).

	Fall 1	Fall 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	SPAUD 505	SPAUD 503	SPAUD 504	SPAUD 508	SPAUD 522	SPAUD 514
Year 2		SPAUD 506	SPAUD 523	SPAUD 524	SPAUD 510	SPAUD 512
	SPAUD 530		SPAUD 531		SPAUD 532	
Year 3	SPAUD 520	SPAUD 521	SPAUD 515	SPAUD 599		
	SPAUD 540		SPAUD 541		SPAUD 542	

THESIS (OPTIONAL)

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 notify their advisor by their academic advising appointment in the fall of their first year of the MA program. The student should also identify a thesis advisor who is willing to work with them on their topic of interest. The thesis

advisor will provide the student with the required guidelines and deadlines to ensure proper completion of a thesis. (See appendix.)

TRANSFER CREDIT

A student may transfer a maximum of six semester hours of graduate course credit into the MA program, subject to approval by the program and the university. Students seeking transfer credit should contact the graduate program chair for approval. Students should provide syllabi and other course materials from the prior institution to assist in determining suitability of graduate work completed elsewhere. Undergraduate credits will not be accepted as transfer credits for the MA program (e.g., undergraduate research methods, language disorders, speech sound disorders). All courses taken for transfer credit must be completed before beginning the MA program.

ACADEMIC ADVISING

All students are assigned an academic advisor who serves as the academic advisor throughout the student's academic program. All students are required to meet with the 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 with the clinic director, or her/his representative, and the graduate program director, or his/her representative, at the end of every semester to review progress and to set goals for the next semester.

STUDENT ACADEMIC REQUIREMENTS

To practice as a speech-language pathologist, 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 academic and core functions requirements are designed to be one method of ensuring a student's professional competency upon completion of the program. All students must indicate that they have read and understand the Retention Requirements and Core Functions documents by signing the appropriate acknowledgment forms. There are separate retention documents for the BA program and the MA program.

SUMMATIVE ASSESSMENTS IN THE MA PROGRAM

Comprehensive Examination

Students must take and pass a comprehensive examination to earn an MA degree. The comprehensive examination is taken in the penultimate semester of the student's MA program. Specific details on the format and timing of the exam are provided several months before the exam. The comprehensive examination must be taken on the specified date, without exception.

Praxis Exam

To be certified and practice as a speech-language pathologist, students must pass the National Examination in Speech-Language Pathology (PRAXIS: see <https://www.asha.org/Certification/SLPCertification/> .) 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. **Students should plan on taking the exam during the penultimate or final semester of their final year of the MA program; however, earning the MA degree is not dependent on passing the PRAXIS.**

CLASS ATTENDANCE & PUNCTUALITY

For graduate courses, every class period is the equivalent of one week of course material for a semester course. Attendance in class and clinic is mandatory. Student grades may be affected by unexcused absences and tardiness.

GRADING SCALES FOR THE MA PROGRAM

The department requires students to complete graduate coursework with a final course grade of B or higher. Each graduate course syllabus lists learning objectives, the corresponding KASA/certification standards, and assessment methods. Final course grades are earned based on the following criteria:

- A = 90-100% and completion of all learning objectives with B (80%) or better
- B = 80-89.99% and completion of all learning objectives with B (80%) or better
- C = 70-79.99% and/or at least one learning objective not completed with B (80%) or better
- D = 60-69.99%
- F = < 59.99%

RETENTION & REMEDIATION FOR MA STUDENTS

Remediation

Remediation is designed to improve an MA student's academic and/or clinical knowledge and skills, based on their performance in academic and clinical courses. Remediation can be instated to address academic and/or clinical knowledge and skills. The steps for academic and clinical remediation are listed below. Remediation plans will not be implemented for MA students who have earned less than a 3.0 GPA for a second semester; these students will be dismissed from the MA program.

A remediation plan may impact a student's progress towards external clinical placement and eventual graduation, which therefore may result in additional financial costs and time commitments to the student. For example, a remediation plan for a student in the residential program could prevent a student from beginning an external clinical placement and require them to complete an additional clinical

practicum experience in the Calvin Speech and Hearing Clinic and/or additional coursework. See “Prerequisites for External Clinical Placements” in this handbook.

Academic Remediation

Academic remediation will occur if a student does not demonstrate sufficient understanding and application of the course material and/or instructors raise concerns regarding core functions or professional behavior. Concerns regarding core functions or professional behavior will be addressed as a part of the clinical remediation plan. In lieu of individual academic remediation plans, students must retake the course the next time it is offered if the criteria below are met.

Criteria for Remediation

- In the syllabus for each course, instructors will identify 3-4 learning outcomes, corresponding KASA/certification standards, and assessment methods for each learning outcome. There will be at minimum two assessment methods specified for each learning outcome.
- The assessment methods listed will have objective data associated with them. For example, score on exams, rating on rubric, score on assignment, etc., and not, for example, class participation or discussion. The average score across the assessment methods will be calculated for each learning outcome.
- Students must achieve a minimum average of 80% (B) on each learning outcome to demonstrate competency. The average grade for each learning outcome will be used as part of the determination for the final course grade.
- Students are encouraged to meet with the instructor if needed to identify and discuss strategies that the student can implement during the semester.

After the grading is completed for the end of the semester

- **If the student does not earn a final course grade of B or better, the student must retake the course. A second grade below a B when retaking the course will result in the student being dismissed from the program.**
- If a student does not earn a final course grade of B or better, the instructor will send an email to the student and copy the department’s operations manager who will document the course grade in the student’s file and notify the student’s academic advisor.
- Any student who fails a graduate course must meet with the graduate program director to determine an alternate course sequence. Approval from the graduate program director is required prior to enrolling in courses for the next semester.
- After meeting with the graduate program director, the student may register for the course the next time it is offered for the cohort, which under most circumstances is the following year. **The student should be aware that academic remediation may result in delayed externship start, delayed graduation date and additional tuition expenses for the academic course.**

Students who have earned below a B more than two times in the graduate curriculum will be dismissed from the program.

Clinical Remediation

If a student does not show sufficient development as a clinician, or if clinical instructors or academic instructors raise concerns regarding core functions or professional behavior, 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, as well as specification of persons who will be responsible for monitoring and implementing plans to achieve each goal.

- A student who does not earn a B or higher in any clinical course must retake the course. **The student should be aware that clinical remediation may result in a delayed graduation date and additional tuition and fees for the course.**
- Students will be given one semester to successfully complete the clinical remediation. This may be either the semester in which the need for remediation was identified or the semester immediately following. The semester for completion will be identified in writing on the signed remediation plan.
- Students may not remediate the same or similar issue more than one time. If a clinical instructor identifies the same or similar issue for remediation in subsequent semesters as was covered in a previous remediation plan, the student will not be offered a remediation plan and will instead be dismissed from the program.
- Students may complete more than one clinical remediation plan over multiple semesters provided the remediation is not for the same or similar issues covered in a prior remediation plan.
- Students can complete a maximum of two clinical remediation plans. As a part of the second clinical remediation plan, the student may be required to complete an **additional semester** of clinical work at the Calvin Speech and Hearing Clinic on the Grand Rapids campus (including students taking the distance education mode). **The student should be aware that a second clinical remediation will result in a delayed graduation date and additional tuition expenses for the clinical practicum experience and associated course.** If additional issues are identified that would require a third remediation plan, the student will be dismissed from the program.
- Students can expect a range of highly specific assignments targeted to assist them in achieving program standards in the identified area of need. (See below for sample remediation activities.)
- If a remediation need is identified in an off-campus placement, the student may be required to end that placement. At the discretion of the student support and accountability committee, the student may be required to return to the Calvin Speech and Hearing Clinic for the remainder of the semester. The student may be assigned to the Calvin Speech and Hearing Clinic the following semester. **The student should be aware that this type of remediation will result in a delayed graduation date and additional tuition expenses for the clinical course.**
- The student support and accountability committee will appoint a clinical instructor as a mentor for the student for the clinical remediation.
- At the completion of the remediation plan, the student support and accountability committee will gather all pertinent information from faculty and staff to determine if the student successfully

completed the remediation plan. The student will be notified of the decision and a copy of the decision will be placed in the student's file.

- If the student support and accountability committee determines that the student did not successfully complete the remediation plan, the student will be dismissed from the program.

Sample Clinical Remediation Activities:

- Complete additional supervised clinical observations.
- Add an additional clinical practicum experience in the Calvin Speech and Hearing Clinic for further clinical training.
- Complete specific clinical activities successfully, such as diagnostic report writing.
- Receive extra oversight and documentation of appropriate professional practices as outlined in the Core Functions document.

SECTION SEVEN: CLINICAL EXPERIENCES FOR MA STUDENTS

Each graduate student clinician will complete a minimum of six clinical practicum experiences. The first year typically includes a combination of simulated case studies, teletherapy, and/or in-person therapy through the Calvin Speech & Hearing Clinic. The second year typically includes in-person off-site placements in a variety of settings. Clinical experiences are designed to provide depth and breadth of knowledge and experience, while meeting ASHA's requirements for certification.

SCREENING REQUIREMENTS OF ALL STUDENT CLINICIANS

According to university, state, and national regulations, graduate student clinicians are required to complete various screenings and checks at multiple points during the program, as outlined below.

All drug screenings, background checks, and immunization review are completed through a third-party vendor known as Castle Branch. Students must order these items through and follow all procedures outlined by Castle Branch. Results will be available to designated faculty/staff of the Speech Pathology & Audiology Department and will be maintained in each student's confidential records. Note: These are department requirements; students may be asked to complete additional screenings by practicum sites.

Background Checks & Drug Screening

- Students will complete their first drug screening and background check before starting the program. All students are considered conditionally admitted to the MA program pending completion of a background check and drug screen test of the department's choice.
- Students will complete a second drug screening and background check within 30 days of their first externship start date. Failure to undergo any drug screening or background check by the designated due date may result in a delay in program completion.

- Please note that while cannabis is legal in many states, Calvin University follows federal regulations which state it is an illegal substance.
- Random drug screenings may occur at the request of the practicum site and/or by the Department of Speech Pathology and Audiology. If the student is selected for random testing, the Department or the practicum agency will notify them. A positive random drug screen may result in dismissal from the program and/or university disciplinary action.
- Felony convictions may influence a student's standing in the MA program. Regardless of a student's status in the MA program, students should be aware that background check results may affect their eligibility for licensure, certification, and clinical practice. Students who believe a mistake has been made on their criminal background check may contact the vendor directly to gain more specific information and resolve the issue if possible.
- The student has a continual obligation to report any criminal conviction to the MA Program Director within 30 days of its occurrence. Random criminal background checks may be performed. The student will sign an authorization for repeat checks and give permission for dissemination of those results.
- Calvin University Department of Speech Pathology and Audiology may furnish drug screening and background check information to the Dean of Students and to third parties, such as practicum sites, in the course of fulfilling its official responsibilities. The decision to accept students into a clinical placement setting is the prerogative of the practicum site and not Calvin University.

Health Screenings

There are inherent risks to working in the healthcare field, including exposure to communicable diseases. In alignment with requirements set forth by healthcare facilities, Calvin University requires students to be up to date on immunizations for Measles, Mumps, Rubella, Hepatitis B, Varicella, Tetanus, Diphtheria, and Pertussis and be tested for tuberculosis. While Calvin does not require influenza or Covid-19 vaccinations, many clinical sites do, and students will need to comply with the guidelines set forth by their external clinical placement sites.

If a student does not have access to their vaccination records, they must provide blood test results that indicate they have the appropriate level of immunity get blood tests that will indicate if they have the appropriate level of immunity.

If students choose not to be vaccinated, they will significantly limit their options for externship locations. The Speech Pathology & Audiology department will work with these students to identify locations and opportunities where vaccinations are not required; however, the department does not guarantee but cannot guarantee that students will be able to complete all necessary clinical practicums needed for graduation and subsequent certification. Students who are not vaccinated should seriously reconsider entering a healthcare and helping field where they will be exposed to communicable diseases and can be a carrier, potentially placing themselves and their clients/patients at risk.

BASIC LIFE SUPPORT TRAINING

All students must complete training in Basic Life Support (BLS) for healthcare providers prior to beginning their clinical practica. Calvin University offers annual onsite BLS training for students. Students who do not participate onsite are responsible for locating and purchasing their own BLS training. Completion certificates must indicate that the course included basic life support training for healthcare providers, which is beyond CPR-only training.

CLINICAL PRACTICUM FEE

A clinical practicum fee has been established to cover costs associated with the clinical component of the MA program, including supervision and materials. In addition, this fee covers the cost of background checks, drug screening, and on campus BLS training. The fee amount is set annually as part of the general student tuition determination for the university and will be associated with enrollment in the practicum courses.

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; <https://www.asha.org/Code-of-Ethics/>). Students must demonstrate responsibility and respect for clients and caregivers, clinical personnel, and themselves. Evaluation and treatment of clients 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 caregivers 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.

TEVERA

Tevera is a FERPA-compliant educational management platform where clinical experiences, hours accumulated, instructor feedback, and competency scores are recorded. Student clinicians are responsible for delegating feedback and grading tasks to clinical instructors in a timely manner and entering clinical hours weekly. After a clinical instructor completes a feedback or grading form, the student clinician is prompted to review and sign it. Each month, clinical instructors will review and sign

clinical hours reports. Student clinicians will have access to Tevera throughout the MA program and in perpetuity after graduation.

INFECTION CONTROL

Infection control is important across all clinical settings. There is risk of transmission of chronic and communicable diseases such as AIDS/HIV, CMV, Hepatitis B & C, herpes simplex, and others in all types of settings. Student clinicians must follow the infection control policies and procedures of the practicum site. If a practicum site does not have specific policies or procedures, the student clinician should follow universal precautions.

CALVIN SPEECH & HEARING CLINIC

The Calvin Speech & Hearing Clinic is located in North Hall on the Grand Rapids campus of Calvin University. For client privacy, this clinical space requires card-access to enter. All therapy rooms are equipped with cameras and all sessions are recorded to allow clinical instructors, students, and families to observe sessions. The Speech & Hearing Clinic houses an audiology testing room, swallowing and voice research lab, autism research lab, and audiology research lab which may be used with permission of the lab directors. Within the clinical space, there are areas available for students to research clinical information, analyze clinical data, and prepare materials and clinical documentation. Though distance education students will not visit our clinic facility in person, they are part of the clinic in every other way, serving clients through teletherapy during their first year of clinical practicums.

Donation-Based Clinic

Clients are not charged a fee for services. Donations of any amount are welcomed and encouraged to cover costs and help the clinic remain sustainable. All donors are given a letter of receipt from Calvin University which can be used as a record of a taxable donation.

Emergency & Safety Procedures

In the event of weather emergencies, building evacuations, and other disasters, students must be aware of Calvin's emergency procedures. North Hall/Speech & Hearing Clinic's Emergency Liaison is the primary communications link with 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. 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 and then contact Campus Safety. 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 hallways, or in the waiting area. The clinician must also verify that an adult has assumed responsibility for a child upon the completion of an appointment visit, if the responsible adult was not included in the therapy session.

Health Insurance and Portability and Accountability Act (HIPAA)

In accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the ASHA Code of Ethics, students and clinical instructors at the Calvin Speech & Hearing Clinic must adhere to Federal privacy rules (<http://www.hhs.gov/ocr/privacy/index.html>) which protect 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 reception desk will provide clients with the HIPAA form that addresses information regarding privacy practices and how Calvin University 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, location, age, contact information, or pictures 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 electronic or hard copy materials pertinent to a client out of the Clinic

- Reports, lesson plans, or other material left in a notebook, on a table, or on a computer screen 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 Speech & Hearing 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. After students have finished EMR documentation, they must submit it to the EMR system using approved procedures. Once documentation is submitted, duplicate/draft copies of paper documentation must be destroyed in the shredder located in the secured card-accessed clinic workroom.

Any student working on items related to the electronic medical records in the Calvin Speech & Hearing clinic or documents with client protected information must be trained in and operate in compliance with the Health Insurance Portability and Accountability Act (HIPAA) guidelines. Students must save all reports and materials to their Calvin Microsoft Office 365 (HIPAA-compliant) account.

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.

Client Permission to Photograph and Audio/Video Record

Clients sign permission forms that allow the Calvin Speech & Hearing Clinic to record and analyze their clinical sessions for educational purposes. This information is for educational use and will not become part of the client's medical record. The clinic administrative assistant will present the permission forms to clients or guardians, renewing them annually for returning clients. Clients have the right to refuse permission at any time. The signed forms will be filed in the client's medical record. Audio and video recordings should only be made and used for clinical service provision or clinical education. As always, care should be taken with audio and video recordings to protect client confidentiality; listening and viewing should only occur in private rooms. All recorded material is stored on a secure server in the Calvin Speech & Hearing Clinic and is only accessible by password. Students must not give their passwords to anyone else.

Therapeutic Observation

Spouses, parents, legal guardians, and significant others of clients are permitted to observe therapy sessions in accordance with HIPAA guidelines via our video monitoring system. Arrangements should be made with the clinic administrative assistant. On occasion, family members are encouraged to join the client and clinician, especially during sessions to gather information.

Guests who wish to observe clinic sessions for educational purposes are required to read HIPAA educational materials, sign acknowledgement forms, and maintain standard HIPAA laws.

Intelligent Video Solutions (VALT) Recording System

Treatment in the Calvin Speech & Hearing Clinic is monitored by a secure recording system called VALT. Each session is recorded and shared with the student clinician, along with department staff and clinical instructors. Access to the VALT program is limited to Speech Pathology & Audiology faculty, staff, and student clinicians. It may only be accessed by computers on Calvin's network, ensuring security and protection of client information. Video recordings are considered educational material and will not become part of the client's medical record.

Telepractice

Student clinicians may provide diagnostic and intervention services via telepractice. Calvin Speech & Hearing Clinic uses Microsoft Teams, a HIPAA-compliant platform. Students are supervised by a Calvin clinical instructor who is ASHA-certified and licensed in the state where the client is located while receiving services.

ClinicNote Electronic Medical Record System

Client medical records are stored in a secure electronic medical records platform called ClinicNote. Student clinicians will be given individual access to ClinicNote using their Calvin University login and should maintain client confidentiality as described in this handbook. Students are responsible for keeping up with charting and medical records pertaining to their clients, including frequent chart audits, and re-submitting missing documentation. Permanent client medical records may never be downloaded to other devices.

Clinic Facility & Maintenance

For all clients who attend 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 the clinic schedule. 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 in any professional environment. Cleaning procedures include surface sanitization per clinic standards, vacuuming any heavily used areas, and removing any trash that may include food or medical waste.

In addition, there will be a team of graduate student clinicians assigned to monitor and clean the clinic each week. The clinic staff will provide the cleaning schedule, supplies, and cleaning checklist.

The Calvin Speech & Hearing Clinic is considered a medical site pertaining to any special orders for infection control from the state or federal government, including the Centers for Disease Control and Prevention. All clinic staff, student clinicians, and clients will be required to follow guidelines for the use of personal protective equipment (PPE) to prevent the spread of infection. If PPE is required, staff and students will be trained in the proper use of such equipment.

Clinic Calendar & Scheduling/Cancelation Policy

MA students will receive a clinic calendar and course syllabus which will list the beginning and ending dates of practicum, clinic closures, holidays, and due dates. Specific details for client appointments will be communicated by the clinical assistant at the beginning of the semester.

Clinic assignments are not optional and must be a first priority in the student's schedule. The clinic staff manages scheduling of the clients; however, student clinicians are responsible for contacting clients **the week before the initial therapy session**. Student clinicians may also need to send weekly appointment reminders to their clients.

- Calvin University is closed: Students will be informed by Calvin University's emergency text alert system if the Grand Rapids campus is closed due to weather or emergency. In the case of a closure of the Grand Rapids campus, the on-campus location of the clinic will also be closed. The clinical assistant will confirm the closure with students and provide details for notifying clients. **The virtual clinic will remain open, and student clinicians are expected to meet with their clients for scheduled sessions.**
- Client cancelation: Clients are requested to notify the clinic to cancel appointments. If the client notifies the student of a cancellation, the student must immediately notify their supervisor and the clinic administrative assistant. If a client has two absences in one semester, the clinic administrative assistant will contact the client and explain the importance of regular attendance. If additional absences occur, the clinic administrative assistant may contact the client notifying them of the termination of services and then make an alternative assignment for the student clinician.
- Student cancelation: Student clinicians who miss sessions because of illness or other excused absences should immediately contact their clinical supervisor and the clinic administrative 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, or similar traumatic events. Student clinicians are required to find their own coverage from a fellow student clinician and communicate this change with their clinical instructor, clinic administrative personnel, and the clinic director. 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 the 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 contact the client to cancel therapy or to find a replacement clinician.

Clinic Materials & Equipment

- At the Grand Rapids campus, a variety of assessment and intervention materials are available for student clinicians. An inventory of materials is maintained by the clinic staff and students must sign out and return anything they use. Students are expected to take excellent care of all clinic materials and will be held fully responsible for the replacement of materials that are not returned. In the virtual clinic, student clinicians will get access to a variety of digital assessment and intervention materials. Q-global is a web-based assessment administration, scoring, and reporting program through Pearson Publishing. **Q-global may only be used within and for clinical coursework.** Use of this technology for any other purposes will result in penalties which may include dismissal from the program. In compliance with copyright and licensing regulations, student clinicians will be mailed paper copies of test protocols. It is important protocols are requested in a timely manner so they will arrive in time for sessions.
- Little Bee Speech Articulation Station app is a comprehensive articulation program for practice of English language phonemes at the word, sentence, and story levels. A free account will be available to student clinicians while they are engaged in telepractice. This app is only compatible with Apple devices at this time.
- Lesson Pix is a platform for creating custom online learning materials. Student clinicians will be eligible for a free subscription after completing a virtual training session.
- Boom Cards by Boom Learning are interactive learning activities for children with special needs. Student clinicians will get a free premium account where they will have access to pre-built activities and the opportunity to create their own.

Due to copyright and licensing restrictions, the clinic's digital material library is limited, and the software above may not meet all clinical needs. Student clinicians are encouraged to seek out or create individualized evaluation and intervention materials as appropriate.

Dress Code

Appropriate professional dress and personal hygiene is required. Student clinicians must purchase and wear black scrubs as the designated uniform for the Calvin Speech & Hearing Clinic (Grand Rapids campus and virtual clinic). The uniform, along with a clinic name badge, is required to be worn for all clinical sessions. If students are judged to be dressed inappropriately, they will be required to change, which may result in missed clinical sessions.

Student clinicians at the Grand Rapids campus must be aware of safety standards related to dress. Dangling jewelry is prohibited. Open lesions must be adequately covered and protected from contamination. Closed-toed footwear must be worn.

EXTERNAL CLINICAL PLACEMENTS

After successful completion of clinical practicums 530-532 and all first-year MA academic courses, student clinicians are eligible to complete off-campus clinical practicum experiences. Off-campus placements are carefully selected to offer a variety of experiences in the medical and educational settings. The same professionalism and code of conduct detailed for the Calvin Speech & Hearing Clinic is expected at practicum sites in addition to abiding by the specific rules of each site. Student clinicians are responsible for securing reliable transportation to and from practicum sites.

Prerequisites for External Clinical Placements

The purpose of the externship experience (SPAUD 540, 541, and 542) is to provide graduate clinicians with the opportunity to extend their academic and clinical training, using the knowledge gained in their didactic academic and clinical courses.

Prior to beginning the externship experience (SPAUD 540), graduate clinicians must have successfully completed the first eleven academic courses and three clinical courses (see below) with a grade of B or better.

Graduate students may need to retake courses or complete remediation plans before starting externship experiences. This may result in a change in the student's plan of study or delay their graduation date, potentially by several semesters.

Prerequisite Courses that must be completed with a B or better prior to enrollment in SPAUD 540:

Coursework	
SPAUD 505: Research Methods	SPAUD 530: Clinical Practicum Calvin Clinic I
SPAUD 503: Language Disorders I	SPAUD 531: Clinical Practicum Calvin Clinic II
SPAUD 506: Aphasia	SPAUD 532: Clinical Practicum Calvin Clinic III
SPAUD 523: Dysphagia	
SPAUD 504: Language Disorders II	
SPAUD 508: Speech Sound Disorders	
SPAUD 524: Cleft and Craniofacial Disorders (DE mode only)	
SPAUD 599: Clinical Reflections in SLP (Residential mode only)	
SPAUD 522: Neurocognitive Comm Disorders	
SPAUD 510: Fluency	
SPAUD 514: Autism	
SPAUD 512: Augmentative & Alternative Comm	

Prerequisite Courses (in addition to those above) that must be completed with a B or better prior to enrollment in SPAUD 541:

Didactic Courses	Clinical Courses

SPAUD 520: Motor Speech Disorders	SPAUD 540: Clinical Practicum Externship 1
SPAUD 521: Voice & Voice Disorders	

Prerequisite Courses (in addition to those above) that must be completed with a B or better prior to enrollment in SPAUD 542:

Didactic Courses	Clinical Courses
SPAUD 515: Seminar in SLP	SPAUD 541: Clinical Practicum Externship 2
SPAUD 599: Clinical Reflections in SLP	

Placement Policies

Place of Employment

Student clinicians may complete an externship at their place of employment for one semester with the following stipulations: student clinicians must be supervised by a different supervisor, must work with a different clinical population, and cannot be paid.

International Placements

Students may complete an externship outside of the United States with an ASHA credentialed SLP.

Working as an SLPA

Hours accrued as part of an SLPA program of study or during employment as an SLPA cannot be counted as clinical experience for the MA program. Students may not be supervised by a prior SLPA supervisor at any site for a practicum experience.

Paid Placements

Our departmental policy is that students may not be paid for any clinical practicum experience.

Clinical Instructors/Supervisors

Students cannot be supervised by a relative, significant other, or any individual with whom they have a prior or standing personal relationship.

Process for Securing External Clinical Placements – Residential Students

All clinical placements are arranged by the residential clinic director. Requested placement sites are NOT guaranteed. Students may be required to participate in an interview process prior to securing a placement. Students may not modify their clinical placement sites or schedules without the express permission of the clinic director or their representative. If you have any questions or concerns about your external clinical placements before they begin, please communicate with the clinic director, *not* your external supervisor.

Process for Securing Clinical Placements- Distance Education Students

All clinical placements are arranged by the distance education clinical coordinator. Students will provide information on medical and educational facilities in their area and any contact information for local SLPs.

The distance education clinical coordinator will research and contact prospective externship partners on students' behalf.

- Requested placement sites are NOT guaranteed.
- Efforts will be made to secure a placement within a 60-mile radius of a student's home, but this is NOT guaranteed.
- Distance education students should be open minded about placements and may need to relocate. Consider staying with friends, relatives, Air B&B, etc. that would support taking a placement in another location.
- Calvin must complete a Clinical Affiliation Agreement with the externship facility, which may take several weeks to finalize. Students may not begin an externship until all parties have signed the written affiliation agreement.
- Once a clinical practicum site is identified, the student will be prompted to send their resume and arrange a meeting and/or interview as needed.
- If a student plans to relocate during the externship process, they must notify the clinical coordinator at least 3 months in advance.
- Students may not modify their clinical placement sites or schedules without the express permission of the clinic director (or their representative).

External Clinical Placement Schedules and Hours

Students must complete three unique in-person clinical placements. While clinical clock hours are important and necessary to graduate, the primary goal of the placements is a well-rounded experience in each setting. All students will complete three full-time placements in which they will be on-site 32-40 hours per week (requests for part-time placements may be considered on a case-by-case basis). This allows students to not only obtain clinical experience, but also understand the non-clinical aspects of being an SLP, such as attending meetings, managing a caseload, building relationships with colleagues within and outside of the field, balancing work and home life, etc.

Specialized Training for External Clinical Placements

Some off-campus sites may require additional training, such as LSVT. Students are responsible for those costs. If such a cost is prohibitive, students should reach out to the clinic director for financial assistance options.

Declination of a Placement

A student's lack of reliable transportation, distance required to travel, family care needs, employment, or other personal obligations are not considered when assigning practicum placement. If a student declines a placement for the reasons above, the program is under no obligation to provide an alternate, more amenable site for a student in such cases. Exceptions to these policies are granted only in situations where a student's participation restrictions are secondary to a documented disability.

When a student has a clinical placement offered to them, they should strongly consider accepting it. Calvin cannot guarantee that an alternate placement will be identified for that semester and is under no obligation to seek out alternate sites. Students who decline a confirmed clinical placement may need to defer the externship until the following semester, which will delay graduation from the program.

Flexibility is an integral part of being an effective Speech-Language Pathologist and students who do not demonstrate this within the clinical placement process may jeopardize their professional appearance which could be recognized by professionals within their community.

Externship Absence Policy

All student clinician absences must be communicated to the external clinical supervisor and the clinic liaison as soon as possible. Excused absences include clearly unavoidable absence due to illness of the student clinician, death in the student clinician's immediate family or similar traumatic events.

Vacations, unreliable transportation, and social events are not considered excused absences. Student clinicians should discuss any special needs for absences from externships with their clinical instructor and the clinic director.

APPENDICES

- Course Sequences
- Early Admission to MA Program Agreement
- Retention Requirements: Undergraduate Program
- Retention Requirements: Graduate Program
- A Guide for Future Practitioners in Audiology and Speech-Language Pathology: Core Functions
- ASHA's Code of Ethics

SAMPLE COURSE SEQUENCES

MA in Speech-Language Pathology Prerequisites / Certificate in Speech & Hearing Foundations

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 0	SPAUD 210	SPAUD 216	SPAUD 212	SPAUD 311	SPAUD 344	SPAUD 345

4 year BA sample course template (GR Campus)

	Fall	Spring
Year 1	SPAUD 101	SPAUD 210
Year 2	SPAUD 216	SPAUD 212
Year 3	SPAUD 343 SPAUD 344	SPAUD 311 SPAUD 345
Year 4	SPAUD 370	SPAUD 381 SPAUD 399

5 year BA-MA sample course template (GR Campus)

	Fall	Spring				
Year 1	SPAUD 101	SPAUD 210				
Year 2	SPAUD 216	SPAUD 212 SPAUD 311				
Year 3	SPAUD 343 SPAUD 344 SPAUD 370	SPAUD 345 SPAUD 381				
	Fall 1	Fall 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	SPAUD 505	SPAUD 503 SPAUD 506	SPAUD 504 SPAUD 523	SPAUD 508 SPAUD 599	SPAUD 510 SPAUD 522	SPAUD 512 SPAUD 514
Year 5	SPAUD 520 SPAUD 540	SPAUD 521	SPAUD 515 SPAUD 541	SPAUD 524		SPAUD 542

2 year MA in Speech-Language Pathology course sequence (GR Campus)

	Fall 1	Fall 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	SPAUD 505	SPAUD 503 SPAUD 506	SPAUD 504 SPAUD 523	SPAUD 508 SPAUD 599	SPAUD 510 SPAUD 522	SPAUD 512 SPAUD 514
	SPAUD 530		SPAUD 531		SPAUD 532	
Year 2	SPAUD 520	SPAUD 521	SPAUD 515	SPAUD 524		
	SPAUD 540		SPAUD 541		SPAUD 542	

FALL Cohort Course Sequences

2 year MA in Speech-Language Pathology course sequence (Distance Mode)

	Fall 1	Fall 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	SPAUD 505	SPAUD 503 SPAUD 506	SPAUD 504 SPAUD 523	SPAUD 508 SPAUD 524	SPAUD 510 SPAUD 522	SPAUD 514 SPAUD 512
	SPAUD 530		SPAUD 531		SPAUD 532	
Year 2	SPAUD 520	SPAUD 521	SPAUD 515	SPAUD 599		
	SPAUD 540		SPAUD 541		SPAUD 542	

3 year MA in Speech-Language Pathology course sequence (Distance Mode)

	Fall 1	Fall 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	SPAUD 505	SPAUD 503	SPAUD 523	SPAUD 508	SPAUD 522	SPAUD 514
Year 2		SPAUD 506	SPAUD 504	SPAUD 524	SPAUD 510	SPAUD 512
	SPAUD 530		SPAUD 531		SPAUD 532	
Year 3	SPAUD 520	SPAUD 521	SPAUD 515	SPAUD 599		
	SPAUD 540		SPAUD 541		SPAUD 542	

SPRING Cohort Course Sequences

2 year MA in Speech-Language Pathology course sequence (Distance Mode)

	Spring 1	Spring 2	Summer 1	Summer 2	Fall 1	Fall 2
Year 1	SPAUD 505	SPAUD 503 SPAUD 506	SPAUD 504 SPAUD 523	SPAUD 508 SPAUD 524	SPAUD 510 SPAUD 522	SPAUD 514 SPAUD 512
	SPAUD 530		SPAUD 531		SPAUD 532	
Year 2	SPAUD 520	SPAUD 521	SPAUD 515	SPAUD 599		
	SPAUD 540		SPAUD 541		SPAUD 542	

3 year MA in Speech-Language Pathology course sequence (Distance Mode)

	Spring 1	Spring 2	Summer 1	Summer 2	Fall 1	Fall 2
Year 1	SPAUD 505	SPAUD 503	SPAUD 523	SPAUD 508	SPAUD 522	SPAUD 514
Year 2		SPAUD 506	SPAUD 504	SPAUD 524	SPAUD 510	SPAUD 512
	SPAUD 530		SPAUD 531		SPAUD 532	
Year 3	SPAUD 520	SPAUD 521	SPAUD 515	SPAUD 599		
	SPAUD 540		SPAUD 541		SPAUD 542	

**CALVIN UNIVERSITY SPEECH PATHOLOGY & AUDIOLOGY
BA-MA PROGRAM EARLY ADMISSION POLICY**

Entering Calvin in Catalog Year 2019-2020 and following

This form is to acknowledge that you received early admit status to the BA-MA program, and to ensure that you understand the requirements for students to maintain early admit status.

To maintain early admission status, a student must have:

- Earned at least a B+ in all SPAUD courses at Calvin. If students receive less than a B+ in a SPAUD course, they may retake the course and regain early admission status once they receive a B+ or higher in that course.
- Earned a 3.7 or higher GPA at the time of official application into the graduate program.
- Maintained all essential functions requirements and had no violation of the academic integrity policy at the time of official admission to the graduate program. Any academic integrity violation would result in an *immediate and irreversible removal* of the early admit status (see Essential Functions Requirements in the SPAUD student handbook for more information).

Failure to meet **any one** of these requirements means that the student will lose early admission status; however, the student can still apply to the MA program with the regular application process for Calvin undergraduates.

By acknowledging this document, I agree to the above terms and accept my responsibility for monitoring my SPAUD grades and overall GPA and ensuring that I meet all Early Admit criteria at the time of application to the MA program.

CALVIN UNIVERSITY SPEECH PATHOLOGY AND AUDIOLOGY RETENTION REQUIREMENTS FOR UNDERGRADUATE STUDENTS

Entering Calvin in Catalog Year 2023-2024

The SPAUD Undergraduate Program at Calvin University will prepare students for graduate-level programs in the Speech-Language Pathology or 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 a student's professional competency upon completion of their academic work.

The requirements for remaining in Speech Pathology and Audiology major as an undergraduate student are:

- Students must earn at least a 3.0 GPA every semester. If a student earns below a 3.0 GPA in any one semester, the student will be placed on probation and must earn a 3.0 GPA for the remainder of the program. A second semester with an earned GPA below 3.0 will result in the student being terminated from the program.
- Students must meet the essential functions required to practice as a speech-language pathologist, as outlined in the SPAUD Handbook. Failure of the student to meet the essential functions requirements will result in the student being terminated from the program.
- A student with early admission status must earn a grade of B+ or better in all SPAUD prerequisite courses and have earned at least a 3.7 cumulative GPA by the time of official application to the graduate program to maintain early admissions status. Failure to earn a B+ in any prerequisite SPAUD course or a 3.7 cumulative GPA by the time of application will result in the loss of early admission status. A student who did not earn a B+ in a SPAUD course may retake the course. If the student retakes the course and earns a B+ or better, the student can regain early admission status.
- Students must earn at least a B in every 500-level course. A student may earn below a B in each 500-level course only one time during their tenure at Calvin University. Students may retake SPAUD courses to improve their course grade. A second grade below a B in the same course will result in the student being terminated from the program.
- A student is expected to meet with his/her 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 remediation action.

If you have any questions, please request a meeting with your academic advisor or the SPAUD Department Chair.

**CALVIN UNIVERSITY SPEECH PATHOLOGY AND AUDIOLOGY
RETENTION REQUIREMENTS FOR GRADUATE STUDENTS**

Entering the MA in Speech-Language Pathology Program in Catalog Year 2023-2024

The MA in Speech-Language Pathology program at Calvin University will prepare students for entry-level skills in speech-language pathology. To practice as a speech-language pathologist, 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 completing the MA program are designed to be one of the processes of ensuring students' professional competency upon completion of their academic work.

For the purposes of this document, a graduate student in Speech-Language Pathology is defined as a student admitted into the MA program and taking 500-level courses. The requirements for remaining in the MA in Speech-Language Pathology program as a graduate student are:

- Students must earn at least a B in every 500-level course. A student may earn below a B in each MA course only one time during their tenure as graduate students at Calvin University. A second grade below a B in the same course will result in the student being terminated from the program.
- Students must earn at least a 3.0 GPA every semester. If a student earns below a 3.0 GPA in any one semester, the student will be placed on academic probation. A second semester with an earned GPA below 3.0 will result in the student being terminated from the program.
- Students must meet the essential functions required to practice as a speech-language pathologist, as outlined in the SPAUD Handbook. Failure of the student to meet the essential functions requirements after remediation will result in the student being terminated from the program.
- Students are expected to meet with the clinic director and department chair each semester to review their academic and clinical progress. The department chair will submit the names of students not meeting academic or clinical standards, and/or essential functions to the department's faculty for appropriate remediation action.
- Students who elect to write a thesis in the MA program must be in good academic and clinical standing throughout the thesis process.
- Retention in the graduate program is contingent upon successful completion of a criminal background check and drug screen and upon a review of disciplinary actions as documented by the Calvin University 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 or the Department Chair.

Student's Name (print)

Student's Signature

Date

*According to the **Uniform Electronic Transactions Act** and **The United States Electronic Signatures in Global and National Commerce Act**, the signature you provide on this document is a binding agreement that you have read this document in its entirety and that by signing, you agree to adhere to its standards. By signing, you agree your electronic signature is the legal equivalent of your manual signature. No contract, signature, or record can be denied legal impact just because it is in electronic form.*



A Guide for Future Practitioners in Audiology and Speech-Language Pathology: Core Functions

This document is intended as a guide for educational programs in speech-language pathology or audiology and individuals seeking a career in these professions. It identifies the core functions that individuals of such programs typically are expected to employ in didactic and clinical experiences to acquire the knowledge and demonstrate the competencies that will lead to graduation and successful entry into professional practice. This document replaces the Essential Functions document created by the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) in 2008. The document was updated to differentiate core functions from individual program requirements and to be inclusive of differences in behavioral and learning preferences associated with race, ethnicity, culture, sexual orientation, gender identity, language, and sensory, physical, or neurological status.

Instructions for Appropriate Use of this Document

This document may be used when:

- *informing individuals* about the core functions associated with the professions of audiology and speech-language pathology
- *initiating discussions* between students and programs regarding student success
- *empowering students* to make informed choices regarding their pursuit of professions in audiology and speech-language pathology
- *facilitating strategies* to achieve student success
- assisting programs and students in *identifying and advocating* for appropriate resources and accommodations
- *advancing* the professions of audiology and speech-language pathology through the lens of justice, diversity, equity, and inclusion.

This document must not be used:

- to *discriminate* against individuals for any reason
- as a measure of *acceptance or denial* into an educational program
- as a tool to *presumptively judge* individuals' potential for success
- as a *stand-alone* student assessment or intervention plan
- to *dismiss* students from a program

Use of this document is **not required** by CAPCSD or any accrediting or credentialing body, including the Council on Academic Accreditation or the Council for Clinical Certification of the American Speech-Language-Hearing Association.

For the sake of this document, the term “core functions” refers to behavioral or cognitive functions that an individual must be able to perform with or without accommodations necessary to ensure equitable access. The document intentionally does not address how stated core functions are demonstrated, recognizing that there are multiple ways an individual can successfully meet the demands of clinical education and practice. The determination of possible accommodations exemplified in this document varies from institution to institution based on numerous factors not covered in the scope of this document. The degree to which accommodations are determined is under the governance of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973. It is the responsibility of the institution and the individual to work together to identify possible services and accommodations.

To ensure the integrity of the messaging in this document, a glossary of terms is included at the end of the document.

Communication

Statements in this section acknowledge that audiologists and speech-language pathologists must communicate in a way that is understood by their clients/patients and others. It is recognized that linguistic, paralinguistic, stylistic, and pragmatic variations are part of every culture, and accent, dialects, idiolects, and communication styles can differ from general American English expectations. Communication may occur in different modalities depending on the joint needs of involved parties and may be supported through various accommodations as deemed reasonable and appropriate to client/patient needs. Some examples of these accommodations include augmentative and alternative communication (AAC) devices, written displays, voice amplification, attendant-supported communication, oral translators, assistive listening devices, sign interpreters, and other non-verbal communication modes.

- Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies
- Adapt communication style to effectively interact with colleagues, clients, patients, caregivers, and invested parties of diverse backgrounds in various modes such as in person, over the phone, and in electronic format.

Motor

Statements in this section acknowledge that clinical practice by audiologists and speech-language pathologists involves a variety of tasks that require manipulation of items and environments. It is recognized that this may be accomplished through a variety of means, including, but not limited to, independent motor movement, assistive technology, attendant support, or other accommodations/modifications as deemed reasonable to offer and appropriate to client/patient needs.

- Engage in physical activities at a level required to accurately implement classroom and clinical responsibilities (e.g., manipulating testing and therapeutic equipment and technology, client/patient equipment, and practice management technology) while retaining the integrity of the process
- Respond in a manner that ensures the safety of clients and others

Sensory

Statements in this section acknowledge that audiologists and speech-language pathologists use auditory, visual, tactile, and olfactory information to guide clinical practice. It is recognized that such information may be accessed through a variety of means, including direct sensory perception and /or adaptive strategies. Some examples of these strategies include visual translation displays, text readers, assistive listening devices, and perceptual descriptions by clinical assistants.

- Access sensory information to differentiate functional and disordered auditory, oral, written, and visual communication
- Access sensory information to correctly differentiate anatomical structures and diagnostic imaging findings
- Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests

Intellectual/Cognitive

Statements in this section acknowledge that audiologists and speech-language pathologists must engage in critical thinking, reasoning, and comprehension and retention of information required in clinical practice. It is recognized that such skills may be fostered through a variety of means, including assistive technology and /or accommodations/modifications as deemed reasonable and appropriate to client/patient needs.

- Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies
- Employ informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the client/patient's needs
- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills
- Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care

Interpersonal

Statements in this section acknowledge that audiologists and speech-language pathologists must interact with a diverse community of individuals in a manner that is safe, ethical, and supportive. It is recognized that personal interaction styles may vary by individuals and cultures and that good clinical practice honors such diversity while meeting this obligation.

- Display compassion, respect, and concern for others during all academic and clinical interactions
- Adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies
- Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities

Cultural Responsiveness

Statements in this section acknowledge that audiologists and speech-language pathologists have an obligation to practice in a manner responsive to individuals from different cultures, linguistic communities, social identities, beliefs, values, and worldviews. This includes people representing a variety of abilities, ages, cultures, dialects, disabilities, ethnicities, genders, gender identities or expressions, languages, national/regional origins, races, religions, sexes, sexual orientations, socioeconomic statuses, and lived experiences.

- Engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provision of services.
- Demonstrate the application of culturally responsive evidence-based decisions to guide clinical practice

This document should be considered a living document and therefore reviewed by CAPCSD at regular intervals to ensure that current terminology, practice, and ideas are reflected.

Glossary

- **Cultural responsiveness** involves “understanding and respecting the unique cultural and linguistic differences that clients bring to the clinical interaction” (ASHA, 2017) and includes “incorporating knowledge of and sensitivity to cultural and linguistic differences into clinical and educational practices”.
- **Evidence-based practice** involves “integrating the best available research with clinical expertise in the context of patient characteristics, culture, and preferences” (*Evidence-Based Practice in Psychology*, n.d.).

American Speech-Language-Hearing Association. (n.d.). *Cultural responsiveness* [Practice Portal <https://www.asha.org/Practice-Portal/Professional-Issues/Cultural-Responsiveness/>]

Evidence-Based Practice in Psychology. (n.d.). <https://www.apa.org>. Retrieved March 3, 2023, from <https://www.apa.org/practice/resources/evidence>

This Document should be cited as: Council of Academic Programs in Communication Sciences and Disorders (2023). *A guide for future practitioners in audiology and speech-language pathology: Core functions*. <https://www.capcsd.org/academic-and-clinical-resources/>

Approved by the CAPCSD Board of Directors
April 3, 2023

Reference update April 25, 2023



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

CODE OF ETHICS

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

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PREAMBLE

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

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

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

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

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

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

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

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

TERMINOLOGY

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

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

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

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

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

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

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

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

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

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

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

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

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

negligence – Breaching of a duty owed to another, which occurs because of a failure to conform to a requirement, and this failure has caused harm to another individual, which led to damages to this person(s);

failure to exercise the care toward others that a reasonable or prudent person would take in the circumstances, or taking actions that such a reasonable person would not.

nolo contendere – No contest.

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

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

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

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

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

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

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

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

PRINCIPLE OF ETHICS I

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

RULES OF ETHICS

- A. Individuals shall provide all clinical services and scientific activities competently.
- B. Individuals shall use every resource, including referral and/or interprofessional collaboration when appropriate, to ensure that quality service is provided.

- C. Individuals shall not discriminate in the delivery of professional services or in the conduct of research and scholarly activities on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect.
- D. Individuals shall not misrepresent the credentials of aides, assistants, technicians, support personnel, students, research interns, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services.
- E. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, support personnel, or any other persons only if those persons are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- F. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.
- G. Individuals who hold the Certificate of Clinical Competence may delegate to students tasks related to the provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- H. Individuals shall obtain informed consent from the persons they serve about the nature and possible risks and effects of services provided, technology employed, and products dispensed. This obligation also includes informing persons served about possible effects of not engaging in treatment or not following clinical recommendations. If diminished decision-making ability of persons served is suspected, individuals should seek appropriate authorization for services, such as authorization from a spouse, other family member, or legally authorized/appointed representative.
- I. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if participation is voluntary, without coercion, and with informed consent.
- J. Individuals shall accurately represent the intended purpose of a service, product, or research endeavor and shall abide by established guidelines for clinical practice and the responsible conduct of research.
- K. Individuals who hold the Certificate of Clinical Competence shall evaluate the effectiveness of services provided, technology employed, and products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.
- L. Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.
- M. Individuals who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.
- N. Individuals who hold the Certificate of Clinical Competence shall not provide clinical services solely by correspondence, but may provide services via telepractice consistent with professional standards and state and federal regulations.
- O. Individuals shall protect the confidentiality and security of records of professional services provided, research and scholarly activities conducted, and products dispensed. Access to these records shall be

allowed only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.

- P. Individuals shall protect the confidentiality of any professional or personal information about persons served professionally or participants involved in research and scholarly activities and may disclose confidential information only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.
- Q. Individuals shall maintain timely records and accurately record and bill for services provided and products dispensed and shall not misrepresent services provided, products dispensed, or research and scholarly activities conducted.
- R. Individuals whose professional practice is adversely affected by substance abuse, addiction, or other health-related conditions are impaired practitioners and shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.
- S. Individuals who have knowledge that a colleague is unable to provide professional services with reasonable skill and safety shall report this information to the appropriate authority, internally if a mechanism exists and, otherwise, externally.
- T. Individuals shall provide reasonable notice and information about alternatives for obtaining care in the event that they can no longer provide professional services.

PRINCIPLE OF ETHICS II

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

RULES OF ETHICS

- A. Individuals who hold the Certificate of Clinical Competence shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their certification status, education, training, and experience.
- B. Members who do not hold the Certificate of Clinical Competence may not engage in the provision of clinical services; however, individuals who are in the certification application process may engage in the provision of clinical services consistent with current local and state laws and regulations and with ASHA certification requirements.
- C. Individuals who engage in research shall comply with all institutional, state, and federal regulations that address any aspects of research, including those that involve human participants and animals.
- D. Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.
- E. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's certification status, competence, education, training, and experience.
- F. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct clinical activities that compromise the staff member's independent and objective professional judgment.

- G. Individuals shall make use of technology and instrumentation consistent with accepted professional guidelines in their areas of practice. When such technology is not available, an appropriate referral may be made.
- H. Individuals shall ensure that all technology and instrumentation used to provide services or to conduct research and scholarly activities are in proper working order and are properly calibrated.

PRINCIPLE OF ETHICS III

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

RULES OF ETHICS

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

PRINCIPLE OF ETHICS IV

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

RULES OF ETHICS

- A. Individuals shall work collaboratively, when appropriate, with members of one's own profession and/or members of other professions to deliver the highest quality of care.
- B. Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative mandate, referral source, or prescription prevents keeping the welfare of persons served paramount.

- C. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
- D. Individuals shall not engage in any form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
- E. Individuals shall not engage in dishonesty, negligence, fraud, deceit, or misrepresentation.
- F. Applicants for certification or membership, and individuals making disclosures, shall not knowingly make false statements and shall complete all application and disclosure materials honestly and without omission.
- G. Individuals shall not engage in any form of harassment, power abuse, or sexual harassment.
- H. Individuals shall not engage in sexual activities with individuals (other than a spouse or other individual with whom a prior consensual relationship exists) over whom they exercise professional authority or power, including persons receiving services, assistants, students, or research participants.
- I. Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.
- J. Individuals shall assign credit only to those who have contributed to a publication, presentation, process, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
- K. Individuals shall reference the source when using other persons' ideas, research, presentations, results, or products in written, oral, or any other media presentation or summary. To do otherwise constitutes plagiarism.
- L. Individuals shall not discriminate in their relationships with colleagues, assistants, students, support personnel, and members of other professions and disciplines on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, dialect, or socioeconomic status.
- M. Individuals with evidence that the Code of Ethics may have been violated have the responsibility to work collaboratively to resolve the situation where possible or to inform the Board of Ethics through its established procedures.
- N. Individuals shall report members of other professions who they know have violated standards of care to the appropriate professional licensing authority or board, other professional regulatory body, or professional association when such violation compromises the welfare of persons served and/or research participants.
- O. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation; the Code of Ethics shall not be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.
- P. Individuals making and responding to complaints shall comply fully with the policies of the Board of Ethics in its consideration, adjudication, and resolution of complaints of alleged violations of the Code of Ethics.
- Q. Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.
- R. Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice, research ethics, and the responsible conduct of research.
- S. Individuals who have been convicted; been found guilty; or entered a plea of guilty or nolo contendere to (1) any misdemeanor involving dishonesty, physical harm—or the threat of physical

harm—to the person or property of another, or (2) any felony, shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the conviction, plea, or finding of guilt. Individuals shall also provide a certified copy of the conviction, plea, nolo contendere record, or docket entry to ASHA Standards and Ethics within 30 days of self-reporting.

- T. Individuals who have been publicly sanctioned or denied a license or a professional credential by any professional association, professional licensing authority or board, or other professional regulatory body shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the final action or disposition. Individuals shall also provide a certified copy of the final action, sanction, or disposition to ASHA Standards and Ethics within 30 days of self-reporting.

Calvin University_SPAUD_Thesis Checklist and Timeline

The Speech Pathology and Audiology Department (SPAUD) offers students interested in research the option to complete a master's thesis. This document outlines the thesis process and the department's expectations of students who choose to complete a thesis track.

Thesis Credits

All thesis students will register for at least 4 graduate credits for thesis class (SPAUD 595) with their thesis advisor according to the following timeline. Even though you are officially registering in these semesters, work on the thesis project will most likely be initiated in earlier semesters. Failure to complete the thesis work assigned for a specific semester might require the student to re-register for that same section the following semester.

- 1 credit: I Summer
- 1 credit: II Fall
- 1 credit: II Spring
- 1 credit: II Summer

Checklist

The "complete by" date is to be decided together by the advisor and thesis student. The advisor will complete the "date completed" section based on the student's performance and the previously agreed deadline.

Topic Development

<i>Checklist Items</i>	<i>Complete by</i>	<i>Date completed</i>
Selection of advisor		
Tentative approval of general topic area		
Preparation of 4-5page ROL		
Formation of committee		N/A

For *selecting an advisor*, please schedule an appointment with faculty in the specific area of your interest to discuss about thesis projects and expectations. If you have not narrowed down your area of interest, please meet with faculty in the department to discuss about areas of specialty, faculty expectations, and potential opportunities for completing thesis projects.

The thesis candidate will submit a *4 to 5-page* (double-spaced, not including references) *review of literature* in the topic of interest to the departmental thesis committee. The candidate will follow the APA (most recent version) formatting style for preparation of this document. References must be provided at the end of the document. The departmental thesis committee will evaluate the scientific writing ability of the candidate and provide feedback/recommendations regarding the potential ability of the student to complete a master's thesis project.

The advisor will identify and invite three other faculty members (at least 2 from SPAUD) to form the *committee* for the thesis project.

Calvin University_SPAUD_Thesis Checklist and Timeline

Proposal Preparation

<i>Checklist Items</i>	<i>Complete by</i>	<i>Date completed</i>
Discussing sections for the proposal		N/A
Draft of introduction section		
Draft of ROL section		
Draft of method section		
Identifying proposal presentation/submission day		
Compiled proposal document approved by advisor		
Proposal document send to committee		
Proposal presentation		
Revisions to proposal		
Final approval of proposal document		
IRB proposal		
Meetings with advisor		

Your advisor and you will discuss the *different sections* expected for the proposal document. Typically, the document should have a cover page, table of contents, list of figures and tables, introduction, ROL, and proposed methods (format may vary slightly). Your advisor will discuss expectations for each of these sections. Please be aware that *multiple drafts* of some of these sections will need to be prepared prior to your advisor approving the final proposal document.

The proposal document is to be send to the committee members for review at least two weeks prior to the proposal presentation date. Following your proposal presentation, your committee will decide if *major or minor revisions* are required. If minor revisions are required, your advisor will approve of the final document once all the required changes and feedback from your advisor and committee have been incorporated. If major changes are recommended, all the committee members may review your proposal document again to decide on whether the project is approved, or another proposal presentation is required. Design adjustments may be made only with committee approval.

IRB proposal: At Calvin College, the advisor will be listed as the primary investigator for the thesis project and the thesis student will be listed as the co-investigator. The advisor will guide the thesis student in the preparation of all the elements of the IRB proposal. IRB approval must be obtained before participant recruitment and data collection. Substantial modifications may also require an addendum to IRB for approval of changes.

Calvin University_SPAUD_Thesis Checklist and Timeline

Data Collection and Analysis

<i>Checklist Items</i>	<i>Complete by</i>	<i>Date completed</i>
Finalizing research protocol		
Trials/Pilot participants – if applicable		
Begin data collection		
Completing data collection		
Data analysis		

Prior to data collection, you will finalize your *research protocol* with your advisor. This will involve getting all the approved materials for data collection ready. This may also involve completing trial runs of the protocol or collecting pilot data. Throughout the *process of data collection*, your advisor will provide guidelines and expectations for each stage regarding frequency of meetings, email correspondences/updates, and feedback on the research process. This will vary depending on the advisor and the nature of the research project.

Final Preparation of Thesis & Thesis Defense

<i>Checklist Items</i>	<i>Complete by</i>	<i>Date completed</i>
Draft of results section		
Drafts of discussion & conclusion sections		
Setting defense date		
Formatting of compiled thesis		
Advisor approval of complete thesis		
Thesis send to the committee		
Defense presentation		
Advisor approval of changes		
Final approval of thesis		
Printing and binding the thesis copies		
Distribution of thesis copies: advisor, library, and committee (if applicable)		

Calvin University_SPAUD_Thesis Checklist and Timeline

Following data collection, you will develop the results, discussion, and conclusion sections of the thesis project. Please be aware that *multiple drafts* of some of these sections will need to be prepared prior to your advisor approving the section.

Thesis defense: Thesis candidates will have an open defense of their project. The date of the defense will be advertised throughout the College through Calvin news and other social media. The committee members are expected to be given the thesis for review 2 weeks prior to the date of the defense. For the defense, the candidate will prepare a 20-minute presentation of the project. Following the presentation, the candidate will respond to questions from the audience. The audience will then leave the room, to allow for the committee members to question the candidate about the project. The following outcomes can be achieved after this question time: pass with minor revisions to be approved by the advisor, fail with major revisions to be approved by committee, fail with need to defend again. After *final approval of the thesis*, the document is to be printed and bound according to library specifications.

Information about authorship for manuscript submission: Please discuss this with your advisor.

Name of thesis student:

Name of advisor:

I have reviewed this form with my advisor and understand that failure to comply to these requirements are grounds for dismissal from the thesis project

Printed name of student

Signature

Date

The following may be used for deciding timeline:

I Fall (beginning/mid/end)– fall semester, 1st year of graduate school

I Spring (beginning/mid/end)– spring semester, 1st year of graduate school

I Summer (beginning/mid/end)– summer semester, 1st year of graduate school

II Fall (beginning/mid/end)– fall semester, 2nd year of graduate school

II Spring (beginning/mid/end)– spring semester, 2nd year of graduate school

II Summer (beginning/mid/end)– summer semester, 2nd year of graduate school, all thesis work needs to be completed by August 1

Calvin University_SPAUD_Thesis Checklist and Timeline

For printing

Library copy

- Please provide the library with 2 printed copies of the thesis
- The library will pay to bind these and add them to our collection (one copy to general stacks and one copy to the Rare Book Collection).
- Contact: Kim Fields

Departmental copy

- Advisors retain one bound copy
- Contact for bindery: <http://www.wbmbindery.com/>.
- Toll Free: 1-800-214-2463
- Local: 519-627-3552
- The easiest thing is to send them a pdf, and they can print and bind it. If you want to save postage, the delivery person can bring it back on the same day he delivers to us. He comes every 3 weeks.
- 2 copies of cover page – one that is to be bound and the other to be used by the company
- All masters theses are bound in black with gold lettering just on the spine.
- Call and figure out the template
- Cost per copy \$20
- Invoice provided on delivery, charge to account