

Missouri State University

DEPARTMENT OF COMMUNICATION

SCIENCES AND DISORDERS

GRADUATE PROGRAM ACADEMIC

HANDBOOK

**Audiology and
Speech-Language Pathology**

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Introduction

Accreditation/Program Approval

Welcome to the Department of Communication Sciences and Disorders at Missouri State University. The Master of Science (M.S.) **education program** in Speech-Language Pathology (residential) and the Doctor of Audiology (Au.D.) **education program in Audiology** (residential) at Missouri State 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.

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

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

Mission Statements

On June 15, 1995, Missouri Governor Mel Carnahan signed into law Senate Bill 340 which gave MSU a statewide mission in Public Affairs.

As you progress through your graduate degree in CSD, you will find evidence of the public affairs mission throughout the curriculum. The University's identity is distinguished by its public affairs mission, which entails a campus-wide commitment to foster expertise and responsibility in ethical leadership, cultural competence, and community engagement.

The McQueary College of Health and Human Services strives to promote and enhance lifelong learning, health, and well-being.

Mission:

The mission of the Communication Sciences and Disorders Department encompasses the areas of teaching, research, and service. The Department strives to:

1. Educate and inspire life-long learners in the fields of Audiology and SLP
2. Serve individuals with communication disorders across the lifespan through exemplary, culturally competent education, clinical and collaborative services, and research
3. Positively affect the University and community through ethical leadership, community engagement, and cultural competence.

Student Organizations

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

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

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

Curriculum

Upon admission, you are assigned an academic advisor. You should expect your advisor to communicate with you a minimum of once toward the end of each semester to determine course enrollments for the following semester. You are encouraged to complete a degree audit independently to stay informed about the courses that are expected. Programs of study for each graduate program can be viewed on the CSD webpage. Occasionally, if you lack requisite knowledge, you may need to take additional classes. Ask your academic advisor if your undergraduate classes meet all pre-requisites.

AuD Students

The AuD program prepares professionals to enter the workplace with a high level of skills and knowledge through intensive academic and clinical experiences. Clinical experiences are obtained both at the CSD Speech Language Hearing Clinic located on campus and at off campus locations. The doctoral program can be completed in eleven semesters.

SLP Students

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

Research Requirements

All students must successfully complete a thesis (CSD 799/999) or research project (CSD 784/884) requirement. You will hear about the research history and interests of the faculty in an effort to be paired with a research advisor with whom you share similar interests.

Many students wonder if they should do a thesis or a project. Your academic and research advisors can help you determine this. The thesis option is a rigorous undertaking, with greater depth and breadth of content than a research project, as defined and approved by the thesis committee. You may be advised to choose one option over the other depending upon your professional goals.

Thesis Requirements

A thesis must be in final publication form (APA format), sequenced according to the Graduate School guidelines, approved by the thesis director and thesis committee, and submitted to the department head at least 2 weeks before the Graduate School deadline.

Thesis students will have a thesis committee which consists of three to five persons. At least three of your thesis committee members must hold Graduate Faculty status. The Chair of your thesis committee must hold Research Graduate Faculty status. At least two additional committee members must hold either Research or Professional Graduate Faculty status. Students who elect to do a thesis must register for at least 6 total credit hours, typically over three semesters. Occasionally you may need to enroll in additional hours to complete your study. You will be graded each semester relative to the syllabus for thesis. Before beginning data collection, you must prepare a thesis prospectus, consisting of a fully developed literature review, research question, and method section. The prospectus is to be presented to the thesis committee. After your data is collected and you have completed your results and discussion sections, you must formally defend your thesis before the thesis committee. SLP students selecting a thesis option may use the oral defense of their thesis to satisfy the comprehensive examination requirement. The student will be required to defend their thesis before their thesis committee.

Students must also present their thesis in an approved professional venue. Appropriate presentation venues include the ASHA Annual Convention, Missouri Speech-Language Hearing Association Meeting, AAA Annual Convention, CHHS Student Research Symposium, Missouri State University Graduate Student Einhellig Interdisciplinary Forum, and others as approved by the department head.

Project

Project students will have a research (project) advisor. AuD students must also have a committee comprised of at least 2 additional individuals. The project must be at least 3 total credit hours for SLP students and 5 credit hours for AuD students. Enrollment typically spans over several semesters. If you do not complete your project in the minimum hours required (3 for SLP, and 5 for audiology), you may be expected to enroll in additional hours until it is completed. The content of the project must be appropriate to the topic selected as defined and approved by the research (project) advisor. Contract timelines are established by the advisor. A final copy of the project must be approved by the research advisor and submitted to the Department Head two weeks before the Graduate School deadline. The format of the submitted project is determined by your research project advisor.

Research (project) advisors will assign a grade each semester as prescribed in the project syllabus.

Students are required to present the results of their project at an approved professional venue. Appropriate presentation venues include the ASHA Annual Convention, Missouri Speech-Language Hearing Association Meeting, AAA Annual Convention, CHHS Student Research Symposium, Missouri State University Graduate Student Einhellig Interdisciplinary Forum, or others as approved by the department head.

Comprehensive Examinations

Comprehensive examinations are a requirement of the graduate programs in CSD. The format is determined by the program but typically includes both a written portion and an oral portion.

The schedules of comprehensive examinations differ by program and may need to be adjusted based on the university calendar. SLP students take their comprehensive exams no sooner than at the end of the fall semester of their second year of graduate school. AuD students will typically take comprehensive examinations in the spring of their third year of graduate school.

Students must take the examination at the time it is offered unless there are extenuating circumstances such as changes in course timeline/sequence. Students must pass all comprehensive examinations. Accommodations for comprehensive examinations should be submitted in writing to the program director a minimum of 4 weeks prior to the examination.

AuD Comprehensive Exam Policy

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

- 1) In areas which a student receives a "NO PASS", they will be required to take oral examinations. An oral examination(s) are typically administered within 3-6 weeks of the written examination. Each oral examination will be conducted by at least two faculty members. For students who are unable to demonstrate competency in the oral examination(s), a *remediation plan* will be developed. The length, content, and form (written paper or an oral presentation) of the remediation plan will be determined based on the competencies that must be demonstrated. This will be evaluated as "successful" or "unsuccessful" by the faculty members involved, an additional faculty member, and the Department Head (or. If students do not successfully complete the remediation plan, they have "failed" the comprehensive examination.

Consequently, they will not be allowed to go to their externship and may be dismissed from the program.

- 2) If students do not pass five or more written examination areas of the entire written examination, they will be required to take *written* examinations a second time in all unsuccessful written areas within 3-6 weeks. Students who pass the written examinations except 1-2 areas, *a remediation plan* will be developed and administered (see above). However, students who do not successfully complete the remediation plan or do not pass all written examination areas a second time, they have “failed” the comprehensive examination. Consequently, they will not be allowed to go to their externship and may be dismissed from the program.

Following the examinations, faculty will meet with the students and provide feedback including specific examples of acceptable and unacceptable responses, and when necessary, offer additional support to assist the student in meeting expected levels of competency and performance.

SLP Comprehensive Exam Policy Computer-Based Examination

SLP Comprehensive Exam Policy

Students are expected to pass their comprehensive examinations on their first attempt. They are encouraged to focus on comprehensive learning across their two years of study so that they are prepared for this culminating examination. If a student fails their first attempt, a second attempt is offered, and if successful a student may still graduate “on time.” Any student going beyond a second attempt at comprehensive examinations should recognize that at best, their program length will be extended. If a student fails their second attempt, a third attempt at comprehensive examinations is offered; if a student fails, she/he will be dismissed from the program and will not be eligible to graduate.

Attempt 1:

Students will complete comprehensive examinations during the fall final examination period of their second year of study. Students must attain a score of 75% or better in each subject area section, as well as in an integrative essay section. Testing is done on the MSU campus and is computer-based.

Attempt 2:

If a student fails their first attempt, faculty will provide feedback of unacceptable performance and offer additional support and in an effort to assist the student in meeting expected levels of performance. Students should not anticipate that they will be provided with their individual scores from their first attempt, but rather that they met or did not meet the minimum criteria of 75% in specific subject areas.

Students will complete testing **on any areas in which they scored less than 75% on attempt 1**. Again, students must attain a score of 75% or better in each subject area and/or integrative essay section. Testing will be computer-based, it will be in the spring semester (February, typically) and likely at the MSU Testing Center on a Saturday.

In any areas where a student earns less than 75%, they will be retested in an oral examination format completed via Zoom. Oral examinations are typically scheduled in March/April.

Attempt 3:

The third and final attempt at the comprehensive examination will take place in the summer semester. The format of the third attempt may be either written or oral, or a combination and will be determined by the faculty and program director. Students are expected to reach out to faculty in the spring semester for guidance related to their performance and how to better demonstrate their understanding of content. If the student is unsuccessful in this third attempt, he/she has “failed” the comprehensive examination and will be dismissed from the program and not eligible to graduate.

Policies

Missouri State University Student Rights Policy

Code of Student Rights and Responsibilities - Chapter Five: Student Policies - Policy Library - Missouri State

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

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

One topic covered by the Office of Student Conduct is the FERPA policy. FERPA is the Family Educational Rights and Privacy Act. It is a federal law that protects the privacy of your records. Under FERPA law, you are entitled to see your educational records, consent to disclosure of personally identifiable information (except to the extent that FERPA authorizes disclosure without consent), seek correction of your records if inaccuracies are found, and file a complaint with the US Department of Education if your rights are violated.

Disability Accommodation

Requesting Accommodations - Disability Resource Center - Missouri State

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

Title IX Policy

Title IX Resources - Missouri State

Missouri State University does not discriminate based on sex in the education program or activity that it operates, including in admission and employment. Concerns regarding discrimination based on sex, including sexual harassment, should be referred to the Title IX Coordinator, Carrington 205, 901 S. National Ave., Springfield, MO 65897, 417-836-8506. MSU has adopted a grievance procedure policy for the prompt and equitable resolution of allegations of sexual discrimination, including sexual harassment. This policy is available at the [Title IX website](#). Individuals may report an allegation of sex discrimination, file a complaint of sexual discrimination, or file a formal complaint of sexual harassment by contacting MSU's Title IX Coordinator.

All faculty are required to report to the Title IX Office any concerns or allegations of sex discrimination or sexual harassment involving members of the University community (i.e., faculty, staff, and students) of which they become aware.

Non-Discrimination Policy Non-Discrimination Policy Statement - Office for Institutional Equity and Compliance - Missouri State

G1.05 Non-Discrimination Policy Statement

Missouri State University is a community of people with respect for diversity. The University emphasizes the dignity and equality common to all persons and adheres to a strict non-discrimination policy regarding the treatment of individual faculty, staff, and students. In accord with federal law and applicable Missouri statutes, the University does not discriminate on the basis of race, color, national origin (including ancestry, or any other subcategory of national origin recognized by applicable law), religion, sex (including marital status, family status, pregnancy, sexual orientation, gender identity, gender expression, or any other subcategory of sex recognized by applicable law), age, disability, veteran status, genetic information, or any other basis protected by applicable law in employment or in any program or activity offered or sponsored by the University. Sex discrimination encompasses sexual harassment, which includes sexual violence, and is strictly prohibited by Title IX of the Education Amendments of 1972.

This policy shall not be interpreted in a manner as to violate the legal rights of religious organizations or of military organizations associated with the Armed Forces of the United States of America.

The University maintains a grievance procedure incorporating due process available to any person who believes he or she has been discriminated against. Missouri State University is an Equal Opportunity/Affirmative Action/Minority/Female/Veterans/Disability/Sexual Orientation/Gender Identity employer. Inquiries concerning the complaint/grievance procedure related to sex discrimination, including sexual harassment and sexual assault, should be addressed to the [Title IX Coordinator](#), Carrington Hall 205, 901 S. National Ave., Springfield, Missouri 65897, TitleIX@MissouriState.edu, 417-836-4252, or to the Office for Civil Rights. All other inquiries concerning the grievance procedure, Affirmative Action Plan, or compliance with federal and state laws and guidelines should be addressed to the Equal Opportunity Officer, [Office for Institutional Equity and Compliance](#), Carrington Hall 205, 901 S. National Ave., Springfield, Missouri 65897, Equity@MissouriState.edu, 417-836-4252, or to the Office for Civil Rights. (Res. Board Policies No. 70-11; Bd. Min. 10-28-11.)

English Proficiency

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

Mental Health

As a student you may experience a range of personal issues that can impede learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. You can learn more about services here: [Mental Health - Magers Health and Wellness Center - Missouri State](#)

Mental health clinicians at Magers Health and Wellness Center

Psychologists, Psychiatrist, and a Counselor are available for scheduled appointments. Please call 417-836-4000 to schedule an appointment. Please review the [Disclosure of Psychiatric and Counseling Services and Informed Consent](#).

Mental Health Counselors at Missouri State University are located in the Counseling Center. Students can call 417-836-5116 to schedule an appointment with a counselor.

Other resources

Center City Counseling Clinic

- [Center City Counseling Clinic Website](#)

Burrell Behavioral Health

- [Burrell Behavioral Health website](#)
- Emergency services are available 24 hours a day, 7 days a week, to help manage your crisis/emergency situation.
- If you have a crisis, you can get help 24 hours a day by calling 1-800-494-7355.

Marian Center

- [Marian Center website](#)

National Suicide Prevention Lifeline

- [National Suicide Prevention Lifeline website](#)
- National Suicide Prevention Lifeline Number: 1-800-273-8255.

Missouri State University's Ask, Listen, Refer Online Training

- [Ask, Listen, Refer Online Training website](#)

Concerned that a friend or loved one may be considering suicide or other self-harm? This free, online training that can help prevent suicide by teaching how to: identify people at risk for suicide; recognize the risk factors, protective factors, and warning signs of suicide; respond to and get help for people at risk.

Academic Integrity Policy

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

Possible Academic Integrity Violation Sanctions

- A mandatory meeting with the Office of Academic Integrity
- Completion of a perfect grade on the Academic Integrity Tutorial and Quiz
- Redoing the assignment/quiz/exam/ for partial credit
- Denial of all or partial credit on the assignment/quiz/exam
- Reduction of overall grade in the course
- F grade in the course
- XF grade in the course

This is by no means an inclusive list of all possible sanctions.

Attendance Policy

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

While missing class is usually not advisable, it is important to stay at home when sick to avoid the spread of communicable illness. If you are sick or not feeling well, please do not come to class but rather seek medical attention from your doctor or at Mager's Health and Wellness Center. They can provide you a medical excuse and advise you when it is safe to return to class. Contact your instructor to let them know that you are sick and will not be in class. By working with your instructor, you will be able to keep up with readings and assignments through the Blackboard course site.

Retention Requirements

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

Remediation Policy

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

Continuous Enrollment

As noted previously, students must maintain a full-time curricular load with courses taken in the prescribed sequence. The student and academic advisor will discuss circumstances that could lead a student to drop one or more classes. Following discussion, approval from program faculty and department head must be received. Depending upon the circumstance, and accommodation plan or

remediation plan may be developed and must be approved by all parties in order for the student to continue in the program. In certain situations, it may be necessary for the student to reapply for program admission during the next application period.

Complaint Process

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

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

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

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

Graduate Program Code of Professionalism

Expected Graduate Student Behavior

"The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by audiologists, speech-language pathologists, and speech, language, and hearing scientists who serve as clinicians, educators, mentors, researchers, supervisors, and administrators. (ASHA Code of Ethics)". Conducting oneself in a professional manner across contexts and situations is pivotal in developing and habituating the characteristics needed to practice as an honorable and principled individual.

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

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

Appearance and Grooming

A majority of student work during graduate school occurs within the clinic or in view of our clients. The clinic is a place of business that serves the community, and anyone working within the clinic acts as a representative. As such, students are expected to take care in their appearance any time they are in the clinic, even when not serving clients. The department dress code outlines specific regulations. Violation of the dress code may result in an immediate counseling meeting with the clinic director with a possible consequence of being asked to leave the clinic. Repeated violations will result in a referral to the department head for behavioral review.

Affect and Courtesy

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

Punctuality and Attendance

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

Responsiveness

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

Initiative

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

learning concepts, procedures, written documentation, etc.

Participation

Graduate work involves increased levels of maturity, preparedness, and overall involvement across all program components. Students are expected to be actively engaged in academics, clinic, and research. While not all students are comfortable offering comments within the classroom setting, all are expected to demonstrate active learning behaviors. This means that students should have an organized workspace, demonstrate engagement through active listening behaviors, and should not be accessing electronic devices, other than to take notes during lectures. Students should respect the teaching style of their professor and should also feel comfortable to contribute toward a collaborative and stimulating learning environment. However, when necessary, students may be cautioned to avoid dominating classroom discussions with excessive comments or questions. In clinic, students are expected to come to supervisor meetings prepared with an agenda of discussion topics. While students are expected to require clinical guidance, they are also expected to have conducted relevant information gathering and preparation regarding their client's needs. Differing points of view are encouraged, and these perspectives should be discussed in a respectful manner. In research, students are also expected to come to meetings prepared and are to follow timelines established with their research advisor. Students should demonstrate initiative and some independence while completing their assignment. However, they should also be accepting of guidance and feedback from the faculty advisor.

Compliance

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

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

Confidentiality

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

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

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

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

Professional Communication

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

In-person interactions

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

Telephone Interactions

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

Email Communication

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

Social Media Presence

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

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

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

Core Functions

Core Functions for Graduate Students in Audiology and Speech-Language Pathology at Missouri State University

This document identifies the core functions that audiology and speech-language pathology students 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. It was adapted from "A Guide for Future Practitioners in Audiology and Speech-Language Pathology: Core Functions" updated by the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) in 2023. The Core Functions below aim to be inclusive. The Core Functions are also designed to facilitate discussions between students and faculty regarding any strategies, resources, and accommodations that may be necessary to achieve student success. The Core Functions below set the context for student knowledge and skill acquisition necessary to take personal responsibility for the individual care of clients and patients. To initiate a discussion regarding the Core Functions below, students are encouraged to contact their academic advisor or the program director. An additional contact may be the MSU Disability Resource Center (<https://www.missouristate.edu/disability/>).

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. 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.

- Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies. This includes ability to write discipline-specific papers and clinical reports in Standard American English.
- 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.
- Provide appropriate models of target behaviors according to the needs of individual clients.

Motor/Physical

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 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
- Provide or independently secure transportation to/from clinical sites
- Participate in professional responsibilities/activities for up to 8-10 hour shifts

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.

- Use sensory information to differentiate functional and disordered auditory, oral, written, and visual communication; to correctly differentiate anatomical structures and diagnostic imaging findings; 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 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
- Maintain attention and concentration for sufficient time to complete clinical activities

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, information management policies, and program 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
- Understand and respect supervisory authority
- Collaborate with peers and other professionals

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

*Students should be aware that external clinical placements are part of the plan of study. External sites may have different expectations related to essential/core functions.

Adapted from: 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/>

Clinic Information

Practicum

Practicum placements are made by the faculty. Some sites are located in the Springfield area. Some sites are located well outside the Springfield area and will require driving and may require an overnight stay – these are typically sites where advanced AuD students are placed. For SLP and AuD students,

your practicum supervisors (sometimes referred to as preceptors) must hold CURRENT ASHA Certification (CCC-SLP or CCC-A) and current state licensure. The CSD program will ensure that individuals providing you with clinical education have the proper credentials, however, it is in your best interest to be sure that certification and/or licensure is in effect for the entire time you are with that preceptor.

Please be aware clock hours associated with a practicum grade of lower than “C” will NOT be counted toward the total number of clock hours needed for ASHA certification for AuD and SLP programs.

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

Liability Insurance

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

Drug Screening & Background Checks

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

CAA Complaint Process

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

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

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

Certification and Licensure

Tracking your Knowledge and Skills

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

National Exams

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

Certification and Licensure

To be employed as an audiologist or a speech language pathologist the individual must hold a state license from the professional licensing agency. In some cases, the individual may also need to hold professional certification from their respective professional association.

Certification FAQs

Do I have to have a license prior to beginning my first job?

All AuD and SLP graduates must be licensed prior to taking their first job. They must continuously be licensed for as long as they are providing professional services. AuD students are eligible in most states for a full license upon graduation. Graduates from MSU's SLP programs are eligible for licensure or provisional licensure and/or certification in many American states. However, students are always advised to research individual state requirements to ensure eligibility. It is against the law for a graduate to see patients, whether under supervision or not, unless they hold a license from the state in which they practice (some Veterans Administration Hospitals and federal employment situations may be exempt). Licensing information for the state of Missouri can be found at <http://www.pr.mo.gov/healingarts.asp>

Do I need ASHA Certification?

- Although certification from a professional association (ASHA) is evidence that the individual has met the highest standards as set by their professional association, certification is voluntary. There are many benefits in obtaining the earned professional certification. Graduation from a CAA accredited program in SLP and/or AuD qualifies the student to apply for ASHA certification.
- Certification requires passing the Praxis examination.
- Continued certification requires annual dues and continuing education.

- Certification and continued membership will allow for a simpler process in obtaining state licensure. It can be said that professional certification allows a degree of portability of licensure. Although, a professional must be licensed in each state they provide professional service. There is typically not licensure reciprocity from state to state.
- To become a member of ASHA an applicant must provide an official transcript with the posted masters/doctoral degree, a completed application signed by the University Program Director/Department Head, and a passing score on the NTE examination.
- To become certified (CCC-SLP) a member must complete a clinical fellowship experience. To become certified (CCC-A) a member must submit completion of the AuD degree. Clinical fellowship is not a requirement for the graduate of an accredited AuD program. www.asha.org

Do I need AAA Certification?

AAA is the American Academy of Audiology. AAA offers professional board certification through the American Board of Audiology (ABA). This is also a voluntary certification. www.audiology.org

Do I need DESE Certification?

Teacher certification through the Department of Elementary and Secondary Education for the state of Missouri is required of teachers working in schools in the state of Missouri. SLP and AuD graduates are not required to have teacher certification in Missouri. It will be the student's responsibility to check with their individual states to determine the requirements for employment.

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

SLP graduates can work in Missouri schools after they have a Missouri license. Licensure is awarded upon graduation from a CAA accredited program.