Dear Fellow Student,

Welcome to Eastern Michigan University's program in Speech-Language Pathology! You have selected a challenging, yet very rewarding field. This handbook is designed to serve as a guide for graduate studies. It contains important information regarding required courses, clinical clock hour requirements, information on clinics and internships, and much more! Once accepted into the program, you will be assigned to an advisor who will help you plan a program of study (POS) and will answer any questions you may have.

NSSLHA, or the National Student Speech, Language, Hearing Association, is both a local and a national organization. The local NSSLHA organization at EMU is here to serve you in many ways. For example, we will keep you informed about requirements for graduation. We frequently schedule professionals in Speech Pathology and in allied professions to present lectures pertaining to topics in Speech-Language Pathology. Our organization makes outreach to the campus and community through various philanthropic events. Many fund raising activities occur throughout the year to help improve our program and to contribute to scholarship funds. Also, at the end of each academic year, a spring party brings students and faculty together to bid a fond farewell to all graduating “graduate” students! Visit us at: www.emich.edu/nsslha/.

Both the local and national NSSLHA are affiliates of ASHA, the American Speech-Language-Hearing Association (www.asha.org). ASHA is the professional organization for speech-language pathologists, audiologists, and speech and hearing scientists. As a member of the national NSSLHA, you will receive your choice of ASHA's professional journals. As an added benefit, when you are ready for ASHA certification upon completion of your Master’s degree, your certification fee will be significantly reduced. While all students are encouraged to join the national NSSLHA, it is strongly recommended that graduate students become members. For more information go to the NSSLHA website at: //www.nsslha.org/nsslha/.

Another related professional organization is the Michigan Speech-Language-Hearing Association (MSHA)(www.michiganspeechhearing.org). MSHA also supports student attendance at the annual convention in March by providing registration at a reduced price for student members in exchange for their assistance at the conference. Joining your state association and working with professionals is an excellent way to network and find out about employment opportunities.

We are happy that you are part of our program! If you have any questions, please feel free to ask your NSSLHA officers, your academic advisor, or the program director. We hope that you will consider joining both the local and national NSSLHA and additionally MSHA. Applications can be obtained in the student room next to the Clinic office or from a NSSLHA officer. Check the NSSLHA bulletin board outside the clinic classroom for more information.

Sincerely,

Your NSSLHA Officers,

NSSLHA Faculty Advisors, Dr. Audrey Bernard, Dr. Lidia Lee
DEPARTMENT MISSION STATEMENT

The mission of the Department of Special Education is to create an exemplary educational environment to facilitate the acquisition of knowledge and skills and to encourage the intellectual curiosity and creativity of its students. Students will be prepared as professionals who deliver habilitative/rehabilitative service to persons with special needs and their families. Graduates of the Department of Special Education will provide leadership for the profession in the 21st century.

BELIEF STATEMENT

We believe that:

Teaching is our primary responsibility,
Teaching should be enjoyable,
Teaching should be conducted with dignity and respect for ourselves and others,
Teaching should be responsive to real life needs,
Teaching should be socially responsible, and
Teaching should contribute to the body of knowledge.
We must strive for excellence and excellence is a goal, not an accomplishment.
Communication is the essence of productive student-faculty relationships and is central to the teaching-learning process.
Individual rights and mutual respect are necessary in the educational process.
Learning is an ongoing, evolutionary process, which is life long, and teaching provides direction, not a destination.

We further believe that it is our responsibility to:

Prepare graduates who can be creative visionaries for the future,
Prepare graduates to be responsive to real life needs,
Prepare graduates to utilize state-of-the-art technical skills and knowledge, and,
Prepare graduates to engage in professional practices which are ethically and morally defensible.
PROGRAM MISSION STATEMENT (adopted 9/29/06)

The mission of the EMU Speech-Language Pathology program is to provide a full complement of exceptional clinical and academic experiences for students. These experiences will prepare students to provide clinical services that improve the life quality of those with communication disorders and those with whom they interact in a diverse and democratic society.

PROGRAM VISION STATEMENT (adopted 9/29/06)

The EMU Speech-Language Pathology Program is recognized as a center of excellence in speech-language pathology and as a regional resource for professional expertise.

The Speech Language Pathology Program has its own web page at:

www.emich.edu/coe/sped/slp

Information contained in this handbook plus additional information may be found on the website. To verify the accuracy of information, please consult your academic advisor or the program director.

The Speech-Language Pathology Program adheres to the EMU Notice of Non-Discrimination found at http://www.emich.edu/title-nine/.

INTRODUCTION

Each student entering the graduate program will be expected to complete a minimum of 54 graduate credit hours. Specific hour requirements and content may vary depending on the individual student's undergraduate degree program and background. The graduate program at Eastern Michigan University currently offers 23 graduate level courses totaling 63 credit hours. Typically students take 60 graduate credit hours. Specific courses will be outlined in the Program of Study, which the student completes with his/her advisor within the first month of beginning the program.

The student is also assured that all academic requirements will have been fulfilled for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP), granted by the American Speech-Language-Hearing Association (ASHA). This is in effect because the graduate program at
EMU is accredited by the Council on Academic Accreditation (CAA) of ASHA. After receiving the Master's degree, the graduate must pass a national examination and complete an experience as a Clinical Fellow (CF), which involves nine months of supervised, full time employment, to receive the CCC-SLP.
Program Faculty

Audrey Bernard, Ph.D., Eastern Michigan University
Bill Cupples, Ph.D., Northwestern University
Sarah Ginsberg, Ed.D., Eastern Michigan University
Ana Claudia Harten (Program Director), Ph.D., University of Texas-Austin
Naomi Hashimoto, Ph.D., Northwestern University
Wanda Kent, Ph.D. Wayne State University
Denise Kowalski, M.A., Eastern Michigan University
Lidia Lee, Ph.D., Indiana University
Karen Parish-Foster, M.A., Eastern Michigan University
Lizbeth Stevens, Ph.D., Wayne State University
Leslie Talty, M.A., Eastern Michigan University

Program Objectives (Revised - 10/13/04)

The goals and objectives for this program area are stated in terms of the skills and knowledge students are expected to have when they have completed a Bachelor of Arts program and have earned a Master of Arts degree. Upon completion of the requirements for the Master's degree in Speech-Language Pathology, the student will:

- Have comprehensive knowledge of the normal anatomical and physiological bases of speech, language and hearing
- Have comprehensive knowledge of the etiological factors, characteristics and prevention of speech, language, swallowing and hearing disorders and communication differences
- Have comprehensive knowledge of commonly used evaluation instruments appropriate to a broad spectrum of communication disorder classifications
- Have comprehensive knowledge of habilitative, rehabilitative and educational methodologies appropriate to a broad spectrum of communication disorders
- Have knowledge of differential diagnoses of communication disorders of adults and diagnostic and assessment processes associated with children
- Be able to establish appropriate habilitative, rehabilitative and educational goals
- Be able to plan habilitative, rehabilitative and educational programs reflecting evidence-based practice for the broad spectrum of communication disorders
- Be able to implement an individualized habilitative, rehabilitative or educational program
- Be able to evaluate therapeutic and educational programming effectiveness in achieving established goals
- Have established an interest in continuing education in the study of speech, language and hearing disorders
- Have developed recognition of the contributing roles of other professionals in the evaluation and treatment of individuals with a broad spectrum of communication disorders
- Have developed an awareness and responsiveness to the ethics of the profession as established and defined by ASHA
- Have knowledge of local, state and federal laws and regulations which impinge on the delivery of services for communication disorders and special education

MASTER OF ARTS PROGRAM SPEECH-LANGUAGE PATHOLOGY

All graduate students follow the same curriculum, with the exception of internships, which are selected based on the student’s individual interests. All students complete two internships, one with children and one with adults. Students who wish to work in healthcare settings may choose to complete both internships in healthcare; those students wishing to work in schools may complete their pediatric internship in the schools and their adult internship in a health care setting. For example, students interested in adults typically elect SPSI 687 and 688, with a focus on providing treatment in a health care setting. Students pursuing a teaching endorsement as a teacher of the speech and language impaired (TSLI) through the Michigan Department of Education complete SPSI 687 and 689. At EMU SPSI 689 is the required course for “student teaching” as an SLP in the public schools. Students interested in working in the schools but not pursuing teacher certification may complete SPSI 687 and 688, one internship of which may be in a school setting.

All students admitted to the program who are taking 500-600 level courses must consult a graduate advisor in speech-language pathology to complete a program of study within the first month of enrollment in the program (See Appendix A). Students without undergraduate degrees in Speech-Language Pathology are conditionally admitted into the graduate program until they have completed the undergraduate deficiencies with a B- or better.
Admission Requirements

The applicant seeking admission to the Master of Arts degree program must:

A. be admitted to the Graduate School.

B. submit Graduate Record Examination (GRE) scores

C. have an overall GPA of 3.0 for consideration.

D. submit two letters of recommendation attesting to his or her academic and interpersonal abilities. Such letters could come from former professors, employers, supervisors or other people with a knowledge of the student’s abilities.

E. international students must have acceptable scores on the internet based Test of English as a Foreign Language (TOEFL iBT), and/or the International English Language Testing System (IELTS). (See Appendix B).

F. successfully pass a speech and hearing screening, administered in the speech clinic (typically at the beginning of every term), indicating adequate hearing and English pronunciation to provide therapy to individuals with communication disorders.

When the number of applicants exceeds program capacity, a specific formula will be applied to make selections. Preference will be given on the basis of major grade point average (GPA), overall GPA, and GRE scores.

Program Requirements

The program requirements for attaining a Master's degree in speech-language pathology exceed the minimum requirements of the Graduate School in that:

A. only six semester hours of graduate transfer credit will be accepted;

B. all candidates must meet the clinical practica and academic requirements for certification of the American Speech-Language-Hearing Association (ASHA) prior to receiving their degrees;

C. all candidates must complete a minimum of 60 semester hours of approved graduate credit.
Continuation in the Program

To be allowed to continue in the graduate program, a student must:

A. receive a grade of B- or better in any major academic graduate course, a B or better in a clinical practicum course (i.e., SPSI 528 and 538), and a grade of “Credit” in SPSI 687, 688, or 689, Speech-Language Pathology Internships. Courses in which a lower grade is achieved must be repeated. ONLY ONE COURSE WITH A DEFICIENT GRADE MAY BE REPEATED. [This means that a student may receive below a B- in an academic course and retake it, receive below a B in a clinic course, or a “Non Credit” in internship courses and retake it]. Once a student has received a deficient grade in a second course (or for the second time as in a retake), he or she may not continue in the program.

Failure in any course will prevent a student from enrolling in clinical practica and internship courses: SPSI 528, 538, 687, 688, or 689. The failed course must be repeated at the next opportunity. During the semester in which a course is repeated a student may enroll in only two additional courses within the program in consultation with the academic advisor. If repeating a clinical practicum course or an internship course, student will need to petition for the program faculty permission to take up to 2 courses while retaking the course.

For purposes of financial aid, the student is responsible for choosing electives outside of the program to complete the required academic load required by financial aid. Note that 8 credit hours (for fall and/or winter) is considered full time for graduate students; however, students should check their financial aid package as the requirements may vary depending upon the source.

B. maintain an overall graduate GPA of 3.0 or better.

C. complete any incompletes (I) within one year of issuance of the I. Note that a grade of incomplete is given in a course when a student has completed at least fifty percent of the course requirements with a grade of B or better.

D. demonstrate behaviors which indicate reasonable stability, maturity, understanding, and aptitude as judged necessary for predicted success as a speech-language pathologist.

Student Academic Performance and Conduct

Students experiencing academic or clinical difficulties may be referred to the Formal Review Committee of the SLI area (see Appendix C). The committee will consider GPA, faculty recommendations, and demonstrated competence in academic and clinical work.

IMPORTANT: Students are expected to be present for scheduled classes and clients. Missing classes and/or scheduled clinical sessions for reasons other than illness or personal emergencies will result in consequences to be determined by individual course instructors.
Academic Probation

The Graduate School places students, whose graduate GPA drops below 3.0, on academic probation. These students are allowed a maximum of two terms (including Summer I and II) to raise their overall GPA to 3.0. Students should notify their advisors immediately should they be placed on probation.

Termination from the Program

Students who fail to comply with the Continuation Criteria as stated above, will be notified in writing of their termination from the program. Students so notified have the right to appeal such termination (See Appendix C). In some cases, a student may be required to meet with the full faculty for discussion of academic progress and continuation in the program. Students who have been dismissed from the program are not eligible to re-apply at a future date.

Exit Criteria

To be eligible for graduation and receipt of the Master's degree, the student must:

A. either complete a capstone experience in SPSI 694, Professional Issues in Speech-Language Pathology, in their last semester of the program, or a masters thesis. A copy of the Grand Rounds presentation will be submitted to the 694 instructor. Electronic copies are acceptable.

B. complete required coursework, clinical practica and internships as described.

C. submit a completed ASHA application to the advisor.

D. Enter clinical practicum hours into Calipso and have them approved by the appropriate supervisor (See Appendix D). [Note: students should enter hours into Calipso regularly and be sure the appropriate supervisor approves them at the conclusion of the practicum].

E. submit the completed Calipso KASA form which includes specific activities completed in classes within the program

Curriculum

FOR GRADUATE STUDENTS WHO DO NOT HAVE AN UNDERGRADUATE MAJOR IN SPEECH-LANGUAGE PATHOLOGY:

Students who seek admission to the graduate program in speech-language pathology may elect either a combined healthcare/teacher certification track or the standard course of study. Note that if a student wishes to obtain teacher certification, it may extend the length of the program from that required for the speech-language pathology coursework alone. All those who do not have undergraduate degrees in Speech-Language Pathology complete the undergraduate coursework deficiencies before receiving degree status entry into the graduate program. Students must consult a graduate advisor in Speech-Language Pathology before enrolling in major courses. Students may not
elect courses in the program area at any level for self-improvement without explicit permission of
the program director.

**Admission Requirements**

The applicant seeking admission to the Master of Arts degree program in Speech-Language Pathology who **does not have** an undergraduate degree in speech-language pathology must:

A. be degree admitted to the Graduate School and the academic program
B. Submit Graduate Record Examination (GRE) scores
C. have a 3.0 grade point average in the undergraduate major and an overall GPA of 3.0 from other institutions
D. submit two letters of recommendation attesting to his or her academic and interpersonal abilities. Such letters could come from former professors, employers, supervisors or other people with a knowledge of the student’s abilities.
E. international students must have English language proficiency in speaking, listening, reading, and writing as determined by acceptable scores on the internet based Test of English as a Foreign Language (TOEFL iBT), and/or the International English Language Testing System (IELTS). (See Appendix B).
F. students having self-improvement status (i.e., not program admitted) may not enroll in major coursework at either the graduate or undergraduate level
G. successfully pass a speech and hearing screening, administered in the speech clinic (typically at the beginning of every term), indicating adequate hearing and English pronunciation to provide therapy to individuals with communication disorders.

The requirements for a graduate degree in Speech-Language Pathology include requirements for certification by the American Speech-Language-Hearing Association and may include requirements for teacher certification in the state of Michigan. All of the courses listed below must be taken as deficiency courses. **None of these courses may be applied to the graduate program in Speech-Language Pathology.** Courses must be taken in the proper sequence.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPSI 332</td>
<td>Acoustic Phonetics: Speech Science</td>
<td>2</td>
</tr>
<tr>
<td>SPSI 334</td>
<td>Applied Phonetics</td>
<td>2</td>
</tr>
<tr>
<td>SPSI 336</td>
<td>Physiologic Phonetics: Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>SPSI 337</td>
<td>Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>SPHI 392</td>
<td>Introduction to Audiology</td>
<td>2</td>
</tr>
</tbody>
</table>
All undergraduate records and transfer graduate courses will be evaluated by the graduate advisor and/or the certification officer to determine course equivalencies. If equivalent courses are found in the student's record, the above requirements may be reduced. Students should check with their advisors.

Students will also have to meet the ASHA Basic Sciences certification requirement of a statistics course, a biological sciences course, a physical sciences course, and a social/behavioral sciences course (Standard IV-A). Students should provide school transcripts to graduate advisors as evidence that they have completed those required courses for certification, that is, a stand-alone statistics course, a biological sciences course (content area needs to be related to human or animal sciences), a social/behavioral sciences course (e.g., psychology, sociology, anthropology, public health, etc.), and a physical science course (e.g., physics or chemistry) as an undergraduate. Students lacking those courses as undergraduates will need to complete them within the first year in the program, and upload the transcripts for those courses into Calipso.

**STUDENTS WHO ENTER THE PROGRAM WITHOUT A TEACHING CERTIFICATE AND WHO WISH TO OBTAIN ONE MUST COMPLETE THE EDUCATION COURSES APPROPRIATE TO THE CERTIFICATE DESIRED AS SPECIFIED IN THE UNDERGRADUATE CATALOG.**

The graduate courses, which follow in the next section, should be taken in addition to the aforementioned undergraduate prerequisites.

**FOR GRADUATE STUDENTS WHO HAVE AN UNDERGRADUATE MAJOR IN SPEECH-LANGUAGE PATHOLOGY:**

The following courses are offered to students for completion of the 60 hour Master's degree program and are considered to be a standard program of study. Students will also have to meet the ASHA Basic Sciences certification requirement (Standard IV-A) of a statistics course, a biological sciences course, a physical science course, and a social/behavioral sciences course at the undergraduate level. Students who transfer from other universities should consult their academic advisor concerning equivalencies.

**Required Graduate Courses in Speech-Language Pathology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPSI 508</td>
<td>Multicultural/Multilingual Issues in SLP</td>
<td>2</td>
</tr>
<tr>
<td>SPSI 516</td>
<td>Introduction to Research in Speech-Language Pathology</td>
<td>3</td>
</tr>
<tr>
<td>SPSI 540</td>
<td>Phonological and Articulation Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPSI 543</td>
<td>Clinical Methods in Speech-Language Pathology</td>
<td>3</td>
</tr>
<tr>
<td>SPSI 552</td>
<td>Voice</td>
<td>3</td>
</tr>
<tr>
<td>SPSI 554</td>
<td>Fluency Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPSI 555</td>
<td>Neuroanatomy and Physiology for the Speech-Language Pathologist</td>
<td>2</td>
</tr>
<tr>
<td>SPSI 568</td>
<td>Diagnostic Methods: Assessment of Speech and</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>SPSI 578</td>
<td>Language Disorders in Children</td>
<td>3</td>
</tr>
<tr>
<td>SPSI 607</td>
<td>Diagnosis and Treatment of Audiometric Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPSI 612</td>
<td>Early Intervention for Speech and Language Impaired Children</td>
<td>3</td>
</tr>
<tr>
<td>SPSI 614</td>
<td>Motor Speech Disorders</td>
<td>2</td>
</tr>
<tr>
<td>SPSI 618</td>
<td>Aphasia</td>
<td>3</td>
</tr>
<tr>
<td>SPSI 620</td>
<td>Language Disorders in School-Age Children</td>
<td>3</td>
</tr>
<tr>
<td>SPSI 622</td>
<td>Consulting and Interviewing in Speech Pathology</td>
<td>2</td>
</tr>
<tr>
<td>SPSI 624</td>
<td>Augmentative Communication</td>
<td>3</td>
</tr>
<tr>
<td>SPSI 625</td>
<td>Acquired Neurogenic Cognitive-Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPSI 694</td>
<td>Professional Issues in Speech-Language Pathology</td>
<td>2</td>
</tr>
<tr>
<td>SPSI 628</td>
<td>Practicum</td>
<td>3</td>
</tr>
<tr>
<td>SPSI 538</td>
<td>Clinical Practice in Speech-Language Pathology II</td>
<td>3</td>
</tr>
<tr>
<td>SPSI 687*</td>
<td>Clinical Internship in Speech-Language Pathology I</td>
<td>3</td>
</tr>
<tr>
<td>SPSI 688*</td>
<td>Clinical Internship in speech-Language Pathology II</td>
<td>3</td>
</tr>
<tr>
<td>SPSI 689*</td>
<td>Public School Internship in Speech-Language Pathology</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 60 credits

*Note: Students take two of three internships (SPSI 687, 688, 689). Students take either SPSI 687 (for an adult healthcare internship) and SPSI 688 (for a school internship or a second healthcare internship); OR students take SPSI 687 (for a healthcare internship) and 689 (for a school internship which counts toward teacher certification/endorsement). Important: A second healthcare internship depends on availability of placements. Students will need to contact the Healthcare Internship Coordinator, if considering a second healthcare internship. Appendix A gives the “Program of Study” form, which students complete with their advisors upon entry into the program. The student and advisor will plan together tentatively the courses to be taken and the order in which they are taken. Please note that students may not self advise and must meet with an advisor every semester before registering for their next series of classes to ensure that they are on track.

**IMPORTANT:** Students who have their program of study changed due to scholastic performance and/or personal reasons are not guaranteed timely admission to clinical practica or internship courses (SPSI 528, 538, 687, 688, or 689) and are subject to delayed graduation.
As a part of their coursework students are required to demonstrate that they have had appropriate formative and summative assessments as they progress through the program. The formative assessment begins with students meeting the admission requirements to the program. Students will begin the assessment process in SPSI 516, Introduction to Research in Speech-Language Pathology. Students’ acquisition of “knowledge and skills” (i.e., the KASA form) as they progress through the program will monitored in Calipso. Part of the summative assessment occurs as part of SPSI 694, Professional Issues in Speech-Language Pathology.

Research

Students may have opportunities to participate in research either through an independent study with a faculty member or by volunteering to assist faculty engaged in ongoing research projects. Any student who is considering pursuing a doctorate in communication disorders would benefit from engaging in a research project at the masters level. One option is doing a thesis as an alternative to electing SPSI 694. Students would take an independent study for 2 credit hours under the mentorship of a faculty advisor who will assist them with their thesis work. The speech-language pathology program at EMU has had students who were recipients of the competitive national SPARC Award (Students Preparing for Academic & Research Careers) from ASHA. See www.asha.org/students/awards.htm for more information. Within the Special Education Department students may apply to be selected as a Brehm scholar, an award for outstanding students who pursue a line of research during their studies here at EMU. See the Special Education website for information on the Brehm Institute.

Time Limitations

Graduate credit earned more than six (6) years prior to the date on which the degree is to be granted may not be applied to meet graduate requirements. The six (6) years begin with enrollment in the first course to be applied to the graduate program. Requests for extensions of this time period may be made through the Graduate School. If a student holds a first Master's degree, six graduate credits may be applied to the program of study if approved by the graduate coordinator.

Clinical Practicum and Internships

Students will complete four semesters of clinical practica. Two semesters will be on-campus in the Speech and Hearing Clinic enrolled in SPSI 528, Clinic I, and SPSI 538, Clinic II. A grade of B or better must be achieved in these courses or they must be repeated. They may be repeated only once.

Withdrawal from a clinical practicum due to poor performance will trigger a review by the SLI faculty (See Appendix C). A student enrolled in SPSI 528 or 538 may withdraw only once from any and all Clinical Practica courses due to poor performance.

Upon successful completion of SPSI 528 and 538 with a grade of B or better students may apply for the two semesters of off-campus clinical internships.

Students pursuing employment in health-care settings will register for SPSI 687 and SPSI 688. Students who wish to work in the public schools but are not pursuing a teaching credential will also register for SPSI 687 and 688 but will do one internship in a school; students who have taken education courses leading toward teacher certification will register for SPSI 687 and 689. A student enrolled in SPSI 687, 688, and/or 689 may withdraw from any and all internships only once due to poor performance.
Clinical Practicum Clock Hour Requirements

Prior to beginning clinical practicum students shall provide observation logs documenting that they have completed at least 25 hours of supervised clinical observation. At least 50 hours of clinical practice must be completed in each of three types of clinical settings, with the EMU Speech and Hearing Clinic being one of those settings. A minimum of 375 hours of supervised clinical practice must be obtained prior to graduation, with no more than 50 hours obtained at the undergraduate level. ASHA requires clinical experience of sufficient and breadth and depth to represent the range of the scope of practice of the profession (see www.asha.org for Scope of Practice in Speech-Language Pathology).

Calipso is used to track clinical hours (See Appendix D). Students should enter clinical hours in Calipso regularly as they accrue them. At the conclusion of each semester students should have the appropriate supervisor approve these hours based on the documentation provided by the student.

To assure that you are achieving a balance of hours in a variety of areas across the lifespan (as indicated in ASHA standards) please review your Calipso logs. The ASHA standard requires you to demonstrate knowledge in the following nine areas: (1) articulation, (2) fluency, (3) voice and resonance (including respiration and phonation), (4) receptive and expressive language, (5) hearing (including the impact on speech and language), (6) swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction), (7) cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning), (8) social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities), and (9) communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies).

Although there are no longer any specific minimum hour requirements by ASHA, the EMU speech-language pathology program encourages students to obtain diverse experience in the evaluation and treatment of speech, language, and swallowing disorders in both children and adults.

**Note that in hearing, one hour of hearing screenings across the lifespan is required,** and auditory rehabilitation clinical experiences are also recommended. Students are advised to pursue this screening experience during their internships and are advised not to wait until their final term as failing to fulfill this requirement may result in a delay in processing of the student’s ASHA application.
Public School Internship

All students seeking school placements should complete a Program Area Application (available on GoogleDocs). A teaching endorsement is not required in order to request a school internship. The completed internship form should be turned in to the School Internship coordinator, Dr. Bernard, by the due date (see below). Only those students who already have teacher certification or are seeking it need to complete a second application for a Public School Internship (SPSI 689 or special section of SPSI 687/688) as well. Both of these forms should be turned in to 128 Porter.

Deadlines are as follows:

Fall internship: By midterm during the semester of enrollment in 528

Winter internship: By midterm during the semester of enrollment in 528

Students who are not electing teacher certification must submit a 1-2 page resume with this internship application. Such students shall elect SPSI 687 and/or 688 depending upon whether this is a first or second internship. SPSI 618 must be taken before students may elect a school internship. Students doing school internships are advised to download or purchase:


Healthcare Internship

Students enrolling in SPSI 687 or 688 must submit a Program Area Application (available on GoogleDocs) to the Healthcare Internship Coordinator, Dr. Naomi Hashimoto.

Deadlines are as follows:

Fall internship: By midterm of the semester of enrollment in SPSI 528 Winter internship: By midterm of the semester of enrollment in SPSI 528 Summer internship: By midterm of the semester of enrollment in SPSI 528

IMPORTANT: Most of the healthcare sites that maintain affiliation agreement with EMU/the Speech-Language Pathology Program require vaccination; therefore students might not be able to complete a healthcare internship without proof of vaccination required by internship sites.
**Internship Information**

Internship application forms for both school internships and healthcare internships are available on GoogleDocs.

Public School Internships for students seeking teacher certification are 50 days, Typically they are 10 weeks, 5 days per week, and are considered full time. Alternative arrangements must be approved in advance by the University Public School Coordinator (Dr. Audrey Bernard). Lengths of internships may vary. Internships for students w/o teaching certification may range from 12 through 15 weeks.

Healthcare Internships are a minimum of 50 days, 10 weeks, 5 days per week in length, but may be 15 weeks, 5 days per week, depending on the requirements of the internship site. Alternative arrangements must be made in advance of the start of the internship with the University Hospital Coordinator (Dr. Naomi Hashimoto).

**STUDENTS MAY NOT CONTACT PERSONS INDEPENDENTLY TO DISCUSS OR ARRANGE AN INTERNSHIP PLACEMENT.**

Students wishing to complete an internship outside of a 50-mile radius from EMU must petition the Program Director in writing who will present the petition to the program faculty. These requests are approved only when a student can document that completing a local internship presents an extreme hardship or that there are special circumstances dictating a distance placement.

**STUDENTS MUST OBTAIN ALL OF THEIR CLINICAL CLOCK HOURS WHILE THEY ARE A REGISTERED STUDENT AT EMU.**

**Liability Insurance.** Students need to purchase professional liability insurance to cover their “practice” in off campus internship settings (both health care and schools). Check with your faculty coordinator for information. One source, which provides professional liability insurance for students, is:

Marsh Consumer Connections  
a service of Seabury & Smith Inc.  
12421 Meredith Drive  
Urbandale IA 50398  
1 800 503 9230

**Advising**

Graduate students are assigned to a specific advisor and MUST MEET with that advisor upon admission to the SLP program to arrange a program of study (POS) (See Appendix A). The student’s program of study needs to be completed/signed within the first month in the program.

**NO STUDENT MAY ENROLL IN COURSES WITHOUT HAVING AN ADVISOR'S APPROVAL.**
Some courses have specific prerequisites and must be taken in a prescribed order (e.g., SPSI 555 must be taken before SPSI 612, 614, 624). The sequence of other courses may be recommended. The student’s POS will provide a roadmap for course registration. Students should not make changes to their POS without consulting their advisor.

Students should consult with their advisor each term before registering for classes and turn in copies of their clinical hours to their advisor after entering them in Calipso. Students should always keep a copy of their observation and clinical hours logs for themselves.

Complaints

Students who have concerns about coursework or clinic experiences are encouraged to discuss them privately with the instructor, their academic advisor, or the clinical supervisor first. General issues, criticism, comments, and/or suggestions about the program or clinic operations may be submitted anonymously to the program director. Alternatively, students may contact the program director for a meeting to discuss these issues. Students are encouraged to demonstrate professionalism in such matters.

If a student has unresolved concerns, he/she should communicate these to the Program Director, Dr. Ana Claudia Harten. If issues are not addressed to the student’s satisfaction, he/she may then approach the head of the Department of Special Education, Dr. David Winters. There are procedures within the College of Education (COE) for academic issues and the students may use these resources, once they have followed the chain of command. Students may also seek assistance the department with problems related to University policies, procedures, and/or decisions through the university Ombudsman’s office. For particulars see: www.emich.edu/ombuds.

The program director takes all concerns and suggestions seriously and uses them in making decisions about how to improve the program. Students have an opportunity every semester to provide feedback relative to specific courses and practica through individual course evaluations, which maintain student anonymity. Additionally students will complete exit surveys in SPSI 694 at the end of their course of study, to provide suggestions for program improvement. These comments are valued and respected by the program area faculty.

ASHA Procedures for Complaints against Graduate Education Programs

A complaint about any accredited program may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public. ASHA stipulates specific criteria for complaints against graduate education programs. According to ASHA’s guidelines, 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.”

ASHA requires complainants to clearly describe the nature of the complaint and its relationship to the accreditation standards, and provide supporting data for the charge. According to ASHA, the burden of proof rests with the complainant. All written testimony must include the complainant's name, address, and telephone contact information and the complainant's relationship to the program in order for the Accreditation Office to verify and communicate with the source of the complaint.

In order to be accepted, all complaints must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850. ASHA will not accept complaints placed by e-mail or facsimile. For further details covering determination of jurisdiction, complaint evaluation, and time lines, please see: http://www.asha.org/academic/accreditation/accredmanual/section8.htm

Graduation Information: What to do & When

You must apply for graduation within the first two weeks of the semester in which you will complete the requirements for the degree. Application to graduation is available online through a student's emich account with fee payment to the student’s account. Information regarding graduation can be found through the Registrar's site:

https://www.emich.edu/registrar/graduation/

The Office of Records and Registration will compare your program of study and any changes made to that document by way of emails from your advisor to Records. Any differences will be noted and a graduation audit form will be sent to you and your department advisor. The advisor verifies completion and signs off on your program. You will receive a letter from the Office of Records and Registration indicating you have met program requirements. This letter may be used with an employer to verify that a diploma is forthcoming. A degree-posted transcript and your diploma will be mailed to you six to eight weeks after graduation.

EMU holds two commencement ceremonies annually, one in December and one in April. Students who anticipate graduating at the end of the summer term (August) may elect to participate (“walk”) in the April graduation ceremony. Your degree, however, will not be conferred until August. Your name and graduation date (August) will appear in the December commencement program. Please also check the Registrar's site for all the particulars relative to commencement:

https://www.emich.edu/registrar/graduation/
PRAXIS INFORMATION

All students who seek certification by ASHA must take and pass the praxis examination, PRAXIS II—Speech-Language Pathology (#5331). See www.ets.org for details. It is recommended that students take the exam either during their last semester of graduate studies or immediately after graduation. All EMU students taking the examination should have their scores sent to both ASHA and EMU, as we track scores. The ASHA Institution code is #1201. The code for Eastern Michigan is #0142. Students who will be working/residing in Michigan and intend to apply for the “EDUCATIONAL LIMITED SPEECH-LANGUAGE PATHOLOGIST LICENSE” should also have their scores sent to the Michigan Board of Speech-Language Pathology (i.e., the licensure board) (#7430).

The Speech-Language Pathology test (5331) is a two-and-a-half hour exam and consists of 132 multiple-choice questions, covering three Content Categories: Foundations and professional practice; screening, assessment, evaluation, and diagnosis; and planning implementation, and evaluation of treatment. Find more details about the test content on https://www.ets.org/s/praxis/pdf/5331.pdf.

PASS RATES. The vast majority of our students pass the examination on the first try. The passing score is 162 or above. Students are well prepared by their academic instruction to succeed. Recent EMU student pass rates can be found on the program website under Student Outcome Data (https://www.emich.edu/coe/departments/special-education/speech-language-pathology/).

The clinical materials room contains some materials for praxis review which students may want to check out including a text with sample questions. Additional commercial resources are available and are listed below. Their inclusion here should not be construed as an endorsement:

   Students should check out the ETS website for additional information on the praxis which includes specific information about the test and strategies. This is the official website of the test maker.


5. Computer Practice Module For Praxis Exam In Speech-Language Pathology CD-ROM
   This computer practice module CD-ROM contains a data bank of 150 multiple-choice questions which simulate the actual Praxis Examination. A total of 27 exercises may be selected to simulate the Praxis.

6. A handy resource for practicing for the Praxis exam is the free website, Quizlet, at http://www.quizlet.com. You can make flashcards for review and search the site for flashcards already created by fellow graduate students for Praxis review.
IMPORTANT THINGS TO REMEMBER

1. Read this manual carefully. YOU ARE RESPONSIBLE FOR ITS CONTENTS. If you have any questions, ask your academic advisor.

2. Students selecting teacher certification/endorsement must apply and be accepted to the College of Education.

3. Students electing not to receive teacher certification must also satisfy the entrance requirements for the College of Education.

4. Students seeking teacher certification with an endorsement in speech pathology must take the Michigan Basic Skills test, the Michigan Test for Teacher Certification in their area e.g. elementary or secondary education, and the test for Speech-Language Impaired.

5. Applications for graduate (SLP) special education student teaching (SPSI 689) must be submitted to Dr. Bernard, the Public School Coordinator, by the following deadlines:

   1. Fall semester      By midterm the semester of enrollment in 528
   2. Winter semester   By midterm the semester of enrollment in 528

6. Applications for all school placements/internships must also be submitted to Dr. Bernard by these same deadlines. (Note: if you are not getting a teaching endorsement, you only complete a single application w/attached resume).

7. Applications for healthcare internships must be submitted to Dr. Hashimoto, the Healthcare Coordinator, by the following deadlines:

   1. Summer semester      By midterm the semester of enrollment in 528
   2. Fall semester        By midterm the semester of enrollment in 528
   3. Winter semester      By midterm the semester of enrollment in 528

8. Graduate students are required to submit their clinic practicum logs to Calipso for approval by their clinical educator or internship supervisor as they earn hours.

9. Graduate students are required to submit a completed ASHA application to their advisors with a final log of all completed clinical hours on Calipso and obtain signatures from the Program Coordinator and/or her designee to be cleared for graduation.

10. Students should download Michigan Licensure Application and review before graduation. Since obtaining a temporary license requires individuals to be fingerprinted and have background checks, to avoid delay in commencing employment, students are encouraged to review the requirements in advance.
# Appendix A

**EMU Program of Study**

<table>
<thead>
<tr>
<th>Student</th>
<th>Address</th>
<th>Advisor</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
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<tr>
<td>Academic</td>
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<tr>
<td>SPSI 508</td>
<td>Multicultural/Multilingual SLP</td>
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<tr>
<td>SPSI 516</td>
<td>Introduction to Research in Speech-Language Pathology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPSI 540</td>
<td>Phonological and Articulation Disorders</td>
<td>3</td>
<td></td>
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<td>SPSI 543</td>
<td>Clinical Methods in Speech-Language Pathology</td>
<td>3</td>
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<td>SPSI 552</td>
<td>Voice</td>
<td>3</td>
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<td>Fluency Disorders</td>
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<td></td>
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<td>SPSI 555</td>
<td>Neuroanatomy</td>
<td>2</td>
<td></td>
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<tr>
<td>SPSI 568</td>
<td>Diagnostic Methods</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPSI 578</td>
<td>Audiometric Testing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPSI 607</td>
<td>Infant/Preschool Language Disorders</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPSI 612</td>
<td>Motor Speech Disorders</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>SPSI 614</td>
<td>Aphasia</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPSI 618</td>
<td>School Age Language Disorders</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPSI 620</td>
<td>Consulting and Interviewing</td>
<td>2</td>
<td></td>
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<tr>
<td>SPSI 622</td>
<td>Augmentative Communication</td>
<td>3</td>
<td></td>
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<tr>
<td>SPSI 624</td>
<td>Neurogenic Communication Disorders</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPSI 625</td>
<td>Dysphagia</td>
<td>2</td>
<td></td>
</tr>
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<td>SPSI 694*</td>
<td>Professional Issues in Speech Pathology</td>
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<td>SPSI 528</td>
<td>Clinical Practicum I</td>
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<td>SPSI 538</td>
<td>Clinical Practicum II</td>
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<td>Course Name</td>
<td>Credits</td>
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<td>SPSI 687</td>
<td>Clinical Internship (I)¹</td>
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<tr>
<td>SPSI 688</td>
<td>Clinical Internship (II) / School Internship ²</td>
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<tr>
<td>SPSI 689</td>
<td>Public School Intern. (Student Teaching)³</td>
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<td><strong>Deficiency Courses</strong></td>
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<td><strong>Elective Courses</strong></td>
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<td>SPAI 635</td>
<td>Language &amp; Communication in Autism Spectrum Dis.</td>
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<tr>
<td>SPGN 692*</td>
<td>Thesis (replaces SPSI 694)</td>
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<tr>
<td></td>
<td><strong>Total Hours</strong> (minimum 60 hours)</td>
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</tbody>
</table>

¹ first healthcare or non-teacher cert. internship  
² second healthcare or non-teacher cert. internship   ³ teacher-cert internship

Student Signature: ___________________________ Date: ____________________

Advisor Signature: ___________________________ Program Effective Date: ____________________
Appendix B
EMU Speech-Language Pathology Program English Proficiency Policy

Eastern Michigan University: English Proficiency Summary

General university guidelines and requirement. The official language of Eastern Michigan University is English. Therefore, students must prove that they can function in and contribute to their education by meeting the English proficiency requirement. Specifically, every applicant to EMU must demonstrate English proficiency by educational history and/or test score requirements.

Note that not all international students are required to meet these requirements (i.e., educational history or test score). For example, international students from English speaking countries (e.g., Australia, United Kingdom, etc.) may be exempt. Contact the Office of International Admissions at http://www.emich.edu/admissions/international/ for specific information on countries which are exceptions to these requirements.

Eastern Michigan University Speech-Language Pathology Program: English Proficiency Requirements

Admission to the speech-language pathology graduate program
International students applying to the speech-language pathology master’s program must demonstrate adequate English proficiency by submitting an official score report received directly from the following test agencies with acceptable scores no more than 2 years old. (See below). Applicants must achieve a total score on the TOEFL iBT of 94 or greater across all categories (i.e. reading, listening, speaking, writing), or a total score on the IELTS of 7 or greater across all categories (i.e. reading, listening, speaking, writing).

<table>
<thead>
<tr>
<th>Categories</th>
<th>TOEFL iBT</th>
<th>IELTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>22</td>
<td>6.5</td>
</tr>
<tr>
<td>Listening</td>
<td>22</td>
<td>6.5</td>
</tr>
<tr>
<td>Speaking</td>
<td>26</td>
<td>8</td>
</tr>
<tr>
<td>Writing</td>
<td>24</td>
<td>6.5</td>
</tr>
<tr>
<td>TOTAL SCORE</td>
<td>94</td>
<td>7</td>
</tr>
</tbody>
</table>

International applicants from English speaking countries may be exempt from this requirement. Educational history (i.e., completion of a bachelor’s or master’s degree from the US or another English-speaking country) exempts international applicants from this requirement.

Continuation in the speech-language pathology graduate program
Admitted international students whose native language is not English may be required to complete additional English language courses as they progress through the program. In the event that a student’s spoken English skills adversely affect his or her academic or clinical performance in the delivery of service to clients, the student will be referred to the English as a Second Language (ESL) program for assistance. Information about the ESL program and services can be obtained at: http://www.emich.edu/esl/. In addition, the student may be required to complete therapy for accent management within the EMU Speech and Hearing Clinic as needed.
Appendix C

Speech and Language Pathology Program Policy on Student Academic Performance and Conduct

Eastern Michigan University, the Department of Special Education, and the Speech and Language Pathology Program expect conduct of all students that is consistent with the law, all relevant University policies and rules, including the University Student Conduct Code (https://www.emich.edu/policies/policy.php?id=124), and the American Speech Language Hearing Association (ASHA) Code of Ethics (2016).

A. NON-ACADEMIC BEHAVIORS RESULTING IN UNIVERSITY DISCIPLINARY ACTION

Any conduct by a student that is a violation of the University Student Conduct Code may be referred to the Student Judicial Services office for campus disciplinary action, in addition to any actions taken by the Speech-Language Pathology Program. The Conduct Code outlines the kinds of student behaviors that will result in disciplinary action, including possible dismissal from the University. Conduct violations by a student off-campus in university related activities (e.g. internship) will be handled the same as if the violation had occurred on-campus.

B1. Academic Behaviors Resulting in Disciplinary Action by the Speech-Language Pathology Program

The ASHA Code of Ethics and CAA Accreditation Standard 3.1B states that SLP faculty and SLP Clinical Educators (CE’s) must provide students and supervisees with quality instructional experiences and periodic performance appraisal and evaluation feedback throughout their training programs. Specifically, Standard 3.1 B states:

“The program must provide content and opportunities for students to learn so that each student can demonstrate the following attributes and abilities and demonstrate those attributes and abilities in the manners identified.” “The program must have written policies and procedures that describe program expectations of student behavior with regard to academic and clinical conduct.”

SLP faculty and CE’s assist students and student clinicians in securing remedial assistance when needed and dismiss from the training program student clinicians who are unable to provide competent service due to academic or personal limitations. In this on-going evaluation of students in the program, the faculty will consider performance or behavior of students that provides relevant information as to their likely performance as professional SLP’s as an academic progress matter. When a student’s behavior or performance raises concerns about the student’s ability to perform satisfactorily in the practice of Speech-Language Pathology, that behavior or performance will be considered as grounds for academic discipline, in accordance with the procedures outlined in this document.
Academic disciplinary action may be initiated when a student exhibits the following behavior in one discrete episode that is a violation of law or of the ASHA Code of Ethics (Appendix E) and/or when a student exhibits a documented pattern of recurring behavior which may include, but is not limited to the following:

- **Performance or behaviors that demonstrate poor interpersonal skills and an inability to effectively communicate with others, often evidenced by repeated complaints from the field supervisor, other students or departmental faculty**
- **Unethical, threatening or unprofessional conduct**
- **Behaviors that place clients at risk during field placement, including current substance abuse problems; exploitation of clients; emotional, physical or verbal abuse; vindictive action toward clients; or stealing from clients**
- **Behavioral displays of mental or emotional difficulties that represent a risk to others**
- **Consistent inability or unwillingness to carry out academic or field placement responsibilities**
- **Frequent excuse making when tasks, assignments, tests, appointments are not completed in a timely manner or require rescheduling**
- **Consistent non-attendance and/or tardiness in classes, at field placement and other required departmental functions**
- **Lack of insight into negative consequences of own behavior and frequent blame of others or external factors for failures and difficulties in the academic or field placement environment**
- **Inability to tolerate different points of view, constructive feedback or supervision**
- **Inability to tolerate different points of view, constructive feedback or supervision**
- **Failure to maintain regular contact with supervisors, which includes keeping them apprised of clinical and ethical issues pertaining to clients.**
- **Dishonest academic practices, including but not limited to, plagiarism, cheating, fabrication, aiding and abetting deception or dishonesty, and the falsification of records or official documents**
- **Verbal or physical aggressiveness toward others**

**B2. Procedures for Handling Academic Behavior Issues**

When a faculty member (or an internship/field placement supervisor) has a concern about a student’s academic behavior or performance OR when a student has been denied enrolment in SPSI 528, 538 (Speech-Language Pathology Practicum) or SPSI 687, 688, or 689 (Speech-Language Pathology Internship), the faculty member will notify the student’s advisor who will then convene an informal review conference. The purpose of this meeting is not to be interpreted as disciplinary but rather as an effort to assist the student in finding ways to improve his/her performance or to explore the option of the student voluntarily leaving the program.

In cases of a faculty concern, the informal review conference will consist of the student, the student’s advisor and the faculty member. If the faculty member with the concern is also the student’s advisor, the faculty member and the student can mutually agree to either meet without a third person, ask another faculty member to sit in on the meeting or take the issue directly to the formal review process.

In cases of a denial of enrollment in the Speech-Language Pathology Practicum or Internship, the informal review conference will consist of the student, the student’s advisor and one other faculty member from the program area.
At the conclusion of the informal review conference, the advisor and faculty member will either refer the student to the formal review process or will work with the student to develop a remediation plan. A written copy of the plan, documenting the outcome of the informal review conference, including a copy of any remediation plan, signed by the student’s advisor, the faculty member, and the student, will be given to the student and a copy will be placed in the student’s departmental file.

A student who is denied admission to practicum or internship a second time will be referred directly to the Formal Review Process. The program director will present the faculty’s concerns at the formal review meeting. If the program director is the student’s advisor, another faculty member will be appointed to present these concerns.

**B3. Formal Review Process**

Composition of the Formal Review Committee – The Formal Review Committee will consist of three SLP faculty members and one CE. The program faculty will appoint the Formal Review Committee annually. Upon their appointment, the four members of the Formal Review Committee will then select one member to serve as chair for the academic year.

A review committee member must be impartial and able to render a just and fair decision. A member not able to do so should disqualify him/herself from the review. In addition, the student undergoing review may challenge any member of the Review Committee on grounds of prejudice or impartiality and request the removal of that particular member from the review meeting. If this occurs, the review committee shall deliberate in private and determine, by majority vote (excluding the member being challenged), whether the member should be excused from that particular case. If the vote is to remove the member, the review will continue with a committee of the remaining three members.

Notice to Student - The advisor will notify the student, in writing, at least two weeks before the review date, that there will be a formal review by the Formal Review Committee. The notice will be sent to the student’s last known address registered with the Office of Records and Registration and will set forth the following:

1. the date, time and place of the review meeting
2. the allegations against the student, stated with specificity and detailed particulars
3. the student’s rights during the review meeting
4. the possible evidence to be presented and witnesses likely to be called during the review
Review Meeting - During the review, the individual who raised concerns about the student’s behavior or performance will summarize the concerns to the committee. The student and/or his advisor will have the right, within reason, to question anyone presenting information to the committee during the review. In addition, the student will have the opportunity to speak on his/her behalf, bring witnesses to testify at the review, and present any written or other type of evidence to be considered by the Review Committee. If the student does not attend the scheduled meeting, the Formal Review Meeting will proceed as scheduled. The meeting will be audio-recorded. After the review meeting, the committee will determine whether or not the allegations have been substantiated by “clear and convincing” evidence. If the committee determines that the evidence is lacking, the case will be dismissed. If the evidence is sufficient, the committee will make a recommendation about the student, which can include, but is not limited to:

1. requiring that a course be satisfactorily repeated.
2. placing the student on a behavioral contract with stipulated conditions for remaining in the program.
3. suspending a student for a specified or unspecified length of time with or without stipulated conditions for re-admission to the program.
4. permanently dismissing the student from the program.

The Chair of the Formal Review Committee will notify the student, in writing, of the decision within five calendar days of the review. Right to Appeal - Within ten days of the date that the committee’s notification is sent to the student, the student may appeal, in writing, to the Dean of the College of Education. The Dean may accept, reject or modify the decision of the committee. The Dean’s decision is final.

C1. Scholastic Performance Issues Resulting in Departmental Action

A student who receives one of the following deficient grades will be placed on Departmental Scholastic Probation:
1. A grade lower than a “B” in SPSI 528 and 538.
2. A grade lower than a “B-” in all other SPSI academic courses.
3. A grade of “No Credit” in SPSI 687, 688, or 689, Speech-Language Pathology Internship.

The student may repeat only one course to be removed from departmental scholastic probation. The student will be dismissed from the program if the student receives a second deficient grade in any of the above courses.
C2. Procedures for Handling Departmental Scholastic Performance Issues

The instructor issuing the deficient grade will notify the student and the student’s advisor within five business days of issuing the deficient grade. Within ten business days of returning for his/her next semester on duty, the advisor will notify the student in writing of his/her academic status as it pertains to “departmental scholastic probation” or “dismissal.” A student who is being placed on departmental academic probation must meet with the faculty member who has issued the deficient grade and with the student’s advisor. If the faculty member who has issued the deficient grade is also the student’s advisor, the faculty member and the student can mutually agree to either meet without a third person or ask another faculty member to sit in on the meeting. The purpose of the meeting is to assist the student in finding ways to improve his or her performance or to explore the option of the student voluntarily leaving the program. A student who is dismissed from the program because of a departmental scholastic performance deficiency may request that the Department Head review the dismissal. The student must submit the request, in writing, to the Department Head within 10 calendar days of being notified of the dismissal. The Department Head will schedule a meeting with the student, the student’s advisor and the Speech- Language Pathology Program Director as soon as possible. The Department Head will notify the student, in writing, within two weeks of the review meeting, whether the dismissal is being upheld. The Department Head’s decision is final.
CALIPSO INSTRUCTIONS FOR STUDENTS
https://www.calipsoclient.com/xxx

Step 1: Register as a Student User on CALIPSO

- Before registering, have available the PIN provided by your Clinical Coordinator via e-mail.
- Go to https://www.calipsoclient.com/xxx
  - Click on the “Student” registration link located below the login button.
  - Complete the requested information, being sure to enter your “school” e-mail address, and record your password in a secure location. Click “Register Account.”
- Please note: PIN numbers are valid for 40 days. Contact your Clinical Coordinator for a new PIN if 40 days has lapsed since receiving the registration e-mail.

Step 2: Login to CALIPSO

- To login, go to https://www.calipsoclient.com/xxx and login to CALIPSO using your school e-mail and password that you created for yourself during the registration process (step one.)
- Upon logging in for the first time, you will be prompted to pay the student fee and to provide consent for the release of information to clinical practicum sites.

Step 3: Enter Contact Information

- Click on “Student Information”
- Click on “Contact Info” and then “Edit” for each corresponding address.
- Enter your local, permanent, and emergency contact info. Enter “rotation” contact info when on externships. Return to this link to update as necessary.
- Click “Home” located within the blue stripe to return to the home page.
Step 4: View Immunization and Compliance Records

- Before each semester, click on “Student Information” and then “Compliance/Immunizations” to view a record of compliance and immunization records.
  - Missing or expired records are highlighted in red.
- To create a document to save and/or print, click “PDF” located within the blue stripe.
- An electronic file of the original documents can be accessed, if uploaded by the Clinical Coordinator, by clicking “Files” located within the blue stripe.
- Click “Home” located within the blue stripe to return to the homepage.

Step 5: View/Upload Clinical Placement Files

- The file management feature allows you to upload any type of file (e.g. Word, PDF, JPEG, audio/video) to share with your clinical supervisor or clinical administrator.
- Click on “Student Information” and then “Clinical Placement” to upload your own file and/or view a file uploaded by your supervisor or clinical administrator.
- **First, select a folder by clicking on the folder name or create a new folder or subfolder.** To create a new folder or subfolder, type in desired folder name in the "Add folder" field and press "create."
- **Upload a file** by pressing the “Browse” button, selecting a file, completing the requested fields, and clicking "upload." The upload fields will display if you have selected an unrestricted folder. **Set the file permission** by choosing “public” for supervisor and clinical administrator access or “private” for clinical administrator access only.
- **Move files** by dragging and dropping from one folder to another.
- **Rename folders** by clicking the "rename" link to the right of the folder name.
- **Delete files** by clicking the “delete” button next to the file name. **Delete folders** by deleting all files from the folder. Once all the files within the folder have been deleted, a “delete” link will appear to the right of the folder name.

Step 6a: Enter Daily Clock Hours

- Click on the “Clockhours” link located on the lobby page or the “Student Information” link then “Clockhours.”
- Click on the “Daily clockhours” link located within the blue stripe.
- Click on the “Add new daily clockhour” link.
- Complete the requested information and click “save.”
- Record clock hours and click “save” located at the bottom of the screen. You will receive a “Clockhour saved” message.

**To add clock hours for a *different* supervisor, clinical setting, or semester:**
- Repeat above steps to enter additional clock hours gained under a different supervisor, clinical setting, or semester.

**To add additional clock hours to the *same* record:**
- Click on the “Daily clockhours” link located within the blue stripe.
- Select the record you wish to view (posted by supervisor, semester, course, and setting) from the drop-down menu and click “Show.”
- Click the “Copy” button located next to the date of a previous entry.
- Record the new clock hours (changing the date if necessary) and click “save” located at the bottom of the screen. You will receive a “Clockhour saved” message.

- To view/edit daily clock hours, click on the “Daily clockhours” link located within the blue stripe.
- Select the record you wish to view (posted by supervisor, semester, course, and setting) from the drop-down menu and click “Show.”
- Select the desired entry by clicking on the link displaying the entry date located along the top of the chart. Make desired changes and click save.
- Please note: Supervisors are not notified and are not required to approve daily clock hour submissions.

**Step 6b: Submit Clock Hours for Supervisor Approval**

- Click on the “Daily clockhours” link located within the blue stripe.
- Select the record you wish to view (posted by supervisor, semester, and course) from the drop-down menu and click “Show.”
- Check the box (located beside the entry date) for all dates you wish to submit for approval then click “Submit selected clockhours for supervisor approval.” Clock hours logged for the dates selected will be consolidated into one record for supervisor approval. The designated supervisor will receive an automatically generated e-mail requesting approval of the clock hour record.
- Please note: Daily entries cannot be edited once approved. However, if you delete the entry from the “Clockhour list” link prior to approval, daily hours may be resubmitted.
- View consolidated clock hour entries by clicking “Clockhours list” located within the blue stripe.

**Step 7: View Clinical Performance Evaluations**

- Click on “Student Information” and then “Evaluations.”
- As clinical performance evaluations are completed on you by your supervisors, the evaluations will automatically post to this link.
- View a desired evaluation by clicking on the “current evaluation” link highlighted in blue.

**Step 8: View Cumulative Evaluation**

- Click on “Student Information” and then “Cumulative evaluation” to view a summary of your clinical competency across the 9 disorder areas.
- Upon graduation, you must demonstrate competency for all clinical competencies listed on the form.
- Please make note of any areas of deficiency which are highlighted in orange.
Step 9: View Performance Summary

- Click on “Student Information” and then “Performance summary” to view a summary of your clinical performance across all clinical courses to date.

Step 10: View My Checklist

- Click on “Student Information” and then “My Checklist” to view your progress in meeting the clinical requirements for graduation.
- Upon graduation, all requirements should have been met, represented with a green check mark.

Step 11: Complete Self-Evaluation

- At the completion of each clinical course or as directed by your Clinical Coordinator, complete a self-evaluation.
- From the lobby page, click on the “Self-evaluations” link.
- Click on “New self-evaluation.”
- Complete required fields designated with an asterisk and press “save.”
- Continue completing self-evaluation by scoring all applicable skills across the Big 9 using the provided scoring method and saving frequently to avoid loss of data.
- Once the evaluation is complete, check the “final submission” box and click “save.”
- Receive message stating “evaluation recorded.”
- Please note: you may edit and save the evaluation as often as you wish until the final submission box is checked. Once the final submission box is checked and the evaluation saved, the status will change from “in progress” to “final”.
- To view the evaluation, click “Evaluations list” located within the blue stripe.

Step 12: Complete Supervisor Feedback Form

- At the completion of each clinical course or as directed by your Clinical Coordinator, complete feedback for each clinical supervisor.
- From the lobby page, click “Supervisor feedback forms.”
- Click “New supervisor feedback.”
- Complete form and click “Submit feedback.”
- Your completed feedback form will be posted for Clinical Coordinator approval. Once approved, feedback will be posted for the clinical supervisor to view. Until approved, the feedback may be edited by clicking on “View/edit.”
The “Site Information Forms” link located on the lobby page displays pertinent information on the sites/facilities that your school affiliates with for clinical placements.

To view available information, identify the desired site and click “View” located in the fifth column under submitted.

Please note: “In progress” forms are not accessible to students; only “submitted” forms are accessible to students.
Appendix E


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ASHA Code of Ethics

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


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 decisionmaking 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.

e 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.

selfreport – 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
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 non-professionals 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.

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