

Andrews University

COLLEGE OF HEALTH AND HUMAN SERVICES

School of Communication Sciences and Disorders

2025-2026



MASTER OF SCIENCE DEGREE

STUDENT ACADEMIC & CLINICAL HANDBOOK AND POLICIES



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PURPOSE OF THE HANDBOOK

The Graduate Student Handbook outlines the policies and procedures of Andrews University's Master's Degree Program in Speech-Language Pathology, which supplement those outlined in the university's graduate school catalog and bulletin. The program's policies are designed to promote understanding and mutual respect among faculty, staff, and students in the Speech-Language Pathology program. This document is a work in progress and is subject to revision as necessary.

MISSION STATEMENTS AND STUDENT LEARNING OUTCOMES

Andrews University Mission Statement

Andrews University, a distinctive Seventh-day Adventist Christian institution, transforms its students by educating them to:

Seek Knowledge as they...

- Engage in intellectual discovery and inquiry
- Demonstrate the ability to think clearly and critically
- Communicate effectively
- Understand life, learning, and civic responsibility from a Christian point of view
- Demonstrate competence in their chosen disciplines and professions

Affirm Faith as they...

- Develop a personal relationship with Jesus Christ
- Deepen their faith, commitment, and practice
- Demonstrate personal and moral integrity
- Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development
- Apply understanding of cultural differences in diverse environments

Change the World as they go forth to...

- Engage in creative problem-solving and innovation
- Engage in generous service to meet human needs
- Apply collaborative leadership to foster growth and promote change
- Engage in activities consistent with the worldwide mission of the Seventh-day Adventist Church

College of Health and Human Services Mission Statement

The College of Health and Human Services is firmly committed to fulfilling the mission of Andrews University through the didactic and clinical training of health professionals. The health profession departments provide multi-level educational programs for diverse groups of students. Each is accredited by the appropriate professional accrediting association or adheres to its accrediting association's standards. The health profession faculty provides high-quality education, research, and service within a Christ-centered environment that fosters collaboration

and mutual respect. Graduates of these programs serve Christ by ministering to the needs of others through the delivery of effective contemporary healthcare.

School of Communication Sciences and Disorders

Our mission is:

To cultivate competent professionals in a Christ-centered learning environment who will positively impact and engage the global community.

School of Communication Sciences and Disorders Core Philosophical Values

We are committed to offering:

- Educational Excellence
- Christ-centered environment
- Mutual Respect and Compassion
- Consistency in upholding Ethical and Professional Principles
- Highly Qualified Educators
- Patient/Client Interactions
- State-of-the-Art Technology, Innovation, and Physical Plant
- Inter-professional Education (IPE)
- Unique Service Opportunity

Program Objectives/Learning Outcomes

- Students will critically apply the theoretical framework within the field of practice.
- Students will prescribe evidence-based procedures for appropriate evaluation and treatment within the scope of practice.
- Students will demonstrate the ability to present clear information logically and critically, both orally and in writing.
- Students will demonstrate the understanding and application of ethical standards as they relate to their field of study and inter-professional practice.

MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY TRACKS

Andrews University offers three program tracks for the completion of the master's degree in Speech-Language Pathology.

Traditional Two-Year Track

Andrews University's Master of Speech-Language Pathology is designed to provide the student with in-depth academic study, the potential for research, and extensive clinical experiences in

preparation for careers in the diagnosis, evaluation, and management of individuals with speech and language disorders. The core coursework of this program is designed to be completed in 2 years (6 semesters, including summers).

3-Year Transitional Program

Upon admission, students with a BS/BA in an unrelated field of study will complete one year of undergraduate prerequisite coursework in speech-language pathology. Students must maintain a 3.5 GPA during the prerequisite course completion (with no grade lower than a B). Prerequisites must be completed within one academic year. After successful completion, students will enter the master's degree program. Students may be required to complete additional courses to meet the standards for certification by the American Speech and Hearing Association (ASHA). Students must complete statistics, physics, chemistry, and behavioral science courses for regular admission to the MS program. A Minimum GPA of 3.0 in graduate-level courses must be maintained.

3-Year Transitional Year Pre-requisite Courses

COURSE CODE	COURSE TITLE	CREDIT(S)
FALL		
SPPA 234	Intro to Speech-Language Pathology	3
SPPA 321	Normal Language Development	3
SPPA 331	Basic Audiology	3
SPPA 285	Applied Phonetics	3
SPPA 280	Anatomy and Physiology of Speech and Hearing	4
SPRING		
SPPA 270	Pre-clinical Observation	1
SPPA 332	Child Language Disorders	3
SPPA 374	Articulation and Phonology	3
SPPA 310	Speech Science	3
SPPA 340	Neuroscience of Communication	3
SPPA 448	Disorders of Voice, Fluency, and Swallowing	3

BS/MS in Speech-Language Pathology 5-year track

This track allows eligible students to obtain a Bachelor of Science in Speech-Language Pathology and Audiology and a Master of Science degree in Speech-Language Pathology in 5 years. Students must begin this track fall semester of the undergraduate freshmen year at Andrews University.

For details and requirements of each program, please visit the university bulletin page <https://bulletin.andrews.edu/>

Example of a Two-Year MS program

Semes ter			Year One					
Fall Year 1	Child Language Disorders – Preschool SPPA 502	Articulation in Phonological Disorders SPPA 544	Diagnosti cs in Speech- Language Pathology SPPA 520	Research Methods in Speech- Language Pathology SPPA 574	Practicum I- onsite SPPA 521			
Spring Year 1	Adult Language Disorders SPPA 540	Integration of Spirituality in Healthcare SPPA 646	Practicum II-onsite SPPA 522	Clinical Professional Seminar in SLP SPPA 525	Child Language Disorders- School Age SPPA 503	Neurocognitive Disorders SPPA 545	<i>Research Project I</i> <i>SPPA 534</i>	
Summer Year 1	Augmentative and Alternative Communicatio n SPPA 663	Counseling for SLP SPPA 510 ————— ————— <i>Research Project II</i> <i>SPPA 634</i>	Practicum III Onsite SPPA 608	Autism Spectrum Disorder Assessment and Intervention SPPA 530				
			Year Two					
Fall Year 2	Dysphagia SPPA 613	Motor Speech Disorders SPPA 631	Praxis Prep Class SPPA 550	Voice & Velopharyngeal Disorders SPPA 683	Fluency SPPA 647	<i>Research Project III</i> <i>SPPA 635</i>	Comprehen sive Exam SPPA 670	
Spring Year 2	Practicum I – Offsite SPPA 624							
Summer Year 2	Practicum II- Offsite SPPA 682							

PROGRAM OPTIONS

This program has two completion options. Students can choose the Standard Option or the Research Project Option. Both options are designed to give students a rich, rigorous, and highly specialized experience and a speech-language pathology skill set.

Standard Option

Students choosing the standard option will receive a more academically based experience, including a course in autism assessment and intervention, and counseling in speech-language pathology. Students will gain knowledge and expertise in intervention methods for communication disorders related to hearing loss and audiology deprivation for school-aged children. They will also examine and integrate the speech-language pathologist's role in counseling patients, students, family members, and caregivers. Competencies in effective clinical diagnostics, treatment, information sharing, social/multicultural adjustments, and issues specific to swallowing, communication, and cognitive disorders are specifically addressed.

Research Project Option

Each graduate student has the option to complete a Research Project. All students pursuing this option will be encouraged to complete a scholarly activity of sufficient quality for professional presentation or publication. A research project is intended to familiarize students with research methodology, peer review article development and submission, and presentation. Students who select the research project option must take the following steps:

- Complete a research proposal, IRB application, and support documents in SPPA 574 Research Methods during the fall semester of year 1.
- Discuss their intentions with the program director (by January of their first year of graduate coursework or the senior year for BS/MS 5-year students).
- Enroll in SPPA 534 Research Project 1 in the spring semester of year 1.
- Schedule an appointment with the identified research project advisor.
- Complete the Graduate Research Project Form, signed by research group members and faculty advisor.

Graduate Student Research Process

https://docs.google.com/document/d/1E4rtj7tvWrCmibH1l89ACJOvguGzc8id8_snbwDheC4/edit

TUITION AND FEES

The MS-SLP program is a professional program. The following provides information regarding the tuition, professional fees, general fees, and courses with lab fees associated with this program. These fees are subject to change based on incremental university increases.

These fees cover many clinical and laboratory needs such as 1) student access to the electronic medical record system, 2) a 2-yr Simucase subscription, 3) Calipso subscription for tracking of clinical hours and clinical performance evaluations, 4) CPR Training, 5) Lab coats and White coats, 6) SCSD shirts, 7) Clinical and laboratory supplies, 8) Orientation week cost, 9) Student Activities (socials, White Coat, and Graduation ceremony), 10) calibration and service on clinical equipment, 11) research costs, 12) professional development, 13) and various program equipment and supplies such as lab coats and clinical identification cards. This is not an exhaustive list, but it provides a representation of the costs for a health professional program, such as ours.

Block tuition per semester	\$7,592
Professional fee per semester	\$478
General fee per semester	\$572

Grad Lab Fees Semester 1	\$2,677	500/520/521/574
Grad Lab Fees Semester 2	\$2,277	522/525/545/
Grad Lab Fees Semester 3	\$1,518	608/663
Grad Lab Fees Semester 4	\$941	550/613
Grad Lab Fees Semester 5	0	
Grad Lab Fees Semester 6	\$1,040	682

Scholarships:

Students may receive scholarships that reduce their block tuition for 4 out of the 6 semesters of the MS-SLP program. Scholarships for Undergraduate cumulative GPA OR GRE scores are provided. You may not receive both. See the table below for details:

Performance-Based GPA Scholarship

Discount Percentage	GPA Eligibility
10%	3.70-3.79
25%	3.80-3.89
50%	3.90-4.0

Performance-Based GRE Score Scholarship

Discount Percentage	GRE Score Minimums	Written Score
10%	Min V+Q 140 each, total >300	>500
25%	Min V+Q 140 each, total >310	>550
50%	Min V+Q 140 each, total >320	>600

Additional Financial Expectations:

The MS-SLP program at Andrews University makes every effort to sufficiently train all students for the professional expectations of the workforce. For this reason, students are expected to purchase or gain access to course resources and textbooks. In addition to textbooks, students are required to purchase:

- Background Checks (clinical site requests)
- Drug Screens (clinical site requests)
- Physicals/Required immunizations
- MBS-IMP - \$80.00 (Dysphagia course)

This is not inclusive of the training tools, and students may be required to purchase additional training tools/equipment/programs as determined by the program to meet certification requirements.

Professional Membership

Upon Admission to the program, each student is required to hold membership with the American Speech-Language and Hearing Association's student organization, National Student Speech-Language-Hearing Association (NSSLHA). Membership is expected to be held for the duration of the program. Proof of membership is required.

IMPORTANT RESOURCES AND CONSIDERATIONS

The following information is designed and shared to assist students in completing this program with greater ease and peace of mind:

- Each student must have access to a computer. While the campus does make available computer and Mac labs, it may be difficult for a student without continuous access to a

computer to complete assignments, upload documents, record clinical hours, etc. It is suggested that students have personal computers.

- Some clinical placements and academic supports may require a student to travel within the local area and/or to and from their clinical placements. For greater ease of program completion, a student must have access to a car/vehicle and/or reliable transportation.
- This is a full-time graduate program, and it is strongly suggested that students be mindful of the academic rigor and program requirements when choosing to work while in the program. It is recommended that the first semester of study be completed before obtaining a job. This will allow students to judge their ability to manage program demands. Job requirements and expectations are not considered a viable reason to miss classes, clinical responsibilities, or programming.

PROGRAM BACKGROUND CHECK/VERIFICATION DOCUMENTS REQUIREMENT

Before beginning graduate course work, each student must complete a background check/document verification that includes drug screening, immunization documentation, and a criminal background check. Students must be aware that any unfavorable report on their background check and/or drug screening information may result in dismissal from the program. While certain results of the background check may allow students to continue academic coursework, they do so at their own risk based on the requirements of external clinical placement sites. International students may not be able to complete certain portions of the background check until they have arrived in the United States. The program does make allowance for this; however, international students must be aware that unfavorable outcomes may result in dismissal from the program and revocation of their international student visa status.

ELIGIBILITY REQUIREMENTS AND ESSENTIAL FUNCTIONS

To acquire knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in the five following areas without unreasonable dependence on technology or intermediaries: communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the graduate program through coursework and clinical experience. The starred items (*), however, are skills that are more inherent and should be present when a student begins the program.

Communication

A student must possess the following skills:

- Communicate proficiently in both oral and written English. (Language to be determined by the program.) *

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

Motor

A student must possess the following motor skills:

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

Intellectual/Cognitive

A student must possess the following intellectual and cognitive skills:

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

Sensory/Observational

A student must possess the following sensory skills of vision, hearing, touch, and smell:

- Visually and auditorily identify normal and disordered (fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology, and phonology, hearing and balance disorders, swallowing cognition, social interaction related to communication).

- Identify the need for alternative modalities of communication.
- Visualize and identify anatomic structures.
- Visualize and discriminate imaging findings.
- Identify and discriminate findings on imaging studies.
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
- Recognize when a client's family does or does not understand the clinician's written and verbal communication.

Behavioral/Social

A student must possess the following behavioral and social attributes:

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

POSITION STATEMENT ON FOREIGN ACCENTS

It is the position of the American Speech-Language-Hearing Association (ASHA) that students and professionals in communication sciences and disorders who speak with accents and/or dialects can effectively provide speech, language, and audiological services to persons with communication disorders. If they have the expected level of knowledge in normal and disordered communication, the expected level of diagnostic and clinical case management skills, and if modeling is necessary, and can model the target phoneme, grammatical feature, or other aspects of speech and language that characterizes the client's particular problem. All individuals speak with an accent and/or dialect; thus, the non-acceptance of individuals into higher education programs or professions solely based on the presence of an accent or dialect is discriminatory. Members of ASHA must not discriminate against people who speak with an accent and/or dialect in educational programs, employment, or service delivery, and should encourage an understanding of linguistic differences among consumers and the general population.

ACADEMIC AND CLINICAL ACHIEVEMENT REQUIREMENTS

- All students admitted to the graduate program must maintain a 3.0 grade point average or higher.
- Students will be permitted to earn one “C” in an academic course or a B- in a clinical course. **If a second “C” in an academic course or a B- in a clinical course is earned or the student’s grade point average falls below 3.0, the student will be placed on an intervention plan and required to take the course again.**
- There may be times when students who are consistently demonstrating difficulty in clinical, academic areas, or skill sets may be placed on an intervention plan to offer additional support. Students can only be placed on an intervention plan once.
- Students must meet all **essential functions** of the Andrews University School of Communication Sciences and Disorders.
- Students must meet clinical requirements as outlined in rubrics.
- Students are required to meet and/or be in contact with their advisor at least once per semester to discuss the course plan and program progress.
- Students must meet all academic and clinical requirements for certification with the American Speech and Hearing Association.
- Students who elect to complete a research project must be in good academic and clinical standing before securing approval for the research project topic.

POLICIES ON STUDENT INTERVENTION

There are minimal skills required to progress through the master’s program. Graduate students must be able to meet, with or without reasonable accommodation, the following minimal standards:

Knowledge – The student is responsible for:

- a) Attaining the knowledge competencies associated with all courses
- b) Keeping track of his/her performance as the semester progresses. Any/all concerns about the successful completion of the course should immediately be brought to the attention of and discussed with the instructor. To meet the knowledge competencies for each course, students must attain a final grade of B- or better. If a student’s final grade falls below a B-, see the remediation section. The Program Director monitors each graduate student’s academic performance at midterm and at the end of the semester.

Skill – The student is responsible for:

- a) Attaining the skills associated with clinical practicum experiences

- b) Keeping track of his/her clinical skills as the semester progresses. Any/all concerns about the successful completion of the clinical practicum should immediately be brought to the attention of and discussed with the clinical supervisor. The Clinical Director monitors each graduate student's clinical performance at midterm and at the end of the semester.

Disposition – The student is responsible for:

- a) Developing effective and appropriate relationships with faculty, supervisors, staff, peers, individual clients, parents/caregivers, and other professionals.
- b) Adhering to the code of ethics of the American Speech-Language-Hearing Association (ASHA) and always being professional. Students must exercise good judgment, complete academic and clinical assignments promptly, maintain client confidentiality, communicate effectively, and be culturally appropriate.
(See Professionalism Expectations)

STUDENT INTERVENTION SUPPORT PLAN

Program Retention, Clinical, Professional, and Academic Student Intervention Support

Student academic, professional, medical, mental health, and clinical issues and concerns are brought to the attention of faculty during scheduled faculty meetings.

At any point in the semester, and specifically at mid-term, faculty members and clinical supervisors may identify students not meeting course learning outcomes at the specified level for the program (academic or clinical). They will initiate a Student Interaction Form (SIF) and send it to the Graduate Program Director.

Graduate students are expected to achieve a C or better in academic courses with an overall B average. Graduate student-clinicians are expected to achieve a B– or better in clinical practicum courses and internships with an overall B average.

The following process will be followed based on the frequency and number of student interaction forms per student.

An outlined student intervention support plan will be created to ensure that the students will demonstrate adequate improvement in the area(s) of concern. This plan will include measurable goals and specific consequences for a student's failure to meet the stated goal(s). The program director or designee will share this plan with the student. All individuals involved in the creation and implementation of the student intervention support plan will sign and receive a copy of the plan.

If a student fails to complete the student intervention support plan, a meeting will be scheduled with the program director to determine the appropriate next step, which may or may not advance to a higher intervention level.

Level A: Students with 1 SIF report: If a graduate student receives one SIF report within the same semester, the SIF report is reviewed in regularly scheduled faculty meetings. The student

may need support within the course from the professor or through peer mentoring. If a student intervention support plan is appropriate, the academic faculty or clinical supervisor may request assistance from an academic advisor to develop a student intervention support plan for the student. If the student does not meet the expectations outlined in the intervention support, they may progress to a higher intervention level.

Level B: High-Need Students: A graduate student who has more than one Student Interaction Form within the same semester will be considered a "high-need" student. An academic advisor will work with the academic faculty/clinical supervisors who submitted SIF to assess the support the student may need to progress in the program. The team will work together to create a comprehensive student intervention support plan and follow up with the student.

A graduate student who has Student Interaction Forms (1 or more) from one or more academic faculty or clinical supervisors in consecutive semesters will also be considered a "high need" student. An academic advisor will work with the academic faculty/clinical supervisors who submitted SIF to assess the support the student may need to progress in the program. The faculty team will work together to create a comprehensive student intervention plan and follow up with the student.

If the student does not meet the expectations outlined in the student intervention support plan, they may progress to a remediation intervention level.

Level C: Remediation Student Intervention Support Plan: This will occur in the following situations: 1) If a student's GPA falls below 3.0, 2) If a student earns their second "C" in an academic course, 3) If a student earns their first B- in a clinical course, or 4) If a student fails to meet professional expectations, 4) If a student did not meet previous student intervention support plans.

If the intervention plan is the result of a second earned "C", the student will be required to retake the class and will not be permitted to enroll in any subsequent coursework until he/she has completed the class.

If the student does not meet the expectations outlined in SIF, they may progress to dismissal from the program.

Level D: Dismissal from Program: If a third "C" is earned in an academic course, a second B- in a clinical course, or if the student's GPA falls below 3.0 for the second time, the student will be asked to leave the program.

Intervention WILL NOT CHANGE A STUDENT'S FINAL GRADE IN A COURSE. It will, however, allow for the student's knowledge and skills development outline to note success in the noted area.

Sample intervention activities: Intervention activities are created based on the need(s) of the students and the area(s) in which they have had difficulty.

It is possible to have one intervention plan for multiple areas - if those areas are related.

Below is a list of sample student intervention activities:

1. Enroll in an Independent Study Course
2. Write a paper on a topic.
3. Complete an independent study of a topic.
4. Complete a literature review for a topic.
5. Receive added individual instruction on a topic.
6. Complete an additional class or supervised experience (e.g., writing class, remedial math class, undergraduate coursework in SPLAD).
7. Complete supervised clinical observations.
8. Be retained in an on-campus clinic for further clinical training before going off-site.
9. Complete specific clinical activities, such as diagnostic report writing, and/ or working with a mentor.

PROFESSIONALISM EXPECTATIONS

All MS-SLP Program faculty are committed to the concept of adult learning, where instructors serve as facilitators of the process of learning. Within this environment, the student holds the ultimate responsibility for determining the quality of his/her educational experience.

Professional *Behaviors* reflect the intent of assessing professional behaviors deemed critical for professional growth and development in Speech-Language Pathology education and practice. These behaviors, with their criteria, are as follows:

1. **Critical Thinking** - The ability to question logically; identify, generate, and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument and to identify and determine the impact of bias on the decision-making process.
2. **Communication** - The ability to communicate effectively (i.e., verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.
3. **Problem Solving** – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
4. **Interpersonal Skills** – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
5. **Responsibility** – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community, and social responsibilities.

6. **Professionalism** – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Speech-Language Pathology profession.
7. **Use of Constructive Feedback** – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
8. **Effective Use of Time and Resources** – The ability to manage time and resources effectively to obtain the maximum possible benefit.
9. **Stress Management** – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies to interactions with self, patients/clients and their families, members of the health care team, and in work/life scenarios.
10. **Commitment to Learning** – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

Each student is expected to demonstrate professional behavior and a commitment to learning throughout the program. This will include, but not be limited to, punctuality and preparedness for each class session, and timely completion of assignments. Students are expected to participate in class discussions in a manner that demonstrates respect for their instructor, classmates, and the department. Students also represent the Speech-Language Pathology program, Andrews University, and Christ outside the SPLAD building and therefore, are still held to the professional expectations policy, particularly numbers 2, 4, 5, & 6. **This also applies to social media communications like Facebook, Twitter, etc.**

Evaluating Professionalism:

Through clinical and academic means, students will be evaluated based on the professional behavioral expectations listed above. Students who do not meet these standards are notified in writing or through a scheduled meeting. If this behavior continues, the student will be required to meet with his/her advisor to submit a corrective plan of remediation, which must be approved by the Speech-Language Pathology Faculty Council to continue in the Speech-Language Pathology program. If the student intervention support plan is not followed, the student will be disqualified from continuing in the MS-SLP program. **Under certain circumstances, the Speech-Language Pathology Faculty Council may deem certain student infractions serious enough to warrant immediate dismissal from the program.**

Students will be oriented to the *Professional Behavior expectations* during MS-SLP program orientation and SPPA 521.

NOTE: *In all cases (progression, remediation, and dismissal), the student is encouraged to first meet with his/her immediate instructor/supervisor to discuss any difficulty he/she may encounter. If the issue is not resolved at that level, the student should then consult with the Chairperson/Program Director and/or clinic director for further assistance, mediation, and resolution. At any time in the process, the student has the right to speak with the department chair to discuss any concerns or options. If a course is taught by the department chairperson and*

a resolution is not reached, the student should seek assistance from the Dean of the College of Health and Human Services. Please see the AU Grievance Policy for further information.

SOCIAL MEDIA ACCEPTABLE USE POLICY FOR OFFICIAL ANDREWS UNIVERSITY ACCOUNTS

The Office of University Communication is responsible for all official Andrews University social media accounts, which are intended to share information with the campus community and all others interested in the life of the University.

The tone and content of electronic communication are informed by the University's mission and highest priority to prepare its students for learning, leadership, and service, along with Andrews University's broader values as articulated in its Mission Statement.

While the University values open discussion and difference of opinion, we abide by the principle that one need not be disagreeable when disagreeing. We encourage comments that are reasonable and related to the topic being discussed, especially if they are presented in a manner that is constructive, polite, and respectful, honoring the dignity of others in the process. Additional information regarding acceptable social media practices can be found at the following link.

<https://www.andrews.edu/services/uc/social-media-policy/social-media-policy-08-16-18.pdf>

ADVISING AND THE ADVISING PROCESS

Each graduate student will be assigned an academic advisor(s) for the duration of the degree program. Effective communication with graduate students is instrumental to their success and progression through the MS-SLP Program. Documentation of communication is also critical. The process below provides a cohesive methodology for such communication.

Admission

- The program will continue to share the plan of study/program progression with applicants upon admission.

Orientation

- During orientation, the following will occur:
 - Certification Requirements
 - Standards for Certification (KASA)
 - Using Degree works
 - Website where students can find critical information
 - Handbook
 - Calipso training
 - SimuCase training

Academic and Clinical Advising Each Semester (Year 1 and Year 2)

- At midterm every semester, each student's progress through the program will be reviewed through a meeting with the program director and, on-site clinic director/off-site clinic director. Academic progress, clinical progress, clinical hours, and plans for external off-site placements will be discussed. All concerns will be noted and documented with a plan of action if needed.
- At the appropriate time each semester, students will continue to receive a registration email. This email will include the following:
 - Registration information for the upcoming semester, including courses and their corresponding course numbers.
 - Reminder to check Calipso for progression and KASA standards met.
 - Reminder to check Degree Works for program progression.
 - Discuss licensing and certification (when applicable)

Documentation of Advising Meetings and Student Interactions

- A comprehensive student file will be created on the AU G: drive, and a student file checklist will be used to verify required items for the student file.
- A "graduate student advising and communication" folder will be created in the AU G: drive that is accessible to all faculty. Each graduate student will have a file in that folder and may access their individual information.
- A recently created Student Interaction Form will be available to all faculty and clinical supervisors to use for either advising or documentation of student interactions. This form will be utilized to document all student interactions, including advising, student concerns, etc.
- Documentation of interaction between students, clinical supervisors, and the clinical directors will also be filed on the AU G: drive.

ACADEMIC ACCOMMODATIONS

Andrews University is dedicated to ensuring that students with disabilities have the support services and reasonable accommodations needed to provide equal access to academic programs and housing. To request an accommodation, you must establish your eligibility by working with AU Disability Support Services (Nethery Hall 210, disabilities@andrews.edu, (269) 471-6096). Additional information can be found at

<https://www.andrews.edu/services/sscenter/about/accessibility-accommodations.html>.

Note that services are confidential, may take time to initiate, and are not retroactive. In addition, captions and alternate media for print materials may take three or more weeks for processing. Please contact the Student Success Center office as soon as possible if accommodations are needed.

MANDATORY INFORMATION/PROFESSIONALISM SESSIONS/TRAINING SESSIONS

The profession of speech-language pathology is constantly changing, with innovations continuously on the horizon. For this reason, each graduate student is required to attend mandatory information training sessions and evidence-based practice instruction provided by the

university and led by industry professionals. Some sessions may be either programmatically standalone or tied to specific courses. Such sessions will be documented in the student's program file.

STUDENT ASSESSMENT OF KNOWLEDGE AND SKILLS

Classroom instructors and clinical supervisors inform students at the beginning of the semester of the specific learning outcomes for that course or student practicum experience. These learning outcomes are stated on each course syllabus. These objectives and learning outcomes are consistent with the 2020 Certification Standards for Speech-Language Pathology as determined by the American Speech-Language-Hearing Association (ASHA). Instructors and supervisors assess students' knowledge and skills based on their class, clinic, and research experiences (if the student has chosen the research project option). The ASHA standard Assessment Form for each course and clinical experience will be completed as the courses are completed and standards met and addressed. This will be tracked by the advisor and a designated office manager to ensure that all areas of the noted standards are being successfully addressed. This information is tracked through the Calipso Program.

COMPREHENSIVE EXAMINATION

The comprehensive examination will be administered in the Fall Semester of the final year of the program. The student must complete all relevant coursework with no incomplete (I) or Deferred Grades (DG) for all courses taken up to the time the student registers for the Comprehensive Examination. Students must have no more than one C to register for the Comprehensive examination. (If the student has more than one C, please see the student intervention support plan.) Students must be of good academic and professional standing. Students completing the research project option must be in line for completion of their project. *See the research project outline section of the handbook.* Students must have signed permission to register for the Comprehensive Exam, or a drop/add form will be completed by the program director. The examination is a culmination of all areas of the Master of Science program in Speech-Language Pathology, including articulation, fluency, voice and resonance, receptive and expressive language, hearing, swallowing, cognitive assessments of communication, social aspects of communication, and communication modalities (AAC). **A passing grade on the comprehensive examination will permit the student to take the Praxis examination.** *See the Praxis Examination for further details of that exam.*

There are currently three scores that can be obtained on the comprehensive exams:

- Pass
- Pass with Exception – Further information and details are required to ensure the student's knowledge of the area(s) in question
- Fail – Student must retake the exam at the next administration of the exam (this score may delay the student's completion of the program and graduation).

PRAXIS EXAM

MS-SLP students are highly encouraged to take the Praxis II Examination or the National ASHA Exam before graduation and submit their scores to Andrews University.

To be certified to practice as a speech-language pathologist, students must pass the National Examination in Speech-Language Pathology (PRAXIS II). The examination is designed to assess the student's ability to integrate academic and clinical knowledge in various areas of Speech-Language Pathology and Audiology.

A passing score of 162 is required.

This exam is administered by ETS and can only be taken after all noted required academic work is completed. Therefore, students should plan on taking the exam during the last two final semesters of study. For more information, go to <https://www.ets.org/praxis/asha>

<http://www.asha.org/certification/SLPCertification/>

RESEARCH AT ANDREWS UNIVERSITY

Andrews University is committed to research. For this reason, students may have the opportunity to assist in departmental research projects. This may or may not be within the scope of a master's research project. The Office of Research Integrity and Compliance at Andrews University is committed to helping researchers – faculty, staff, and students comply with all applicable federal, state, and institutional requirements and policies.

Research integrity and compliance areas covered by this office include Human Subjects Protection, Conflict of Interest, and Responsible Conduct of Research. Andrews University research activities are overseen by two regulatory and compliance committees, the IRB (Human Subjects Research) and the IACUC (Animal Care and Use). Failing to meet compliance may result in penalties to the institution and, in some cases, to the individual researcher. It is the student's responsibility as a researcher to be familiar with university policies relating to areas of research requiring compliance with federal, state, and university regulations. The links under each of the two main sections, IRB and IACUC, below will provide you with information on policies, procedures, and guidelines. The Andrews University IRB Handbook (coming soon) contains valuable information you want to know as a researcher.

The Institutional Review Board (IRB)

The Institutional Review Board (IRB) regulates all research activities involving human subjects at Andrews University (AU). The board ensures that AU researchers operate within the provisions of the Federal Wide Assurance (FWA) for the protection of human subjects obtained from the U.S. Department Office for Human Research Protections (OHRP). It ensures the rights, safety, and welfare of human subjects, and researchers' compliance with all applicable federal, state, and AU policies on research activities. These include initial, continuation, modification applications, unanticipated problems, and alleged noncompliance. For additional information regarding Andrews University IRB please call (269) 471-6361 or email irb@andrews.edu. Students can also access more information at:

GRADING POLICIES

After a course, students will be given a letter grade. Assignment of a specific letter grade is at the discretion of the instructor. When a grade is assigned, a student will receive one of the following:

A	94.0 – 100.0%
A-	90.0 – 93.99%
B+	87.5 – 89.99%
B	83.5 – 87.49%
B-	80.0 – 83.49%
C+	77.5 – 79.99%
C	73.5 – 77.99%
C-	70.0 – 73.49%
D	65.0 – 69.99%
F	Below 65%

Certain courses, where applicable, may assign a grade of “S” for satisfactory or “U” for unsatisfactory. This is also known as a pass/fail course.

Some circumstances may arise when an alternative grade entry is necessary. Those are as follows:

AU—Audited Classes

A grade of AU is given for an audited course if the student has met the obligations of the audit agreement. It is possible to audit any class except private music lessons and independent study courses provided (1) there is room in the class, (2) the student has an appropriate background, and (3) the instructor gives permission to attend. The term “audit” refers to registration for attendance only. All auditors are expected to attend all class appointments as agreed upon when the instructor granted auditing privileges. Auditors must attend at least 80% of the class period. Those who fail to do so are given a grade of UA (Unsatisfactory Audit).

A student may change from “credit” to “audit” registration and vice versa within the published time limits. To make this change the student must present the Office of Academic Records with a Change of Registration form with the required signatures.

The tuition charge for an audited course is the same as a course taken for credit.

DG—Deferred Grade (including DN)

A DG may be given in certain courses recognized to be of such a nature that all the requirements are not likely to be completed within one semester. It may be given for tours, field/clinical experiences, internships, projects, and independent study courses, courses requiring research, and

courses where mastery-level learning is required. The Office of Academic Records will record a DG only for courses previously recommended by a department and approved by the dean of the appropriate school and/or the graduate program committee.

An instructor may designate a time limit for a given course or for a specific situation for the DG to be changed to a letter grade. An instructor may change the DG to a DN—Deferred and Not able to be completed, meaning that the course has not been completed and can no longer be completed because time has run out.

A DG may remain on a student's transcript at graduation if the course does not count toward the degree.

I—Incomplete

An Incomplete (I) indicates that the student's work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued.

An "I" may be given when the instructor and the student agree to terms stated in an Incomplete Contract. The "I" is given to a student when the major portion of the work for the course has been completed. The contract states (1) the remaining work to be completed, (2) a plan with timelines for completion of the work, (3) the time limit, and (4) the grade the student will receive if the work is not completed by the agreed-upon time.

Ordinarily, an "I" shall be removed during the following semester. However, an "I" contracted in the spring semester may be extended to the summer or autumn semester. Any request for an extension of time beyond the contracted time shall be made in writing before the end of the contracted date and approved by the dean of the college/school in which the course is offered. The number of I's on a student's record affects the student's class and workload.

S/U—Satisfactory/Unsatisfactory

The grading pattern for lecture and lecture/laboratory courses is A–F. Certain designated courses, such as independent/individual study/readings, independent research, research projects, workshops, seminars, field/clinical experiences, and practicum courses, may be graded with either an S/U or A–F pattern as the college/school decides. When more than one grading pattern is possible, the determination of which pattern shall be used for a given class shall be made at the beginning of the class. Completed theses/dissertations (except for undergraduate theses) are always graded on an S/U basis. Grading patterns may not be mixed within a given course for any grading period except for independent study courses, as in the next paragraph. An S means, for an undergraduate, that a C (2.00) or higher has been earned; for a graduate, a B (3.00) or higher. The letter grade U signifies unsatisfactory performance. Credit is earned only if an S is received. No quality points are assigned to S/U courses, and an S/U notation does not affect the GPA.

Independent/individual study/reading/research courses imply potentially a different set of purposes, goals, objectives, activities, and outcomes for each student. They are not intended to serve as a substitute for a required class or for canceled classes, and they must have an evaluation

plan. All students taking one of these courses with the same acronym, course number, and section number under the same instructor are typically listed on the same grade sheet, and therefore, mixing grading patterns for these courses in each term is permitted.

W—Withdrawal

Withdrawal is recorded when a student withdraws within the date limitations indicated by the academic calendar. Under certain circumstances, the institution may initiate the withdrawal.

Repeating Classes

Students may repeat a course in which they received an unsatisfactory grade. In such a case, the record of the first attempt is not erased. In the case of graduate students, the course may be repeated once. The credits and quality points earned in the most recent course will be used to calculate the GPA. Course grades may be replaced only by grades for coursework repeated on campus. When a course with a laboratory is repeated, the laboratory part also must be repeated.

GENERAL CLASS AND ATTENDANCE POLICIES

Late Work

Policies for late assignments vary by instructor. Please refer to each instructor's course outline for specific regulations for the course.

Attendance

The following policies are related to class attendance and class absences, and class cancellations:

Class Attendance

Due to the interactive and collaborative nature of professional education and the rigor of this program, class attendance is essential for successful learning. Individual instructors have the right to identify course-specific attendance policies within their course syllabi. In keeping with the professional behaviors that all health care team members uphold, each student is expected to act respectfully and professionally. This includes regular attendance at all classes, laboratories, and other academic appointments, and being present from the beginning to the end of each scheduled class session. Once registered, students are counted as class members and are charged tuition until they file a Change of Registration form in the Academic Records Office.

Examination/Quiz Schedules

Students are expected to be present for all exams, quizzes, and assignments when they are scheduled. All online assignments, quizzes, exams, etc., are to be completed at the assigned time. Final examination schedules are printed along with the respective class/laboratory schedules. The final examination date is also listed in the course syllabus. Students are not to ask the instructor to change any previously scheduled assignment, quiz, or examination times. Exceptions for taking quizzes or examinations (s) are made by each faculty member. *(Travel arrangements made before the issuance of the printed class schedule for any given semester are made at the student's own risk and cannot be considered as the reason for an excused absence on an examination.)*

Excused Absences

Teachers can excuse absences due to illness for their class periods. Full-day absences are excused on an individual basis. Reasons to request full-day absences include involvement in an accident, the wedding or graduation of a student's immediate family member, a death in the family, or personal illness. Students are required to see the nurse or physician on the first day of any illness that interferes with class attendance and submit written verification of illness. Excused absences do not remove the responsibility of the student to complete all requirements of the course. Work is made up at the discretion of the teacher. Students must also realize that much learning and insight is gleaned from time spent on instruction. Therefore, students who may experience illnesses or other valid absences may need to retake courses if significant work and requirements cannot be made up.

Unexcused Absences

No provision may be made for exams, quizzes, or assignments missed because of voluntary absences. This is left to the discretion of the instructor.

Class Absences

Whenever the number of absences (excused or unexcused) exceeds 20% of the total course appointments, the teacher may give a failing grade. Being absent from campus does not exempt a student from this policy. Absences incurred due to late registration, suspension, and early/late vacation leaves are not considered excused, and the missed work may not be made up except to the extent the instructor allows. Three tardies are the equivalent of an absence.

Class Cancellation

Classes or events canceled due to inclement weather, physical plant problems, or other uncontrollable situations may be rescheduled. A notice of school closing due to inclement weather will be reported in the AU Alert and via Andrew's email. To sign up for AU alert, students can go to:

<http://www.andrews.edu/services/safety/aualert/>

STUDENT ACADEMIC COMPLAINTS

If a student feels that his or her academic rights have been violated, the student should first speak directly with the instructor/professor. If the student is not satisfied with the professor's response, the student may appeal to the department chair. Following a decision by the department chair, the student (or professor) may appeal to the Dean of the College of Health and Human Services. If this student is not satisfied with the Dean's response, he or she may then appeal to the Office of the Chief Academic Officer.

Gaining Access to Records

Current students and graduates can gain access to their records. Students/graduates who make this request are informed that it may take up to five days to make the information available to them. All student files are electronic. If a copy is requested, it may take up to the noted five business days.

THE OFFICE OF THE OMBUDSPERSON

The Office of the Ombudspersons is a confidential, independent, and neutral dispute resolution service for the University community. As such, it facilitates understanding, communication, and resolution of conflict among students, faculty, and staff. The office serves as an impartial and confidential means of facilitating dialogue between parties on campus and as a means, apart from formal grievance procedures, of resolving differences. The office was established as part of the University's Christian commitment to fostering a courteous and considerate climate conducive to productivity and well-being for the University community.

The Ombudsperson works independently from university administrative offices. Discussing a matter with an ombudsperson is confidential to the extent allowed by law and does not constitute notice to the university.

FERPA

FERPA is the United States federal law that protects student records privacy, review, and disclosure rights. This is a federal law that is administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education (Department). The law guarantees these rights for both current and former Andrews University students. To help you understand FERPA and what it means to you, this page addresses a variety of records privacy questions.

The term "education records" is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution. At Andrews University, your student records are filed and maintained by the Office of Academic Records.

Student Rights

Once a student reaches 18 years of age or attends a postsecondary institution, he or she becomes an "eligible student," and all rights formerly given to parents under FERPA transfer to the student. The eligible student has the following rights:

- the right to have access to his or her education records
- the right to seek to have the records amended
- the right to have control over the disclosure of personally identifiable information from the records
- the right to file a complaint with the Department.

FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records. Thus, information that an official obtained through personal knowledge or observation, or has heard orally from others, is not protected under FERPA. This remains applicable even if education records exist that contain that information, unless the official had an official role in deciding that it generated a protected education record.

ANDREWS UNIVERSITY'S POLICY ON DISCRIMINATION

Andrews University prohibits discrimination against any student based on race, color, national origin, sex, religion, age, disability, or any other legally protected characteristic. Discrimination that occurs because of a legally protected characteristic may violate the university policies even if the discriminatory behavior is not unlawful. For more information, go to the “Right to be Free from Bias, Discrimination, or Harassment” section in the Andrews University Student Handbook at:

http://www.andrews.edu/services/studentlife/handbook/student_handbook_planner_for_web.pdf

ACADEMIC INTEGRITY

The University's learning thrives on the rigor of individual investigation, the authentic exchange of ideas, and a corporate commitment to integrity and mutual respect. University learning requires all members of the academic community to behave honestly. Andrews University anchors its practices in the teachings of the Bible as well as in widely established and honorable academic traditions. As the apostle Paul calls us to authenticity in our Christian Walk, so the educational institution demands of its participants true and accurate self-representation. In Ephesians, Paul invites believers “to be renewed in the spirit of your minds, and to clothe yourselves with the new self, created according to the likeness of God in true righteousness and holiness” (Ephesians 4:23-24). As scholars and as Christ’s servants, we build His living body through our honesty in all things, both small and great. To that end, Andrews University’s faculty and students pledge to learn and grow together, committing to the following standards and affirming honesty as a core component of an Andrews University education.

The Andrews University faculty pledges to promote classroom experiences that foster academic integrity. In the same way, students commit to doing their part to build a community of honesty. Students promise to:

1. Present assignments, lab reports, and research findings that are not falsified in any way.
2. Respect copyrighted and/or licensed material (whether it be directly quoted or paraphrased) by citing print or electronic sources as appropriate.
3. Follow the source citation guidelines outlined by the course professor.
4. Submit work that is solely created by the person to whom it is assigned.
5. Contribute equitably when participating in group work.
6. Prepare for quizzes and examinations by studying and reviewing without stealing, accepting, or using unauthorized quizzes or examination materials.
7. Follow the professor’s instructions regarding allowable aids during a quiz or examination.
8. Complete quizzes and tests without seeking answers from or sharing answers with other students or unauthorized sources.
9. Encourage others to high standards of integrity by refusing to assist in acts of academic dishonesty.

ARTIFICIAL INTELLIGENCE POLICY

AI is a powerful tool that can enhance productivity, creativity, and decision-making, but its use must be responsible, ethical, and aligned with university policies. Human oversight is essential -

no university decision may be made by AI alone. Users must critically assess AI-generated content for accuracy, bias, and appropriateness before applying it in any official capacity.

When AI tools are used to generate substantial content in final work products, disclosure to a supervisor is required. However, minor assistance - such as grammar checking, editing suggestions, brainstorming, or using AI as a thought partner - does not need disclosure. Be mindful that many common applications (Microsoft Word, Google Docs, Grammarly) now include AI features that may operate automatically.

Data security is paramount. Never input confidential, sensitive, or personally identifiable information into AI tools unless explicitly authorized under validated contracts and security controls. AI systems should not be used to process personal information about university community members without contractual safeguards and proper security measures in place. Additionally, when AI tools provide the option, users should opt out of allowing their data to be used for training future AI models.

All AI-generated content must be verified for accuracy, originality, and potential bias before use. AI can produce incorrect, biased, or fabricated information ("hallucinations") and may inadvertently include copyrighted material. Users are fully responsible for any AI-generated content they publish or use in university work. AI outputs should be evaluated for potential biases or disparate impacts, particularly concerning protected classifications such as race, ethnicity, age, or disability status. If bias is detected, the output should be rejected or adjusted to ensure fairness and compliance with university policies.

As a faith-based institution committed to creation care, Andrews University recognizes the environmental impact of AI technologies, including energy consumption associated with training and running large models. Users are encouraged to adopt mindful practices, such as limiting unnecessary or excessive AI queries and choosing efficient tools, to reduce our collective digital carbon footprint. The university will strive to work with vendors who prioritize sustainability in their AI offerings, and we urge all community members to consider environmental responsibility as an integral part of ethical AI use.

RECORDING POLICY

This policy establishes guidelines for the recording of classroom lectures (including without limitation all instructional activities, discussions, presentations, or other educational content taking place within a classroom or other educational setting in which course-related content is delivered), meetings between students and faculty during office hours, co-curricular events, and all other activities occurring in the teaching and/or learning environment (collectively "Educational Activities"). A "recording" includes, but is not limited to, an audio recording, video recording, taking still or live photographs, and any other form of capturing or streaming audio, visual, or any other form of media using electronic devices.

As a Seventh-day Adventist higher education community valuing honesty, trustworthiness, fairness, ethics, and respect for truth in all interactions, Andrews University seeks to cultivate an atmosphere of trust in the free exchange of ideas between students and employees. The purpose

of this policy is to balance the needs of students to access and review educational materials with the importance of maintaining a respectful and effective learning environment.

STUDENT RECORDING POLICY

DISCRETION: Instructors leading out in Educational Activities have the discretion to determine whether recording of such Educational Activities is allowed. Recording policies may vary from course to course and from event to event. Students should refer to each syllabus or other available written information to ascertain the recording policy for Educational Activities. If the recording policy is not clearly outlined, students must obtain prior written permission before making any recording (see Permission to Record below). Instructors may record their lectures and class sessions for pedagogical or other purposes if such recordings comply with university policies and are used by copyright laws.

PERMISSION TO RECORD: With the fair use of course materials and the privacy of students and educators in mind, recording of Educational Activities is not permitted without prior, explicit (written or spoken) permission from the instructor and other presenters captured in the recording. If permission is given to students to record Educational Activities (or if an instructor chooses to record the instructor's lectures), the instructor must inform all students and other attendees that recording of the Educational Activities will occur (except in cases of disability accommodation). An instructor or speaker who finds anyone making an unauthorized recording has the right to require the person to stop and delete the recording permanently.

Under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, institutions of higher education must provide reasonable accommodations to a student's known disability and may not deny equal access to the institution's programs, courses, and activities. Recording lectures is a reasonable accommodation under ADA, that is typically used to supplement a student's course notes and should be allowed any time that students with an accommodation are reasonably expected to or allowed to take notes for use outside of class. Disability Services is committed to working with instructors to address concerns that they may have while still assuring equal access for the student. Students with permission to record will sign the recording agreement.

USE OF RECORDINGS: Authorized recordings, including any made as disability accommodations, and all other course materials, including those posted in Learninghub or other university learning management systems, may only be used exclusively for personal study and academic purposes. Such recordings may not be shared with any other audience without the explicit permission of the instructor.

MISUSE OF RECORDINGS: Even when allowed, recordings may not be used in any way that denigrates, decontextualizes, or misrepresents the instructor or any other speaker whose remarks are recorded. Further, information from authorized recordings may not be separately posted, published, or quoted without the written consent of the instructor or speaker, who must be properly cited.

UNIVERSITY ENFORCEMENT: Recording in violation of this policy will be considered a violation of the university's Academic Integrity Policy and may result in disciplinary action by that policy.

COMPUTER USE AND NETWORKS POLICY

As a part of its educational mission, Andrews University provides data communications and computing services to university students, faculty, administration, and staff. Policies and guidelines are established to maximize the educational benefit realized from the considerable investment of resources necessary to operate and maintain these facilities. Non-compliance with these policies and guidelines may result in penalties of varying degrees. For details and these policies go to:

http://www.andrews.edu/services/its/comp_net_policy.html

Email Policy:

Each student is assigned an email address before beginning coursework at Andrews University. Students are responsible for checking their AU e-mail regularly. Faculty will use e-mail for important class information, updates, and departmental announcements.

Learning Management System:

Andrews University uses a learning management system (Learning Hub) to enhance and support face-to-face instruction. Each student can utilize their Andrews University username and password to access Learning Hub. Instructors may choose to utilize Learning Hub for assignment submission, post additional course materials, update students about the course, and post assignment grades.

CLINICAL PRACTICUM EXPERIENCES

Students will be provided with a rich variety of experiences working with adults and children with speech, language, and communication disorders. Andrews University Speech-Language Pathology is in Bell Hall, Suite 114. The clinic is equipped to serve children and adults presenting with speech and language disabilities and concerns. Each therapy room is equipped with video monitoring for students and supervisor observation of therapy sessions.

Certification Requirements:

The student must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent on clinical observation, and 375 hours must be spent on direct client/patient contact. The clinical observation hours must be completed before beginning any practicum experiences.

At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Clinical clock hours will be tracked by the student, advisor, and administrative assistant to ensure that the student has had

diverse clinical experience and for accuracy. Students are also permitted to obtain 75 hours of simulation experiences that may be applied to the 400-clock-hours.

Pre-Practicum Requirements:

Before beginning the clinical practicum courses, students are required to complete and present a practicum preparation packet. The packet will include the following:

- Completion of a physical examination (due annually)
- Appropriate tuberculosis (TB) screening (due annually)
- Medical insurance for the current school year
- Measles, Mumps, and Rubella immunization *or* proof of immunization status
- Tetanus immunization
- Hepatitis B vaccination *or* proof of immunization, *or* a signed waiver
- Criminal background check
- Drug Test
- Global Compliance Network Training in the following areas:
 - Child Abuse
 - Confidentiality
 - Handwashing
 - Bloodborne Pathogens
 - HIPAA
 - First Aid in Schools
 - Effective Communication

During the clinical practicum experience, students may be exposed to blood or bodily fluids. To protect the students and those they may encounter, students will be allowed to receive/waive the Hepatitis B vaccine or present evidence for immunization status. Students will sign a consent/waiver, which may be filed in the student's permanent file. Please note that the Hepatitis B vaccine is a series of three (3) injections. The second is given one (1) month after the first, and the third (3rd) is given six (6) months after the first. If you decide to receive the Hepatitis B vaccine, you must follow through with all three (3) injections.

Infection Control:

Appropriate education and training in communicable and infectious disease policies will be presented throughout the academic courses, clinical experiences, and program orientation. Minimal "Standard Precautions" such as hand washing and disinfection are expected when interacting with clients.

CPR Training:

Each student will engage in CPR training during the program orientation. This training will be valid for two years and may meet the requirements of external sites.

Supervision Requirements:

Supervision must be provided by individuals who hold the Certificate of Clinical Competence in speech-language pathology and a license for the state within which the supervisors practice. The

amount of direct supervision must be commensurate with the student's knowledge, skills, and experience. Students cannot be observed for less than 25% of the students' total contact.

Cell Phone Use:

Cell phone disruptions of any kind are not permitted during practicum. Cell phones are permitted for use as stopwatches or to contribute to the therapy session. Cell phone use for any other purpose, such as texting, making or taking phone calls, or checking emails, is strictly prohibited during clinical sessions.

Clinic Tracking and Hours:

Andrews University utilizes the "Calipso" clinical tracking system. This web-based system will track students' hours, clinical evaluations, standards towards completion of the program, and preparation for certification as a Speech-Language Pathologist.

Clinic Documentation:

The AU Speech Language and Hearing Clinic currently utilizes the electronic medical records system, ClinicNote. All students are required to use this system to document on-site clients' notes and reports, as well as feedback forms. Clinical supervisors will edit these documents and provide feedback to the students through this system. This system is HIPAA compliant and will allow the students to easily track the client's goals and progress.

Clinical Feedback:

Weekly clinical feedback is shared with students and will be utilized to communicate their progress and assess the need for possible improvement and/or a student intervention support plan. During each student's first and second clinical practicum, the weekly clinical feedback form will be utilized during the semester, as well as the Midterm and Final Rubric in Calipso.

Dress Code:

Practicum students are expected to dress appropriately and professionally during all practicum experiences. The dress should be appropriate to the setting. AU Lab coats with name badges are required for all clinic activities.

For example, some hospital facilities require all employees to wear "scrubs." If this is the case, students participating in practicum at that site should also wear "scrubs." Students must keep in mind that they are representing the university and must therefore dress in a manner that represents the institution. No dangling jewelry or open-toed shoes should be worn. All tattoos should be appropriately covered.

The following are examples of appropriate attire:

- Modest shirts without graphics
- Dockers slacks (for men)
- Closed-toe shoes
- Comfortable Slacks
- Well-fitted Blouses, tops, or shirts (no skin-tight, button-popping)

- Student Clinician name tags for all onsite and offsite practicum experiences
- AU Lab jackets are required for all on-site practicums.

The following are also considered inappropriate for a professional setting:

- Skin-tight and/or low-cut tops
- Shorts of any type
- Flip-flops
- Athletic shoes
- Bare or barely covered midriffs
- Jeans
- Leggings
- Hats

Onsite Practicum:

Each student will engage in onsite clinical practicum experiences. These practicum experiences will include, but are not limited to, children and adult clients, assessment, and remediation of articulation/speech, cognitive, language, swallowing, fluency, and voice disorders.

CLINIC MATERIALS AND EQUIPMENT

Assessment and therapy materials for adult clients are maintained in the therapy materials storage and cabinets located in each therapy room. All therapy materials must be signed up for by designated administrative assistants. Clinical materials can be signed up overnight and must be returned to the department within 24 hours. Assessment and evaluation materials cannot be removed from the department without prior permission.

CLINICAL ASSIGNMENTS

Students will be assigned a practicum by the on-site clinic director for Semesters 1 and 2. Depending on the impairment and age of the client, students can expect to see practicum clients one to two times per week for a total of 50 minutes to one hour. By the end of the first three onsite practica, each student clinician is *required* to have accrued at least 75 hours of direct client contact before enrolling in the offsite internship. Ultimately, it is the *student's* responsibility to work with the clinical directors to acquire these hours; take every opportunity to obtain contact hours and be available for clinical assignments.

THE CLINICAL SEMESTER

Beginning Clinic

1. The On-Site Clinical Director will notify all students of their clinical assignments and supervisor(s) at the beginning of the semester.
2. Once students have received their clinical assignment(s), a meeting with their supervisor(s) will be arranged.
3. Prior to meeting with supervisor(s), students must review the client file.

4. Before meeting with their clinical supervisor, students must be prepared to present the information about their client to the supervisor, including diagnosis, treatment history, thoughts, and ideas about goals for the upcoming semester.
5. The supervisor will help students prepare for their first therapy session. The supervisor will give students their guidelines on the submission of semester plans, therapy session plans, and SOAP notes. The supervisor will also instruct students to contact their clients to introduce themselves and to confirm the date and time of their first session. **Students are not to contact their clients until after supervisors have instructed them to do so.**

Clinic Midterm

At the midpoint of the fall and spring semesters, student clinicians will meet with their clinical supervisors for a midterm review. Before this meeting, the student will complete a Midterm self-evaluation in Calipso. The supervisors will prepare the midterm review via Calipso and, during the meeting with the student, will review the evaluation with the student.

End of Clinical Semester

Generally, clinical work ends the week before finals (except for the summer semester). At the end of the clinical semester, student clinicians must:

1. Sign up to meet with each supervisor to go over their final evaluation
2. Complete the Final self-evaluation, as well as the supervisor's feedback evaluation in Calipso.
3. Complete an end-of-semester progress report in ClinicNote
4. Return and check in any therapy materials and software used during the semester.

PRACTICUM MEETINGS

Along with the regularly scheduled clinical practicum therapy time, the supervisor will schedule regular practicum meetings that the student is expected to attend during the semester. During these meetings, relevant information is presented, areas of concern are discussed, and the student is given an opportunity to present one of his/her clients to fellow practicum students and supervisor as would be presented in an interdisciplinary team meeting.

OFFSITE PRACTICUM EXTERNSHIPS

Each student will engage in two off-site practicum experiences during their second year in the program. These practicum experiences will occur during the spring semester and the summer semester, ending one week before graduation. A clinical externship is more than hours. It is critical to have knowledge, professionalism, evidence-based practice exposure, and clinical expertise. Finishing a placement early or not participating in one is not an option. As you will see, if you review your DegreeWorks, you must complete both Practicum I Offsite and Practicum II Offsite.

SPPA 624 - Practicum I: Offsite: This offsite practicum experience is 12-14 weeks and is a full-time placement (35+ hours weekly for 4-5 days weekly) for full days at either a school or healthcare site. Students will generally obtain 60 or more clock hours of either therapy, diagnostic, or counseling/collaboration with clients and/or family members.

SPPA 682 - Practicum II: Offsite: This offsite practicum experience is 12-14 weeks and is a full-time placement (35+ hours weekly for 4-5 days weekly) for full days at a school site. Students will generally obtain 120 or more clock hours of either therapy, diagnostic, or counseling/collaboration with clients and/or family members.

Students are required to obtain a minimum of 375 direct client contact hours before graduation, a maximum of 50 of which could be earned at the undergraduate level.

The beginning and end dates of these internships are negotiated between the site supervisor, the AU Clinical Director, the internship site, and the graduate student's needs as they relate to the fulfillment of Standards for Certification and graduation requirements. If necessary, a student may begin an internship before the official start of classes and continue for several weeks after the end of the semester. It is acceptable for the student to participate in the internship when the AU MS-SLP program is not in session.

All students will provide geographical information and interests for off-site placements to the Clinical Director during the first fall semester. Students can consider an internship placement outside the Southwest Michigan area since the program has affiliation agreements in many states. All internship placements are at the discretion of the Offsite Clinic Director. Once students receive official notification of clinical placements, changes are not permitted and will not be accommodated.

Students may be asked to commute up to 2 hours one way to their internship site. The student may be asked by the host facility to interview for the internship position. Each student should prepare by bringing a resume and all necessary paperwork to the interview.

The AU MS-SLP program will verify that the host site is willing to take a student, that the site supervisor understands the rules regarding supervision, and has his/her Certificate of Clinical Competence from ASHA (CCC's) and applicable state licenses. The Clinical Director will then send out the necessary paperwork.

The process of assigning off-site placements is a complex process that takes a lot of time. It includes consideration of your geographical preferences, preferred sites that have requested a student, sites where we have affiliation agreements, and matching supervisor/site expectations. Students may not request a different assignment once the assignments are done.

There are times when we have confirmed a placement, and due to unforeseen circumstances, the site cancels the placement. At that time, we will prioritize your situation and ensure we find an alternate viable placement as soon as possible. Finding alternative places at the last minute can be time-consuming, and our goal and responsibility is to find you a placement that will provide the appropriate clinical hours you need to graduate on time. Sometimes that placement may not

be your preference; however, we ask that you be flexible and consider your goal of meeting graduation requirements on time.

Housing for Offsite Placements:

On rare occasions, clinical sites can offer students housing. However, housing will likely not be provided by off-site facilities. Students are responsible for securing housing near their assigned sites. This may be done by contacting local real estate agents, churches in the area where the clinical site is being completed, friends in the area, etc.

Goals of the Off-Site/Internship Practicum Experiences

1. To provide students with a full-time transition experience between the university environment and professional employment.
2. To help graduate students further develop their clinical skills in areas of identified need through direct clinical experience.
3. To provide students with an opportunity to experience varied approaches and philosophies to professional practice in the field of speech-language pathology.
4. To provide students with the opportunity for professional interaction and mentorship with speech-language pathologists, audiologists, and other professionals in related disciplines.

Minimum Requirements

To be eligible, students must be currently enrolled in the AU MS-SLP program and must meet the following requirements:

1. Students must have a cumulative GPA of 3.0 or higher in the graduate program.
2. Students must have accrued a minimum of 75 graduate-level clock hours, 10 of which must be diagnostic hours. (Monitored by student and clinical faculty)
3. Students must have completed Practicum I and II: Onsite with grades of a B- (only one course) or higher.

PRIMARY PARTICIPANTS OF THE OFF-SITE EXPERIENCE

The AU MS-SLP program and the site supervisor will work together to help students become qualified speech-language pathologists. Clinical experiences are central to attaining the knowledge and skills necessary to achieve the AU MS-SLP student's learning outcomes. To ensure that the experience is successful in developing an exemplary professional, all parties must

create an atmosphere of trust, open communication, and teamwork. Time must be provided for setting goals, reflecting on practice, and providing constructive feedback.

Off-Site Clinical Director's Role and Responsibilities

The Clinical Director will serve as the program liaison between the AU MS-SLP program and the internship site. This person will be the primary contact between site supervisors and the AU MS-SLP program. The Clinical Director's responsibilities are as follows:

1. Establish and maintain contact with the student and the internship supervisor(s) during the internship to monitor the student's progress and status, answer questions, and respond to concerns.
2. Consult regarding any problems that may arise during the internship placement and be available for conferences with the student and site supervisor as necessary.
3. Keep accurate documentation of the student's internship performance, clinic hours accrued, and progress towards Standards for Certification completion with the aid of the site supervisor(s) and student.
4. Obtain all necessary internship paperwork from the student and on-site supervisor(s).
5. Evaluate the merits of a site for future internship placement.
6. Determine and submit the end-of-semester grade in conjunction with information from the site supervisor(s).

Off-Site Externship Supervisor's Role and Responsibilities

1. ASHA requires all supervisors to hold the CCC in the appropriate area. The site supervisor must also hold an active license from his/her state licensing board, if applicable. Supervisors in school settings must also hold the appropriate state teaching license, if applicable. ASHA has established 13 tasks of supervision. These serve as guidelines for the AU MS-SLP program about clinical supervision. The 13 tasks of supervision are:
 - Establish and maintain an effective working relationship with the supervisee.
 - Assist the supervisee in developing and modifying clinical goals and objectives.
 - Assist the supervisee in developing and refining assessment skills.
 - Assist the supervisee in developing and refining clinical management skills.
 - Demonstrate for and participate with the supervisee in the clinical process.

- Assist the supervisee in observing and analyzing assessment and treatment sessions.
 - Assist the supervisee in the development and maintenance of clinical and supervisor records.
 - Interact with the supervisee in planning, executing, and analyzing supervisor conferences.
 - Assist the supervisee in the evaluation of clinical performance.
 - Assist the supervisor in developing verbal reporting, writing, and editing skills.
 - Share information regarding ethical, legal, regulatory, and reimbursement aspects of professional practice.
 - Model and facilitate professional conduct
2. Clinical supervisors will provide copies of his/her ASHA account number and state license number, if applicable, to the AU MS-SLP program Offsite Clinical Director before the student's commencement of the clinical experience. The Offsite Clinical Director and Program Administrative Assistant will verify ASHA Certification and state license.
 3. Clinical supervisors will approve clinical clock hour logs on a daily or weekly basis via Calipso.
 4. Clinical supervisors will provide an appropriate amount of supervision to meet the student's level of knowledge, experience, and competence.
 5. Clinical supervisors will provide supervision sufficient to ensure the welfare of the client.
 6. Clinical supervisors will provide direct supervision defined, according to ASHA Standard V-E, as real-time supervision that must never be less than 25% of the student's total contact with each client and must take place periodically throughout the practicum or internship. Direct supervision is defined as on-site observation, or closed-circuit TV monitoring, of the student clinician.
 7. The student will appreciate and benefit from feedback regarding performance and goal setting. The AU MS-SLP program has developed clinical evaluation tools for this purpose. These evaluation tools are by ASHA Standards. Clinical supervisors must provide, in a coordinated effort with the student clinician, a formal written evaluation once at the midpoint and again after the experience. Feedback should be conveyed that addresses strengths and areas of opportunity for growth in a constructive manner.

Student's Roles and Responsibilities

1. Regular daily attendance is expected during the internships. Absences are permitted in cases of personal or family illness. Excessive absences for any reason may result in an extension of the student's time at the internship, hence delaying graduation. Decisions about extending or re-taking SPPA 624, 682 due to excessive absences or inadequate performance will be made by the AU MS-SLP Clinical Director and Program Director, in consultation with the site supervisor.

In the event the site supervisor is absent due to extended illness or personal/professional leave, students are advised to follow the direction of the site supervisor. Arrangements for a change in the site supervisor may be made. The AU MS-SLP Clinical Director must be notified in writing of any changes in the site supervisor due to leave of absence.

2. The student will follow the policies and procedures of the site and function as a regular staff member in terms of arrival and departure times. He/she will attend organizational team meetings, after-school staff meetings, in-services, conferences, parent-teacher conferences, and/or staffing as applicable. The student will follow the site's calendar, vacation dates, schedules, and personnel rules, including immunization and universal precautions. This means the Andrews University academic calendar is not followed as it relates to observed holidays and days off from classes.
3. The student will maintain client privacy and confidentiality in all matters regarding clients.
4. The student will observe and use the appropriate dress code while at the internship facility. He/she is responsible for discussing the dress code with the internship supervisor before beginning the experience.
5. The student is responsible for keeping track of the number of clinical contact hours obtained daily during the internship. He/she will ask the site supervisor to approve those hours every week using Calipso. The student is advised to monitor clock hours closely as the internship progresses to avoid difficulties with earning the required clock hours and obtaining assessment and intervention experiences across various disorders and age groups. The student is not a licensed student teacher and cannot serve as a substitute teacher or hospital-based therapist at any time.
6. Before initiation of the internship experience, students will submit the required health immunization paperwork to the facility or school, including TB testing results.
7. After the internship, the student is responsible for submitting the following paperwork in Calipso:
 - Supervisor's Feedback Form
 - Student Evaluation of Off-campus Placement

8. The student will adhere to the ASHA Code of Ethics.
9. The student will find housing and/or transportation to the internship sites and assume financial responsibility for housing and transportation.
10. The student will prepare for clinical activities as specified by the site supervisor.
11. The student will establish and maintain a working relationship with the site supervisor.
12. The student will reflect on strengths, weaknesses, learning styles, and learning needs before and throughout the internship.
13. The student is encouraged to ask questions.
14. The student will notify the Offsite Clinic Director of any absences from the internship site within 24 hours, including the reason for absence.

DOCUMENTING CLINICAL HOURS

Students must keep accurate and complete records of earned clock hours. Record keeping is a critical component of the clinical practicum. Students must safeguard these records during the time they are in the graduate program and after graduation in the event they are audited by ASHA.

What counts toward clinical hours

Students can earn clock hours in conjunction with a class assignment if pre-approved and supervised by a licensed and ASHA-certified speech-language pathologist. For instance, students can earn diagnostic clock hours for an assignment involving direct contact in the diagnostics class. Screenings are marked as evaluation hours. Clock hours spent counseling and training the client and our family members of the client count as direct intervention. Participation in clinically related activities such as staffing does not count, unless it is a staffing meeting that is directly with the family and/or client. Preparation time does not count as clinical clock hours, e.g., gathering materials or ideas, writing plans, or scoring tests.

Tracking hours in Calipso

Students are expected to achieve clinical skills through their clinical education in nine major disorder areas:

- Articulation (including phonology, apraxia, dysarthria)
- Fluency
- Voice and resonance, including respiration and phonation
- Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities

- Hearing, including the impact on speech and language
- Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
- Cognitive aspects of communication (e.g., attention, memory, sequencing, problem-solving, executive functioning)
- Social aspects of communication (e.g., behavioral and social skills affect communication)
- Communication modalities (e.g., oral, manual, and augmentative and alternative communication techniques and assistive technologies)

There are 2 steps to follow for tracking hours via Calipso:

STEP ONE: Recording Hours Daily

- Click on the “Clock hours” link located on the lobby page or the “Student Information” link, then “Clock hours.”
- Click on the “Daily clock hours” link located within the blue stripe.
- Click on the “Add new daily clock hour” link.
- Complete the requested information and click “save.”
- Record clock hours and in the “comments” box at the bottom of the page,
- **Enter the date of the therapy session.**
- Click “save” located at the bottom of the screen. You will receive a “Clock hour saved” message.
- **Record the exact amount of time in hours/minutes. Do not round up.**
- Repeat the above steps to enter additional clock hours gained under a different supervisor or in a different clinical setting.
- To view/edit daily clock hours, click on the “Daily clock hours” 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 at 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 TWO: Submitting Hours for Approval Weekly

- Click on the “Daily clock hours” 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 “Save selected clock hours to semester clock hour form.”
- Clock hours logged for the dates selected will be consolidated into one record for the supervisor’s 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 “Clock hour list” link before approval, daily hours may be resubmitted.
- View consolidated clock hour entries by clicking “Clock hours list” located within the blue stripe

Practicum Deficiencies

There may be times and instances when students are assigned to a practicum client with a disorder for which the student has not yet received instruction or is receiving concurrent instruction. In this case, practicum students will be graded on mastery. To ensure that the student is appropriately prepared for this clinical experience, concentrated and accelerated coursework may be required. The student may also be required to review specific articles and readings, engage in one-to-one tutorials, and/or spend additional time with the clinical supervisor.

Cell Phone Use During Practicum

Cell phone disruptions of any kind are not permitted during practicum. Cell phones are permitted for use as stopwatches or to contribute to the therapy session. Cell phone use for any other purpose, such as texting, making or taking phone calls, or checking emails, is strictly prohibited during clinical sessions.

INFECTION CONTROL PROCEDURES

Avoiding infection from disease has become an important part of clinical practice for speech-language pathologists. Infection control in any setting requires controlling exposure between people. The procedures described are the standards required in the Andrews University Speech and Hearing Clinic.

Cleaning

Cleaning means that gross contamination is removed, but germs are not necessarily killed or removed. Cleaning is an important precursor to disinfecting or sterilizing because gross contamination must first be removed before these procedures are effective.

Disinfection

Disinfection means killing germs. There are various levels of disinfection, depending on how many and which germs are killed. Household disinfectants (low-level) kill a very limited number of germs. Hospital-grade disinfectants (high-level) kill a wide variety of microbes. In healthcare settings, like the SAU Rite Care Clinic, it is recommended that hospital-grade disinfectants be used. A dishwasher that heats water to 155 degrees Fahrenheit will provide mid-level disinfection. This is appropriate for the disinfection of plastic toys and other washable items. Alcohol wipes provide mid-level disinfection for other items. Disinfection materials will be maintained in each clinic room by the Clinic Administrative Assistant.

What and When to Disinfect

- Disinfection is acceptable on “noncritical” items, those items that do not touch blood or other infectious substances. The basic principle is to clean first, then disinfect.
- Noncritical items should be disinfected before re-using them by a new user. Unclean items should not be handled with bare hands until the item has been disinfected.
- Gloves should be worn while disinfecting the item. Hands should be washed after the process is complete.
- Surfaces in work areas and therapy rooms should be disinfected after each use.
- Waiting room toys must be disinfected weekly.

Controlling the Human Source of Infection

When a patient or clinician is ill, deferring treatment until they are no longer contagious may be necessary. Clinicians should encourage parents to bring their children for therapy only when they are healthy. Caregivers should be asked to change diapers when necessary to avoid the clinician’s contact with bodily substances.

Handwashing

Handwashing is critical to any infection control program. Hands should be washed before and after each client. The skin must be washed by rubbing vigorously to clean hands, wrists, and lower forearms. Medical-grade, liquid antibacterial soap that contains emollients is available in clinical areas. In some locations, where sinks are not conveniently located, antimicrobial no-rinse hand disinfectants are acceptable. However, the preferred method of infection control is always handwashing.

Gloves and Other Personal Barriers

Gloves are kept in each clinical area for easy accessibility. Gloves should be worn whenever the client or graduate students have a draining ear, when blood is present, when sores or lesions are evident on the ear or mouth, whenever working in the mouth, or when a medical history indicates an infectious disease. Procedures often performed by the speech-language pathologist that may require the wearing of gloves include:

- Oral-peripheral examination
- Dysphagia Management
- Pre-feeding facial stimulation
- Feeding therapy
- Oral mechanism stimulation or exercises
- Thermal-tactile stimulation with the laryngeal mirror
- Any procedures requiring manipulation or touching of the articulators

Gloves should be worn when cleaning up spills of infectious waste and while disinfecting a contaminated area. They should be properly disposed of after use. All hands should be washed immediately after removing gloves. Gloves should be disposed of in plastic-lined trash cans unless they are grossly contaminated with blood or other infectious material, in which case they should be placed in a separate plastic bag before disposal. It is important to remember that possible encounters with blood could result simply from an open scab, a bleeding nose, or cuts and abrasions.

Waste Management

Waste (gloves, wipes, paper towels, etc.) that is contaminated with blood, ear drainage, or cerumen should be placed in Ziploc bags and thrown into plastic-lined trash receptacles.

CERTIFICATION REQUIREMENTS

NATIONAL STUDENT SPEECH-LANGUAGE-HEARING ASSOCIATION MEMBERSHIP

It is required that all SCSD graduate students and 5-year track students in speech-language pathology become members of the National Student Speech-Language-Hearing Association. Student membership provides a sizable discount on fees when ASHA membership and certification are sought. To obtain this discount, a student must be a member of NSSLHA for a minimum of two years before applying for ASHA membership. For more information, see:

<http://www.nsslha.org/default.htm> for more information.

Praxis Exam

To be certified and practice as a speech-language pathologist, students must pass the National Examination in Speech-Language Pathology (PRAXIS II). The examination is designed to assess the student's ability to integrate academic and clinical knowledge in various areas of Speech-Language Pathology and Audiology. A passing score of 162 is required. **This exam is administered by NTE and can only be taken after all required academic work is completed. Therefore, students should plan on taking the exam during the final two semesters of study.**

The Clinical Fellowship

After completion of academic coursework (undergraduate and graduate), clinical observation, and practicum, SLP students complete the Clinical Fellowship. This consists of at least 36 weeks of full-time professional experience or its part-time equivalent. During this time, you are employed and paid by an agency. The Fellowship is completed under the supervision of an individual who holds the AHSA CCCs in practice for which certification is sought, and the professional experience must primarily involve clinical activities. The supervisor periodically conducts a formal evaluation of your progress in the development of professional skills.

Certificate of Clinical Competence

The American Speech-Language-Hearing Association issues Certificates of Clinical Competence (CCC) to individuals who present evidence of their ability to provide independent clinical services to persons with communication disorders. Individuals who meet the standards specified by the Association Council on Professional Standards may be awarded their CCCs in Speech-Language Pathology or Audiology. For more details regarding the Clinical Fellowship and Certificate of Clinical Competence requirements visit:

<http://www.asha.org/uploadedFiles/SLP-Certification-Handbook.pdf>

State Licensure

Many states including Michigan require speech-language pathologists to obtain a license to practice in that state. It is the student's responsibility to learn the requirements for licensure in the state they will choose to practice speech-language pathology. For more information about Michigan Licensure go to:

CONCERNS REGARDING ACCREDITATION BY THE COUNCIL ON ACADEMIC ACCREDITATION (CAA)

Students' concerns regarding the MS-SLP program may relate to accreditation standards of the Council on Academic Accreditation (CAA). This accreditation is an assurance that the program is abiding by all required standards for academic content and following approved procedures in the delivery of this content. In the event of serious concern, students may contact the CAA directly for information. According to the CAA, complaints about programs must:

- 1) Be against an accredited education program or program in candidacy status in speech-language pathology and/or audiology.
- 2) Relate to the standards for accreditation of education programs in audiology and speech-language pathology.
- 3) Include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all institutional grievance and reviewed mechanisms before submitting a complaint to the CAA.

2200 Research Boulevard
Rockville, MD 20850
Phone: 800-498-2071 or 301-296-5700
E-mail: accreditation@asha.org

GRADUATION CHECKLIST

The following is a checklist to assist students in ensuring that they have met all requirements for graduation. The following items do not necessarily occur in the order. It is the student's responsibility to confirm that all deadlines are adhered to.

- [] Completed 60 credit hours of graduate work or its equivalent**
- [] Completed 400 clinical clock hours in speech-language pathology**
 - [] 25 hours of observation**
 - [] At least 375 hours of clinical practicum**
- [] Passed Comprehensive Examination in Speech-Language Pathology**
- [] Praxis Exam/ ASHA Examination was taken**
 - [] scores sent to Andrews University**
- [] Applied for Graduation. The student will receive an email from AU Records (pay graduation fee)**
- [] Order regalia from the AU Bookstore – Master of Science degree hood should be ordered**
- [] Confirm that the School of Communication Sciences and Disorders has forwarded your Advancement to Candidacy documents to the Registrar's Office.**
- [] Confirm sizing for White Coat for White Coat Ceremony (pay White Coat Ceremony fee if applicable)**