The Master's degree program is seeking candidacy status from the American Speech-Language-Hearing Association's (ASHA) Council on Academic Accreditation in Audiology and Speech-Language Pathology. If approved, students will begin the program in the Fall of 2014.
Department of Speech Language Pathology and Audiology

Andrews University

4195 Administration Drive
Bell Hall, Suite 114
Berrien Springs, MI 49104

(269) 471-3468
Dear New Student:

Welcome to the Master of Science in Speech-Language Pathology program at Andrews University! We are excited that you chose AU to complete your MS degree and look forward to making this the best experience of your life. Andrews University is an institution of Christian values and academic excellence, and as a department we are proud to emulate those high standards.

Over the next 2 years the Department of Speech-Language Pathology and Audiology (SPLAD) will be a place of learning and discovery where concepts and theories will become familiar, and the faculty and staff become like family rejoicing in your achievements and encouraging through frustrations.

Our community connections with hospitals, school systems and other service oriented agencies will allow you to gain real life knowledge in the area of speech-language pathology. Your course work experiences will include classroom based learning, professional presentations of current issues, and practicum experiences both on and off campus. It is our goal that these experiences will contribute to your development as a well-rounded professional.

Thank you for your trust in the department of Speech-Language Pathology and Audiology at Andrews University. We pray that your journey will be one of increasing faith, personal growth and professional development.

Sincerely,

Heather Ferguson MS, CCC-SLP
Interim-Chairperson/Associate Professor
Department of Speech-Language Pathology and Audiology

Ball Hall Suite 114
4195 Administration Dr
Berrien Springs MI 49104
Office: 269-471-3468
Email: speech@andrews.edu
URL: andrews.edu/splad

ACADEMIC INTEGRITY ...........................................25
ACADEMIC REQUIREMENTS ..................................11
ADMISSION INFORMATION .................................. 8
ADVISING AND THE ADVISING PROCESS ..............14
ANDREWS UNIVERSITY CLINIC ..........................30
Andrews University Mission Statement .................6
ANDREWS UNIVERSITY’S POLICY ON DISCRIMINATION .22
ATTENDANCE AT EXTERNAL PRACTICUM SITES ........33
CAA CONTACT ..................................................35
CELL PHONE USE DURING CLASS .......................25
CELL PHONE USE DURING PRACTICUM ................29
CERTIFICATE OF CLINICAL COMPETENCE ...............34
CERTIFICATION REQUIREMENTS ..........................26, 33
CHECKLIST FOR ATTAINING THE MASTER’S DEGREE ........35
CLIENT CONFIDENTIALITY .....................................31
CLIENT PERMISSION TO PHOTOGRAPH AND AUDIO/VIDEO RECORD ...........................32
CLINIC CALENDAR AND CANCELLATION .................32
CLINIC MATERIALS AND EQUIPMENT ...................30
CLINICAL PRACTICUM FEE .....................................26
CLINICAL RUBRIC .................................................27
CLINICAL ASSIGNMENTS .......................................28
CLINICAL PRACTICUM EXPERIENCES ....................26
COMPREHENSIVE EXAMINATION ..........................16
COMPUTER USE AND NETWORKS POLICY .................25
CPR TRAINING ....................................................27
DRESS CODE .....................................................29
EMAIL POLICY ....................................................25
EMERGENCY AND SAFETY PROCEDURES ..........30
ESSENTIAL FUNCTIONS OF THE MAJOR ................22
ETHICAL RESPONSIBILITY ....................................32
FERPA ..............................................................21
GENERAL CLASS AND ATTENDANCE POLICIES .................................................................19
GRADING POLICIES .............................................17
INFECTION CONTROL ..........................................27
INTRODUCTION ...................................................6
LEARNING MANAGEMENT SYSTEM .......................25
MAINTENANCE OF CLINICAL RECORDS .................32
MANDATORY INFORMATION .................................
SESSIONS/TRAINING SESSIONS .........................15
MISSION STATEMENTS .........................................6
NATIONAL STUDENT SPEECH-LANGUAGE-HEARING ASSOCIATION MEMBERSHIP ........33
OFFSITE PRACTICUM ...........................................28
ONSITE PRACTICUM ............................................28
OFFICE OF THE OMBUDSPERSON .........................20
POSITION STATEMENT ON FOREIGN ACCENTS ..........23
PRACTICUM DEFICIENCIES ....................................29
PRACTICUM MEETINGS .........................................28
PRACTICUM PREPARATION PACKET ......................26
PRAXIS EXAM .....................................................34
PROGRAM REQUIREMENTS ...................................11
Purpose and Philosophy ......................................7
RESEARCH AT ANDREWS UNIVERSITY .................15
RETENTION AND REMEDIATION .........................12
School of Health Professions Mission Statement ..........7
SPLAD Department Mission Statement .................7
STANDARDS FOR WRITTEN WORK .......................24
STATE LICENSURE ..............................................34
STUDENT ASSESSMENT OF KNOWLEDGE AND SKILLS .........................................................16
STUDENT COMPLAINTS .......................................21
SUPERVISION REQUIREMENTS ...............................27
THE CLINICAL FELLOWSHIP YEAR .......................34
THESIS OPTION .................................................13
INTRODUCTION

The Graduate Student Handbook outlines Andrews University Master’s Degree Program in Speech-Language Pathology’s policies and procedures that are in addition to those set forth by 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

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

School of Health Professions Mission Statement

The School of Health Professions 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 their accrediting association 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.

SPLAD Department Mission Statement

The Andrews University Department of Speech-Language Pathology and Audiology (SPLAD) provides faith-affirming Christian education. The sequence of experiences focuses on the knowledge and practices for a career in the discipline. Students will:

- Become knowledgeable about human communication and potential disorders
- Uphold ethical and Christian principles regardless of age, gender or ethnicity
- Be prepared to provide high quality, effective clinical service.

Purpose and Philosophy

Professionals working in the areas of speech-language pathology have a unique opportunity to work with those who have communication impairments. The child who presents with speech or language impairments, a teen-ager who stutters, or a seventy year old man suffering from Parkinson’s disease who simply want to eat a satisfying meal can all benefit from the expertise and intervention of a speech-language pathologist.

Our emphasis is on excellence in education. As a part of our Christian based program students receive extensive training and practice in the assessment, diagnosis, and remediation of speech, language and communication impairments. Our program emphasizing the ethical responsibility to serve all clients regardless of race, age, ethnicity.

ADMISSION INFORMATION

Applying to the program for a Master’s degree in Speech-Language Pathology is easy and straightforward. Several items will be needed to complete the application process.

For more information on the application requirements and processes go to:

http://www.andrews.edu/grad/programs/speech-language-pathology.html

To apply to the Master’s program go to: https://www.andrews.edu/apply/

Application Requirements:
• **Official transcripts:** From institutions where all post-secondary coursework was completed.

• **Recommendations:** Three recommendations are required from professionals—such as advisors, major professors, and employers—excluding relatives. You are asked to provide names and email addresses on the online application, and then recommenders will receive an email with a direct link to the form.

• **Professional history:** Information about your employment, research, or special projects.

• **Interview:** Meet with a representative of the MS program if required.

• **GRE score:** The exam must be taken within five years prior to admission.

• **Statement of Purpose:** A 500-word essay explaining your objectives in seeking a graduate degree at Andrews University. Include a description of your personal, professional, and academic goals; your philosophical perspective; and what you hope to accomplish professionally in ten years following the completion of your degree.

Andrews University offers three program tracks for completion the Master's degree in Speech-Language Pathology:

**Standard 2-year track:** This traditional track is designed for students holding a Bachelor of Science degree in Communication Disorders. A minimum GPA of 3.0 is required for consideration to the Master's degree program. This program is designed to be completed in 2 years (6 semester, including summers). This includes the following program progression:

<table>
<thead>
<tr>
<th>GRADUATE DEGREE YEAR 1</th>
<th>GRADUATE DEGREE YEAR 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>SPPA502 Child Language Disorders-preschool</td>
<td>SPPA613 Dysphagia</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SPPA544 Articulation &amp; Phonological Disorders</td>
<td>SPPA631 Motor Speech Disorders</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>RELP440 Religion</td>
<td>SPPA624 Practicum IV</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SPPA574 Research Methods in SLP</td>
<td>SPPA536 Thesis Option I - Elective</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>SPPA521 Practicum I – onsite</td>
<td>SPPA510 Counseling in SLP - Elective</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>SPPA503 Child Language Disorders-School Age</td>
<td>SPPA647 Fluency</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SPPA515 Aphasia</td>
<td>SPPA663 AAC</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>SPPA520 Diagnostics in Speech-Language Pathology</td>
<td>SPPA682 School Practicum</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>SPPA522 Practicum II – onsite</td>
<td>SPPA636 Thesis Option II - elective</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>11</td>
<td>10-11</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td><strong>Summer</strong></td>
</tr>
<tr>
<td>SPPA583 Voice &amp; Velopharyngeal Disorders</td>
<td>SPPA683 Hospital Practicum</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

G:\Administrative Assistant\MS Program\THE ONE! SPLAD graduate handbook as of 02282014.docx
**Transitional 3-year track:** This program is designed for students who wish to obtain a master's degree in speech-language pathology, but hold a bachelor's degree in another major area. The minimum GPA requirement is a 3.0. Students will complete one year of undergraduate prerequisite coursework in speech-language pathology. After successful completion, they will enter the Master's degree program. Prior to beginning master’s level courses the following undergraduate courses must be taken:

- SPPA 234 – Intro to Speech-Language Pathology 3 credits
- SPPA 321 – Normal Language Development 3 credits
- SPPA 331 – Basic Audiology 3 credits
- SPPA 285 – Applied Phonetics 3 credits
- SPPA 280 – Anatomy and Physiology of Speech and Hearing 4 credits
- SPPA 374 – Articulation and Phonology 3 credits
- SPPA 310 – Speech Science 3 credits
- SPPA 340 – Neuroscience of Communication 3 credits
- SPPA 447 – Disorders of Voice and Fluency 3 credits

**Accelerated 5-year track:** This track allows students to obtain a Bachelor of Science and a Master of Science degree in 5 years. A minimum high school GPA of 3.3 and an ACT score of 23 are required for consideration in this track. Students must begin this track as undergraduate freshmen at Andrews University. This includes the following program progression:

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Fall</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>Course #</td>
<td>Title</td>
<td>Cr.</td>
</tr>
<tr>
<td>SPPA23 4</td>
<td>Intro to SPLAD</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Religion-Gen Ed.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Eng. I - Gen Ed.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A&amp;P of Spch &amp; Hrg</td>
<td>4</td>
</tr>
<tr>
<td>SPPA28 0</td>
<td>Applied Phonetics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1 6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Total Program Credits: 60 – 61
<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPPA37</td>
<td>Artic&amp;Phon.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Comm Skills</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Intro to Psych</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elect. Gen Ed.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PE - Gen. Ed.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>6</td>
</tr>
<tr>
<td>May Express</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS22</td>
<td>Sound &amp; Waves</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELP40</td>
<td>Religion</td>
<td>3</td>
</tr>
<tr>
<td>SPPA57</td>
<td>Research Meth.</td>
<td>3</td>
</tr>
<tr>
<td>SPPA50</td>
<td>CLD - Preschool</td>
<td>3</td>
</tr>
<tr>
<td>SPPA54</td>
<td>Artic&amp;Phon.</td>
<td>3</td>
</tr>
<tr>
<td>SPPA52</td>
<td>Practicum 1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPPA33</td>
<td>Aud. Proc.</td>
<td>3</td>
</tr>
<tr>
<td>SPPA50</td>
<td>Child Lang. Dis.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Biol - Gen. Ed.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Speech Sci.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PE - Gen E.d</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Elect.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Study Tour - Op.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPPA40</td>
<td>Neuro of Comm</td>
<td>3</td>
</tr>
<tr>
<td>SPPA47</td>
<td>Disord. Vce&amp;Flncy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elec. Gen Ed</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elec. Gen Ed</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SLP Prac.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>AuD. Prac.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELP40</td>
<td>Religion</td>
<td>3</td>
</tr>
<tr>
<td>SPPA61</td>
<td>Dysphagia</td>
<td>3</td>
</tr>
<tr>
<td>SPPA63</td>
<td>Motor Speech Dis.</td>
<td>3</td>
</tr>
<tr>
<td>SPPA62</td>
<td>Practicum IV</td>
<td>3</td>
</tr>
<tr>
<td>SPPA53</td>
<td>Thesis Option</td>
<td>2</td>
</tr>
<tr>
<td>SPPA51</td>
<td>Counseling in SLP</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPPA33</td>
<td>Aud. Proc.</td>
<td>3</td>
</tr>
<tr>
<td>SPPA50</td>
<td>Child Lang. Dis.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Biol - Gen. Ed.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Speech Sci.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PE - Gen E.d</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Elect.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Study Tour - Op.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPPA40</td>
<td>Neuro of Comm</td>
<td>3</td>
</tr>
<tr>
<td>SPPA47</td>
<td>Disord. Vce&amp;Flncy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elec. Gen Ed</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elec. Gen Ed</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SLP Prac.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>AuD. Prac.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELP40</td>
<td>Religion</td>
<td>3</td>
</tr>
<tr>
<td>SPPA61</td>
<td>Dysphagia</td>
<td>3</td>
</tr>
<tr>
<td>SPPA63</td>
<td>Motor Speech Dis.</td>
<td>3</td>
</tr>
<tr>
<td>SPPA62</td>
<td>Practicum IV</td>
<td>3</td>
</tr>
<tr>
<td>SPPA53</td>
<td>Thesis Option</td>
<td>2</td>
</tr>
<tr>
<td>SPPA51</td>
<td>Counseling in SLP</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>13</td>
</tr>
<tr>
<td>Course #</td>
<td>Title</td>
<td>Cr.</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------</td>
<td>-----</td>
</tr>
<tr>
<td>SPPA15</td>
<td>Aphasia</td>
<td>3</td>
</tr>
<tr>
<td>SPPA520</td>
<td>Diag. in SLP</td>
<td>2</td>
</tr>
<tr>
<td>SPPA503</td>
<td>CLD-School Age</td>
<td>3</td>
</tr>
<tr>
<td>SPPA522</td>
<td>Practicum-II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Cr.</td>
</tr>
<tr>
<td>#</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPPA283</td>
<td>Vce&amp;Velo</td>
<td>3</td>
</tr>
<tr>
<td>SPPA96</td>
<td>NeuroCog Disord</td>
<td>3</td>
</tr>
<tr>
<td>SPPA608</td>
<td>Practicum III</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>9</td>
</tr>
</tbody>
</table>
ACADEMIC REQUIREMENTS

PROGRAM REQUIREMENTS

- All students admitted to the Master’s program must maintain a 3.25 grade point average.

- Student will be permitted to earn one “C” while in the program. If a second “C” is earned or the student’s grade point average falls below a 3.25, the student will be placed on a remediation plan. If a second “C” is earned, the student will be required to retake the course in which the second “C” was earned.

- Students must meet all essential functions of the Department of Speech-Language Pathology, Andrews University and The American Speech and Hearing Association.

- Students must meet clinical requirements as outlined in rubric.

- Students are required to meet with their advisor at least once per semester to discuss course plan and program progress.

- Students will meet all academic and clinical requirements for certification with the American Speech and Hearing Association.

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

RETENTION AND REMEDIATION

Upon program acceptance, each student will read and sign the retention agreement. Their signature will serve as acknowledgement that they are aware of the noted requirements for retention in the program.

If students do not meet the requirements for retention in the program they will be placed on a remediation plan.

Remediation Plan

This will occur if a student’s GPA falls below a 3.25 or if the student earns their second “C” in the program. At specific intervals during the semester faculty members will meet to discuss specific student concerns. All documented student concerns will be reviewed. All student progress through the program, including GPA, requirements will be reviewed at the end of each semester. Students not meeting the noted requirements will be placed on a remediation plan. Guidelines for this plan include the following steps:
• The program director will meet with the academic instructor or clinical supervisor involved to discuss the noted student concern(s).

• An outlined plan will be created to insure that the student 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 will share this plan with the student. All individuals involved in the creation and implementation of the plan will sign and receive a copy of the plan.

• As a part of the remediation plan students may be required to enroll in a one-credit independent study course. Students on remedial plans can expect a range of highly specific assignments targeted to assist them in achieving program standards in the identified area(s) of need. (A grade of “S” for satisfactory or “U” for unsatisfactory will be assigned upon completion of this course)

• If the remediation 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 they have successfully completed the class.

**Sample remediation activities:**

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

• Write a paper on a topic.
• Complete an independent study of a topic.
• Complete a literature review for a topic.
• Receive added individual instruction on a topic.
• Complete an additional class or supervised experience (e.g., writing class, remedial math class, undergraduate coursework in SPLAD).
• Complete supervised clinical observations.
• Be retained in an on-campus clinic for further clinical training prior to going off-site.
• Complete specific clinical activities, such as diagnostic report writing.

• If a student fails to successfully complete the remediation plan, a meeting will be scheduled with the program director to determine the appropriate next step, which may include dismissal from the program.

• Students will only be permitted to be on a remediation plan once during their course of study. If a third “C” is earned or if the student’s GPA falls below 3.25 for a second time, the student will be asked to leave the program.
• All students performing below a grade of 80% academically or 3.5 clinically at the time of mid-semester will receive a written notification that their performance is not at the expected level. If improvements are not made the student may be placed on a remediation plan.

THEESIS OPTION

Each graduate student has the option to complete a Master’s Thesis. All students deciding to pursue this option will be encouraged to complete a scholarly activity of sufficient quality for professional presentation and/or publication. A thesis is intended to familiarize a student with research methodology. Students who select the thesis option should take the following steps:

• Determine who they would like their thesis advisor to be.
• Discuss their intentions with the program director or academic advisor (by January of their first year of graduate coursework or the senior year for five year students).
• Schedule an appointment with the identified thesis advisor.
• Obtain written consent noting that the identified faculty member is willing to serve as advisor.
• Notify Program director and seek final written approval from the department program.

Thesis Advisor and Chosen Committee Members

• The thesis committee will consist of a thesis advisor and two other faculty members with knowledge and expertise in the chosen area.
• In consultation with their thesis advisor, the student will determine the two other committee members.
• The student must ask each potential committee member, in writing, to serve on their thesis committee.
• A faculty member’s decision to serve a thesis committee will be based on availability and workload.
• The thesis project is subject to final approval from the program director.
• This process must be completed by the end of the graduate student’s second semester.

Submission of Master’s Thesis

• Master’s thesis must be submitted to the thesis advisor and program director no later than 60 days before graduation (electronic copy is acceptable).

• 45 days prior to graduation the thesis must be submitted to the dissertation secretary for proofing and any noted corrections (prior to defense or presentation).

• The thesis must be resubmitted to the dissertation secretary with corrections made (original marked up copy must also be submitted).
• The thesis presentation and defense must occur no later than 30 days before graduation.

• The thesis must be resubmitted to the dissertation secretary with any noted corrections recommended by the committee. (This can be an electronic copy with a list of noted changes).

• A signed approval page must be forwarded to the dissertation secretary.

• Once this process is complete, the dissertation secretary will forward the thesis to begin the process of copying and binding.

• The student’s account will be charged for 3 bound copies. One to be placed in the Department of Speech-Language Pathology and Audiology and the others to be placed in the James White Library. The student may request additional bound copies for which they will be charged. An electronic copy is also made available by the James White Library for which the student will have to sign consent.

• This process must be completed no later than 15 days before graduation.

ADVISING AND THE ADVISING PROCESS

Each graduate student will be assigned an academic advisor for the duration of their degree program. Students will meet with their academic advisor each semester during the course registration period to schedule classes, review program progress, and to set goals for the upcoming semester. During this meeting the planned course of study/program form will be checked for accuracy and updated to reflect courses taken, clinical hours earned, and the grade(s) received. The meeting will also ensure that the student is in keeping with the proposed timeline for program completion. This documentation will be kept in the student’s official file, and will be audited annually by the office manager for accuracy.

Students who qualify under the Americans with Disabilities Act will also be advised by Student Success during the course registration period to discuss or determine necessary accommodations for the upcoming semester.

MANDATORY INFORMATION SESSIONS/TRAINING SESSIONS

The profession of speech-language pathology is constantly changing, with new innovations continuously on the horizon. For this reason each graduate student is required to attend four mandatory information or training sessions provided by the university and led by industry professionals. These professionals will include, but will not be limited to, school administrators, health care administrators, and knowledgeable speech-language pathologist and audiologists.
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 Thesis. 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 Protections, Conflict of Interest, and Responsible Conduct of Research. Andrews University research activities are overseen by two regulatory and compliance committees—IRB (Human subjects research), and IACUC (Animals Care and Use). Failing to meet compliance may result in penalties to the institution and in some cases to the individual researcher. It is your 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, and unanticipated problems, and alleged noncompliance. For additional information regarding Andrews University IRB please call (269) 471-6361 or email at irb@andrews.edu. Students can also access more information at:

https://www.andrews.edu/services/research/research_compliance/institutional_review/

STUDENT ASSESSMENT OF KNOWLEDGE AND SKILLS

Classroom instructors and clinical supervisors inform students at the beginning of the semester of the specific learning outcomes that are expected in a particular course or student practicum experience. These learning outcomes are stated on each course syllabus. These objectives and learning outcomes are consistent with 2014 Certification Standards for Speech-Language Pathology as determined by the American Speech and 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 thesis option). Each student, along with their advisor, will complete an ASHA standard Assessment Form for each course and clinical
experience. Based on the grade obtained in the class, an indication of “met”, “emerging” or “remediate” will be noted. This will be tracked by the advisor and a designated administrative assistant to ensure that all areas of the noted standards are being addressed.

Met:
Student has demonstrated knowledge in this standard that is commensurate with what one would expect of speech-language pathologists who are beginning their Clinical Fellowship Year. Clinical skills can be considered “met” if they are appropriate for a given student’s clinical experience level. 85% or greater

Emerging:
Student has demonstrated progress towards the objective, but not enough to meet it. Ratings of emerging do not count positively towards the completion of an ASHA standard. A student who receives more than one “emerging” in an area or in a semester may be required to complete extra work until that objective has been met. 84.9% – 80%

Remediate:
Student has not demonstrated appropriate progress towards the objective. This rating is similar to “failing”. Any student who receives a ‘remediate’ will be required to complete extra work until that objective has been met. Instructors are encouraged to attempt to remedy any weak areas during the semester to avoid the need for remediation plans. Below 80%

COMPREHENSIVE EXAMINATION

During the final semester of study students will take a program summative comprehensive examination. This examination will evaluate students’ knowledge of the areas addressed in the program. Evaluation, remediation, ethical issues, theoretical frameworks, and multicultural concerns in the areas of articulation, language, voice, dysphagia, fluency, and neurogenics will be assessed. Students who fail this examination will receive intervention and remediation. Students will only be allowed to retake the comprehensive examination one time. Students who fail the comprehensive examination will have to sign up for independent study with a faculty member assigned by the program director to work on improving skills and understanding of the specific area(s) that the student did not pass on the exam.

GRADING POLICIES

Students at the conclusion of a course 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94.0 - 100.0%</td>
</tr>
<tr>
<td>A-</td>
<td>90.0 - 93.99%</td>
</tr>
<tr>
<td>B+</td>
<td>87.5 - 89.99%</td>
</tr>
<tr>
<td>Grade</td>
<td>Minimum Percentage</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------</td>
</tr>
<tr>
<td>B</td>
<td>83.5 - 87.49%</td>
</tr>
<tr>
<td>B-</td>
<td>80.0 - 83.49%</td>
</tr>
<tr>
<td>C+</td>
<td>77.5 - 79.99%</td>
</tr>
<tr>
<td>C</td>
<td>73.5 - 77.99%</td>
</tr>
<tr>
<td>C-</td>
<td>70.0 - 73.49%</td>
</tr>
<tr>
<td>D</td>
<td>65.0 - 69.99%</td>
</tr>
<tr>
<td>F</td>
<td>Below 65%</td>
</tr>
</tbody>
</table>

Certain courses, where applicable, may assign a grade of “S” for satisfactory or “U” for unsatisfactory.

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

**AU—Audited Classes (including HN, UA and UH)**
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, including honors auditors (HN), 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 periods. Those who fail to do so are given a grade of UA (Unsatisfactory Audit); honors auditors a UH.

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. Full-time honors students may audit one course per semester free of charge.

**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, project and independent study courses, courses requiring research and courses where mastery-level learning is required. The Office of Academic Records records a DG only for courses previously recommended by a department and approved by the dean of the appropriate school and/or 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 completable, meaning that the course has not been completed and no longer can 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 practica 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 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 S/U courses and an S/U notation does not affect the GPA.

By definition, 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 a given 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 receive 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 instructors. 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 cancellation:

**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 syllabus. In keeping with the professional behaviors that all health care team members uphold, each student is expected to act in a respectful and professional manner. This includes regular attendance at all classes, laboratories, and other academic appointments; 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 on-line 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 examination(s) are made by each faculty member. *(Travel arrangements made prior to the issuance of the printed class schedule for any given semester are made at the student’s own risk and cannot be considered as reason for an excused absence on an examination.)*

**Excused Absences**
Teachers can excuse absences due to illness for their individual 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.

Unexcused Absences
It is possible that no provision will 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 as excused, and the work missed 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 on the WAUS 90.7 FM radio station and WNDU, WSBT or WSJV television stations. Andrews University has also established a school closing hotline to announce school closings during inclement weather. Call 471-7660 for a prerecorded message. Cancellation of a class for reasons other than inclement weather will be emailed to the student, posted on the board of the classroom where the class is normally held or posted on the exterior door of the classroom. It is the responsibility of the student to check those locations for notification. At times the university may choose to inform students through the AU alert system.

To ensure multiple means of emergency communication for our campus, Andrews University uses a third party company, Rave Mobile Safety, to send emergency notification alerts to the campus. It is possible that closing information may be disseminated using this method as well. 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 School of Health Professions. If this student is not satisfied with the Dean’s response, he or she may then appeal to the Office of the Provost.

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 foster 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 which contain that information, unless the official had an official role in making a determination that generated a protected education record.

ANDREWS UNIVERSITY’S POLICY ON DISCRIMINATION
Andrews University prohibits discrimination against any student on the basis of 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 policies of the university even if the discriminatory behavior is not unlawful. For more information to go to page 183 of the Andrews University Student Handbook at:


**ESSENTIAL FUNCTIONS OF THE MAJOR**

All speech-language pathology and audiology majors are expected to be able to adequately perform a basic set of functions in order to effectively provide professional services as speech-language pathology and audiology trainees. The functions are described below according to three ability categories (physical, affective and cognitive).

**Physical Abilities**

- Able to participate in classroom or clinical activities for 2-4 hour blocks of time with 1 or 2 breaks
- Able to move independently to, from and in academic/clinical facilities
- Able to provide for one's own personal hygiene
- Able to manipulate therapeutic/diagnostic materials, including setting out test items, turning pages, etc.
- Able to respond quickly enough to provide a safe environment for clients in emergency situations, including fire, choking, etc.
- Able to read the dials on instruments and to visually monitor a client's response
- Able to make accurate judgments about speech and/or acoustic signals

**Affective Abilities**

- Able to work effectively with people in person and on the telephone
- Able to make appropriate decisions, including the ability to evaluate and generalize appropriately without immediate supervision
- Able to understand and respect supervisory authority
- Able to maintain appropriate work place behavior, including punctuality and regular attendance

**Cognitive Abilities**
- Able to comprehend and read professional literature/reports and write university level papers and clinical reports in English
- Able to speak English intelligibly (a minimum TOEFL score of ____ is required), including the ability to give live-voice test items to clients (See ASHA Communication Competency Policy below).
- Able to independently analyze, synthesize, interpret ideas and concepts in academic and diagnostic/clinic settings
- Able to maintain attention and concentration for sufficient time to complete academic/clinical activities, typically 2-4 hours with 1-2 breaks.

**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. As long as 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 are able to model the target phoneme, grammatical feature, or other aspect 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 into the professions solely on the basis of the presence of an accent or dialect is discriminatory. Members of ASHA must not discriminate against persons 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.

**STANDARDS FOR WRITTEN WORK**

The department of Speech-Language Pathology requires the use of APA style guidelines for submitting major assignments. All assignments must be word processed using regular 11 or 12 point fonts, double – spaced with one-inch margins all around. References must also be presented in APA style. Students who choose the thesis option must complete their thesis according to Andrews University Format Guidelines for Written work. These guidelines set forth format requirements that are unique to Andrews University. All projects, theses, and dissertations should be prepared in the format specified in this manual and in accordance with those special requirements. For more information about APA style and the AU guidelines please refer to the following:

**Andrews University Standard for Written Work**

---

G:\Administrative Assistant\MS Program\THE ONE! SPLAD graduate handbook as of 02282014.docx

**American Psychological Association.**

**Purdue Online Writing Lab**

https://owl.english.purdue.edu/owl/resource/560/01/

**Conducting Research for Written Assignments**
Andrews University’s James White Library is an excellent resource for conducting research. For further information about the resources available at the library go to:

http://www.andrews.edu/library/index.cgi or contact the library at (269) 471-3275.

**Andrews University Writing Center**
The Writing Center is open to help students with their writing. Student consultants assist university students with most kinds of writing assignments. The Writing Center is located in Nethery Hall 134. For more information or for an appointment call 471-3358 to schedule a meeting with a consultant.

**ACADEMIC INTEGRITY**

In harmony with its mission statement, Andrews University and the department of Speech-Language Pathology expects students to demonstrate the ability to think clearly and exhibit personal moral integrity in every sphere of life. Honesty in all academic matters is a vital component of personal integrity, which explains why breaches in academic integrity principles are taken seriously by the University. Further information and details regarding the scope of academic dishonesty, general principles and general disciplinary actions for specific offenses are available online at:

http://www.andrews.edu/academics/academic_integrity.html

**CELL PHONE USE DURING CLASS**

Cell phone disruptions of any type are not permitted during class. Students are therefore requested to turn cell phones completely off—including vibration mode—when entering the class. Students, whose cell phones are deemed responsible for disrupting classes, will be asked to leave class immediately as to create no further disruptions.
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 prior to 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 (Moodle) to enhance and support face-to-face instruction. Each student is able to utilize their Andrews University username and password to access Moodle. Instructors may choose to utilize Moodle for assignment submission, to post additional course materials, update students about the course or post assignment grades. If an instructor chooses to use Moodle, it is then the student’s responsibility to check that portal regularly for updates and course details.

CLINICAL PRACTICUM EXPERIENCES

CERTIFICATION REQUIREMENTS

The applicant for certification in speech-language pathology 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 in clinical observation, and 375 hours must be spent in direct client/patient contact. The clinical observation must be completed prior to 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 insure that the student has had a diverse clinical experience and for accuracy.
CLINICAL PRACTICUM FEE

As is the case for other programs at Andrews University with a clinical component, a clinical practicum fee has been established to cover costs associated with the entire clinical experience while you are enrolled as a graduate student. The practicum fee helps to defray the costs associated with the student use of clinical equipment, diagnostic tests, test forms, therapy materials, computer equipment including paper, printers, equipment repair, and expendable items such as tongue depressors, disposable gloves, and other disposables. In addition, this fee will cover the cost of background checks and CPR training. The fee will be associated with acceptance to the program. The fee amount will be applied each semester that the student is registered at Andrews University.

PRACTICUM PREPARATION PACKET

Prior to 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
- Appropriate tuberculosis (TB) screening (due annually)
- Medical insurance for the current school year
- Rubella immunization or proof of immunization status
- Hepatitis B vaccination or proof of immunization or a signed waiver
- Criminal background check

During the clinical practicum experience students may be exposed to blood or bodily fluids. To protect the students and those they may come in contact with, the following requirements must also be completed:

- Attend a seminar/video class which describes the communicable diseases and their prevention. The seminar/video class shall include the importance of proper aseptic techniques while dealing with blood and body secretions, the prophylactic use of vaccines and their risks, if any. Each department involved shall keep and file attendance records for such seminars/video classes.

- Have the opportunity to receive/waive the Hepatitis B vaccine or present evidence for immunization status for the same. Students will sign a consent/waiver which may be filed in the student’s permanent file. Please note 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 with regard to 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. Additional policies and procedures are posted in the Clinic related to admission, retention, appeals, counseling, transmission, exposure, and so forth.

**CPR TRAINING**

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

**SUPERVISION REQUIREMENTS**

Supervision must be provided by individuals who hold the Certificate of Clinical Competence in speech-language pathology. 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 student’s total contact. If students are on a clinical remediation plan observation must be for at least 50% of the total direct client contact.

**CLINIC TRACKING AND HOURS**

Andrews University has decided to use 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.

**CLINICAL RUBRIC**

A clinical rubric will be utilized to evaluate student progress and assess the need for possible remediation. During each student’s first clinical practicum the rubric will be utilized 4 times during the semester. After the first practicum is completed the assessment rubric will be utilized at mid-term and end-of-term, unless it is determined that the student requires more feedback or has been placed on a clinical remediation plan.

**ONSITE PRACTICUM**

Each Master’s student will engage in onsite clinical practicum experiences. These practicum experiences will include children and adult clients, assessment and remediation of articulation/speech, cognitive, language, swallowing, fluency, and voice disorders.

**CLINICAL ASSIGNMENTS**

A copy of the student’s schedule for the semester in which they are participating in practicum must be turned in to the clinical supervisor no later than noon on the first day of classes, or during preregistration. Failure to do so will result in a practicum time being chosen regardless of the student’s schedule and obligation.
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.

**PRACTICUM MEETINGS**

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

**OFFSITE PRACTICUM**

Each student will engage in three offsite practicum experiences. School based practicum, rehab/hospital practicum, and a final practicum that will be determined based on the student’s interests and possible area of deficiency.

**PRACTICUM DEFICIENCIES**

There may times and instances when students are assigned 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.

**DRESS CODE**

Practicum students are expected to dress in an appropriate and professional manner during all practicum experiences. Dress should be appropriate to the setting. 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 is representative of the institutions. No dangling jewelry or open toed shoes should be worn. All tattoos should be appropriately covered. 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
- Floor length skirts or dresses
- Hats, unless used for therapy purposes

The following are examples of appropriate attire:

- Ties with collared shirts (for men)
- Dockers slacks (for men)
- Low-heeled comfortable shoes
- Closed-toe shoes
- Foundation wear
- Dresses (sleeved, appropriate length)
- Knee-length skirts
- Coordinated skirts and jackets
- Slacks
- Well-fitted Blouses, tops or shirts (no skin-tight, button-popping)

**CELL PHONE USE DURING PRACTICUM**

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

**ANDREWS UNIVERSITY SPEECH AND HEARING CLINIC**

Anders University Speech-Language Pathology is located 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.

**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 out with designated administrative assistants. Clinical materials can be signed out overnight but must be returned to the department within 24 hours. Assessment and evaluation materials cannot be removed from the department.

**EMERGENCY AND SAFETY PROCEDURES**

It is strongly recommended that students sign-up for the AU Alert in order to stay updated on critical information pertaining to the safety of the campus. To ensure multiple means of emergency communication for our campus, Andrews University uses a third party company,
Rave Mobile Safety, to send emergency notification alerts to the campus. During emergencies, this system will send text messages, emails and voice calls to registered recipients. The system will also post alerts or emergency information to the Andrews University Facebook account and/or the Andrews University Twitter accounts. AU Alert notices are intended only for situations involving imminent danger to health or human safety. These may include severe weather alerts, winter weather class cancellations, hostile threats, utility failure, major road closings or fire, among others. To receive emergency alert text messages, emails or voice calls, register with AU Alert by clicking on the AU Alert icon. For more information please visit http://www.andrews.edu/services/safety/aualert/

Bell Hall, which houses the Speech and Hearing Clinic, meets building requirements for safety, health, and accessibility to the handicapped.

- Various medical emergencies can arise. If such an emergency should occur, the individual should be made comfortable, the clinic director or office manager informed, and Campus Safety called at extension #3321. Check breathing and begin mouth-to-mouth resuscitation if necessary, and check pulse, beginning C.P.R. if necessary.

- If any accident, major or minor, occurs to any individual within the clinic, it must be reported immediately to the clinical supervisor or office manager, and an accident report filed with the department chair. The reporting forms are available from the department administrative assistant.

- In the event of weather emergencies, building evacuations, and other disasters, student must be aware of Andrews Emergency Procedures. The Administrative Assistant is the primary communication link for emergency situations and is the one of the building captains and serves the liaison between the department and Campus Safety.

- Fires are to be reported immediately to the clinic director, department chair or administrative assistant. Notify Campus Safety at extension #3321. Pull the fire alarm located in the hallway outside the clinic to empty the building. Help individuals in the clinic to safety, and confine the fire, if possible, by the use of the fire extinguisher located in the hallway by the audiology booth. If a potential fire hazard is discovered (combustible materials or faulty electrical connections or wiring), report it to the supervisor, clinic director, chairperson or administrative assistant.

- Please realize that you are responsible for your client’s safety. Watch children carefully. In particular, keep small objects that can be swallowed out of their reach. Do not allow children to leave the clinic area unaccompanied. If parents are not in the immediate vicinity when their therapy session is over. Please be sure that they stay in the clinic area.
• Always get parental permission before giving children food as reinforcement or reward. You may trigger an allergic reaction or a choking spell—both potentially dangerous.

CLIENT CONFIDENTIALITY

Client confidentiality is an important professional and legal responsibility. All information regarding clients is confidential. In order to maintain confidentiality, clients are not to be discussed with non-Clinic personnel without signed permission. When discussing clients with staff, students and clinic instructors must use private rooms to avoid being overheard by others in the Clinic. No clinical reports or test forms are to be left, even temporarily, in any location where client confidentiality cannot be ensured. Written materials and therapy plans are not to be left in observation areas. Only the client’s initials should be used on therapy plans. Client files must be checked out at the Clinic Administrative Assistant’s desk. Client files may not be removed from the clinic/department for any reason. Students must complete all client reports on the computers within the department. Once reports are completed to the instructor’s satisfaction students will notify the administrative assistant. The clinic administrative assistant will then print the report for the students and clinic instructors to sign. Students may not save copies of reports with identifiable client information for their personal use/records. Once the final draft of a report is submitted, duplicate/draft copies of reports must be destroyed in the shredder located in the department/clinic.

CLIENT PERMISSION TO PHOTOGRAPH AND AUDIO/VIDEO RECORD

At their initial visit clients sign permission forms that allow the Andrews University Speech Clinic to collect and analyze their communication for educational purposes. The Clinic Administrative Assistant will present these forms to clients or guardians on the first day of clinic each term; however, clients have the right to refuse permission at any time. The signed forms will be filed in the client’s medical record. As always, care should be taken with recordings to protect client confidentiality. They should be viewed by authorized individuals only in specifically designated areas.

MAINTENANCE OF CLINICAL RECORDS

Client files are maintained in the administrative assistant work area in a locked drawer. Client files may not be removed from the clinic/department. Students are able to sign-out files which must be returned within two hours of checkout time.

ETHICAL RESPONSIBILITY

All clinical practicum students (including observation students), faculty/staff, and adjunct faculty are to conduct themselves according to the Code of Ethics of the American Speech-Language and Hearing Association (ASHA).
Students must demonstrate responsibility and respect for clients and their significant others. Likewise, the student must develop the same characteristics for themselves and other clinical personnel. Evaluation and treatment are under the direct supervision and approval of the assigned clinical instructor. Utilization of every resource is necessary to develop and provide the most effective therapeutic services. All clients and their significant others must be informed of the results of the evaluation, the nature of the disorder, the recommendation for treatment, and the prognosis for improvement. Likewise, ongoing treatment assessment results must be reviewed to determine treatment effectiveness and efficiency. Students must demonstrate responsibility through maintenance of accurate and precise client records.

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

**CLINIC CALENDAR AND CANCELLATION**

A clinical calendar is available in the department and will be noted on each syllabus. Each client will be given a calendar listing the therapy dates. The clinic calendar will follow the university calendar. Therefore, the clinic will be closed for all university holidays. The clinic will also close if the university closes for inclement weather or for some other unforeseen emergency.

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

In the event of illness or emergency, the student clinician will make every effort to notify the clinical instructor. If the clinical instructor cannot be reached immediately, the student clinician must contact the Clinic Administrative Assistant who will contact the client. If the clinical instructor and/or the Clinic Administrative Assistant decide to cancel a session, they will contact the client or responsible caregiver.

Clients are requested to notify the Clinic to cancel appointments. The Clinic Administrative Assistant will be available by phone and will check voice messages throughout the day. A client who is absent more than two times in the semester may jeopardize the positive impact that treatment could have on their communication skills and the student clinician’s potential for accumulating the required minimum number of clinical hours. When a client’s attendance is not reliable, the clinical instructor will contact the client and explain the importance of regular attendance. If additional absences occur, the Clinic Director will make a decision regarding the
termination of services for a client and then make an alternative assignment for the student clinician.

ATTENDANCE AT EXTERNAL PRACTICUM SITES

External practicum sites will likely not follow the university calendar. Students are expected to follow the calendar of the external site. Therefore, if the university is closed but the external site is open, the student is expected to report to the external practicum facility. A high level of absences is to be reported to the clinical director by the external site supervisor. The clinical director will meet and/or speak with the student. If the student’s attendance does not improve they may be asked to leave the practicum site which would result in a failing grade. If this occurs, the student will be placed on a remediation plan and be required to retake the course.

CERTIFICATION REQUIREMENTS

NATIONAL STUDENT SPEECH-LANGUAGE-HEARING ASSOCIATION MEMBERSHIP

It is required that all SPLAD 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 in fees when ASHA membership and certification are sought. To obtain this discount, a student must be a member of NSSLHA for a minimum of two years prior to applying for ASHA membership. 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 600 is required. This exam is administered by NTE and can only be taken after all required academic work is completed. Therefore, students should plan on taking the exam during the final semester of study.

THE CLINICAL FELLOWSHIP YEAR

After completion of academic coursework (undergraduate and graduate), clinical observation and practicum, SLP students must successfully 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 must be completed under supervision of an individual who holds the AHSA CCC’s in the area of 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 who have disorders of communication. Individuals who meet the standards specified by the Association Council on Professional Standards may be awarded their C’s in Speech-Language Pathology or Audiology.

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:

www.michigan.gov/healthlicense.

CHECKLIST FOR ATTAINING THE MASTER’S DEGREE

This checklist will help students as they work toward completion of their degree. This checklist does not replace the necessary consultation with academic advisors:

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

- Secure regular admission to the BA-MA program.

- Successfully complete all Standard for Certification associated with the clinical and academic training program.

- Complete 400 clock hours of clinical practice with at least 325 at the graduate level and 50 clock hours in each of the three types of clinical settings.

- Meet all requirements for Certificate of Clinical Competence.

- Submit Application for graduation at the beginning of the second to last semester of study.

- Complete and pass comprehensive examination.

- If thesis option is chosen student must defend and submit thesis for final approval and binding at least 15 days prior to graduation.
CONCERNS REGARDING ACCREDITATION BY THE COUNCIL ON ACADEMIC ACCREDITATION (CAA)

Students concerns regarding the Master’s 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 a 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 review 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
Student Handbook Agreement

(This section to be completed by all Master’s Students in the Department of Speech-Language Pathology and Audiology)

I, (student name) ________________________________, attest that I have received and read the Graduate Student Handbook and that I understand and agree to abide by the regulations and procedures as set forth in the Handbook, including but not limited to:

- Academic Policies
- Clinical Policies
- Orientation Participation
- Infection Control
- HIPAA and Confidentiality

I understand and agree that failure to abide by the terms set forth in the Handbook could result in disciplinary action, up to and including dismissal from clinical practicum and/or the graduate program.

Signature: _________________________________________ Date: ________________________