

2015-16



MASTER OF SCIENCE IN SPEECH PATHOLOGY
STUDENT HANDBOOK



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Communicative Sciences & Disorders

2015-16



SPEECH PATHOLOGY GRADUATE PROGRAM HANDBOOK

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The Master of Science program in Speech Pathology at Saint Mary's College has been accepted as a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

Candidacy is a "pre-accreditation" status with the CAA, and is awarded to developing or emerging programs for a maximum period of five years.

Introduction3

Saint Mary's College Mission Statement.....3

Communicative Sciences and Disorders Department Mission3

History of the College3

Equal Opportunity Policy.....4

CSD Faculty/Staff Information.....5

Admissions Information5

Graduate Program Curriculum7

Flow Chart8

Academic Advising.....10

Academic Requirements10

Completion of the Master’s Degree.....10

Comprehensive Examinations11

Additional Procedures12

Academic Standing.....13

Academic Probationary Status.....13

Repeating a Course13

Completing Degree Requirements in Academic Probationary Status.....13

Transfer Credit14

Students with Disabilities14

Enrollment15

Leave of Absence.....15

Dismissal from the Program.....16

Academic Dishonesty17

Consequences of Academic Dishonesty18

Clinical Education / Practicum18

Student Assessment of Knowledge and Skills18

Remediation19

Sample remediation activities.....20

Definitions of Terms21

Pursuing a Thesis Option21

Approval of Thesis for Oral Defense.....22

Research Standards.....23

Grading Policies: Incompletes23

Calipso Tracking System24

Technology Use and Computers24

Essential Functions in Speech-Language Pathology25

Procedures for Complaints against Graduate Education Programs27

Checklist for Completing the Master’s Degree30

Introduction

This document outlines policies and practices for successful completion of the Master of Science degree (MS) in Speech Pathology through the Department of Communicative Sciences and Disorders. Other, College-specific policies regarding graduate education may be found in the College Bulletin. <https://www.saintmarys.edu/registrar>

Saint Mary's College Mission Statement

Saint Mary's College is a Catholic, residential, women's college in the liberal arts tradition. A pioneer in the education of women, the College is an academic community where women develop their talents and prepare to make a difference in the world. Founded by the Sisters of the Holy Cross in 1844, Saint Mary's promotes a life of intellectual vigor, aesthetic appreciation, religious sensibility, and social responsibility. All members of the College remain faithful to this mission and continually assess their response to the complex needs and challenges of the contemporary world.

Communicative Sciences and Disorders Department Mission

The Mission of the Department of Communicative Sciences and Disorders is to provide high quality preparation to undergraduate and graduate students seeking careers in working with individuals who have speech, language and hearing disorders, and their families. Program graduates will be guided by principles of evidence-based practice and will work in collaboration with other professionals, adhering to the highest ethical standards in serving the needs of our diverse community.

History of the College

In 1843, University of Notre Dame founder Father Edward Sorin wrote to his superior, Father Basil Anthony Moreau, to request that he send sisters to a new mission in the wilderness of northern Indiana “to look after the laundry and the infirmary...and also to conduct a school, perhaps even a boarding school.” Four Holy Cross sisters answered the call and, after a 40-day voyage from Le Mans, France, they arrived on May 30, 1843. They established the first school and novitiate in 1844 just north of South Bend, Ind., in Bertrand, Mich.

Answering the needs of their community, the sisters taught orphan girls and ministered to the poor and the sick. Under Mother Angela Gillespie, the first American to head Saint Mary's Academy, the school moved to its present site in northern Indiana in 1855.

In 1908, the charter for Saint Mary's Academy was amended to authorize the legal existence of a college, and Mother Pauline O'Neill, then director, became the College's first president. Known as the “builder for God” because of the unprecedented growth during her tenure, Mother Pauline's most notable accomplishment—Le Mans Hall—still stands as the most recognizable symbol of Saint Mary's.

The distinguished tenure of Sister Madeleva Wolff began in 1934. She reminded leaders that “the essence of our college is not its buildings, its endowment fund, its enrollment, or even its faculty; the essence is the teaching of truth.” Some of her most tangible contributions included the establishment of the School of Sacred Theology and the construction of the Moreau Center for the Arts. Sister Madeleva was known for her poetry, her eloquence and her outspokenness. The Madeleva Society, composed of special benefactors of the College, bears her name, as does the Madeleva Memorial Classroom Building and the Madeleva Lecture Series.

Through more than 160 years and 11 presidents, Saint Mary’s College has embraced the mission envisioned by Father Moreau and has continued to make real in the lives of students and alumnae its core values: learning, community, faith and spirituality, and justice. From modest beginnings as a boarding school teaching and ministering to orphans, to offering five bachelor’s degrees and boasting more than 18,000 living alumnae, the College has continued to grow and prosper as a Catholic women’s college in the liberal arts tradition.

Beginning in 2015, Saint Mary’s will begin offering graduate degrees in nursing, data analytics and speech pathology. The expansion of educational programming is predicated on the College’s long standing responsiveness to the needs of the regional community in addition to the commitment to academic excellence. Graduate education at Saint Mary’s is not restricted to women.

<https://www.saintmarys.edu/news-events/news-releases/us-news-rankings-2013>

<https://www.saintmarys.edu/history>

Equal Opportunity Policy

Saint Mary’s College does not discriminate on the basis of race, gender, sexual orientation, color, national origin, religion, age, or disability in the recruitment and admission of students. This nondiscriminatory policy also applies to all the rights, privileges, programs, and activities generally accorded or made available to students at the College, and to the administration of educational policies, scholarships and loan programs, student employment and other College-administered programs.

The Saint Mary’s Judd Leighton Clinic does not discriminate in the delivery of professional services on the basis of race, color, religion, national or ethnic origin, disability, age, sexual orientation, genetic information, citizenship, or status as a covered veteran; or other characteristics protected by federal, state or local statute or ordinance.

Questions pertaining to discrimination may be directed to:

Clinic or Program Director
 Department of Communicative Sciences and Disorders
 34 Madeleva Hall, Ste. 150
 Saint Mary’s College
 Notre Dame, IN 46556

Or

American Speech and Language Association,
 Council on Academic Accreditation
 ASHA National Office
 2200 Research Boulevard
 Rockville, MD 20850-3289
 USA
 Members: 800-498-2071
 Non-Member: 800-638-8255
<http://www.asha.org/about/contacts/>

Further information can be obtained from the Office of Civil Rights website:
<http://www.state.gov/s/ocr/>

CSD Faculty/Staff Information

Associate Professor	Susan Latham Ph.D., CCC-SLP
Professor	Sandra Schneider Ph.D., CCC-SLP, BC-ANCDS (A)
Assistant Professor	Carla Youngdahl, Ph.D., CCC-SLP
Assistant Professor	Rhonda Tomenko Ph.D., CCC-A
Director of Clinical Ed	Janet Lovett, M.S., CCC-SLP
Asst. Director of Clinical Ed	Jennifer Essig, M.S., CCC-SLP
Administrative Assistant	Karla Bronicki

Admissions Information

Professionals in speech-language pathology begin the licensing and certification process by obtaining a Master’s degree in the discipline. Prospective graduate program applicants are required to hold a bachelor’s degree in communicative sciences and disorders or the equivalent. Students with backgrounds including communication sciences and disorders, education, health-related professions, biomedical sciences, and psychology are encouraged to apply. The following are graduate admission requirements for Saint Mary’s College, Department of Communicative Sciences and Disorders:

- Graduation from a regionally accredited undergraduate college or university. Candidates are expected to have maintained at least a 3.0 cumulative GPA in undergraduate coursework.
- Completion of an undergraduate CSD major or have completed the undergraduate CSD prerequisites or their equivalents. Descriptions of courses are located at: <https://www.saintmarys.edu/departments/communicative-disorders/course-descriptions>
 - Introduction to Communicative Disorders
 - Anatomy & Physiology Of the Speech and Hearing Mechanism
 - Phonetics
 - Speech & Hearing Sciences
 - Child Language Development
 - Introduction to Audiology
 - Clinical Methods and Supervised Observation
 - At least one course in Biological Sciences e.g. Introduction to Biology.
 - At least one course in Physical Sciences e.g., Introduction to Physics, Introduction to Acoustics.
 - Statistics
 - At least one course in Behavioral Sciences e.g., Developmental Psychology.
- Official transcripts from every college or university attended. If currently attending college, most recently completed semester grades must be included.
- Graduate Record Exam scores, recommend top 50th percentile. (Saint Mary's School Code: 6970)
 - Recommended overall score: 300.
 - Recommended verbal score: 150.
 - Recommended quantitative score: 150.
 - Recommended writing score: 4.0.
- Three letters of recommendation from persons familiar with academic and/or professional abilities that address potential for success.
- Successful completion of a face-to-face interview, upon invitation.
- Personal statement that addresses reasons for pursuing an advanced degree in speech-language pathology, professional objectives, and how Saint Mary's aligns with your personal and professional goals.
- Meeting the essential functions required to practice as a speech-language pathologist. (Essential Functions Requirements, page 26.)
- Passing a criminal background check, fingerprint check, and drug screen at the outset of the MS program.

Please note that simply meeting these criteria is not a guarantee of admission. As is the case with most graduate programs in speech-language pathology, admission is highly competitive.

Graduate Program Curriculum

The MS degree in speech pathology requires successful completion of a minimum of 54 graduate credits. Only courses at the 500-level or above are considered in the graduate degree program.

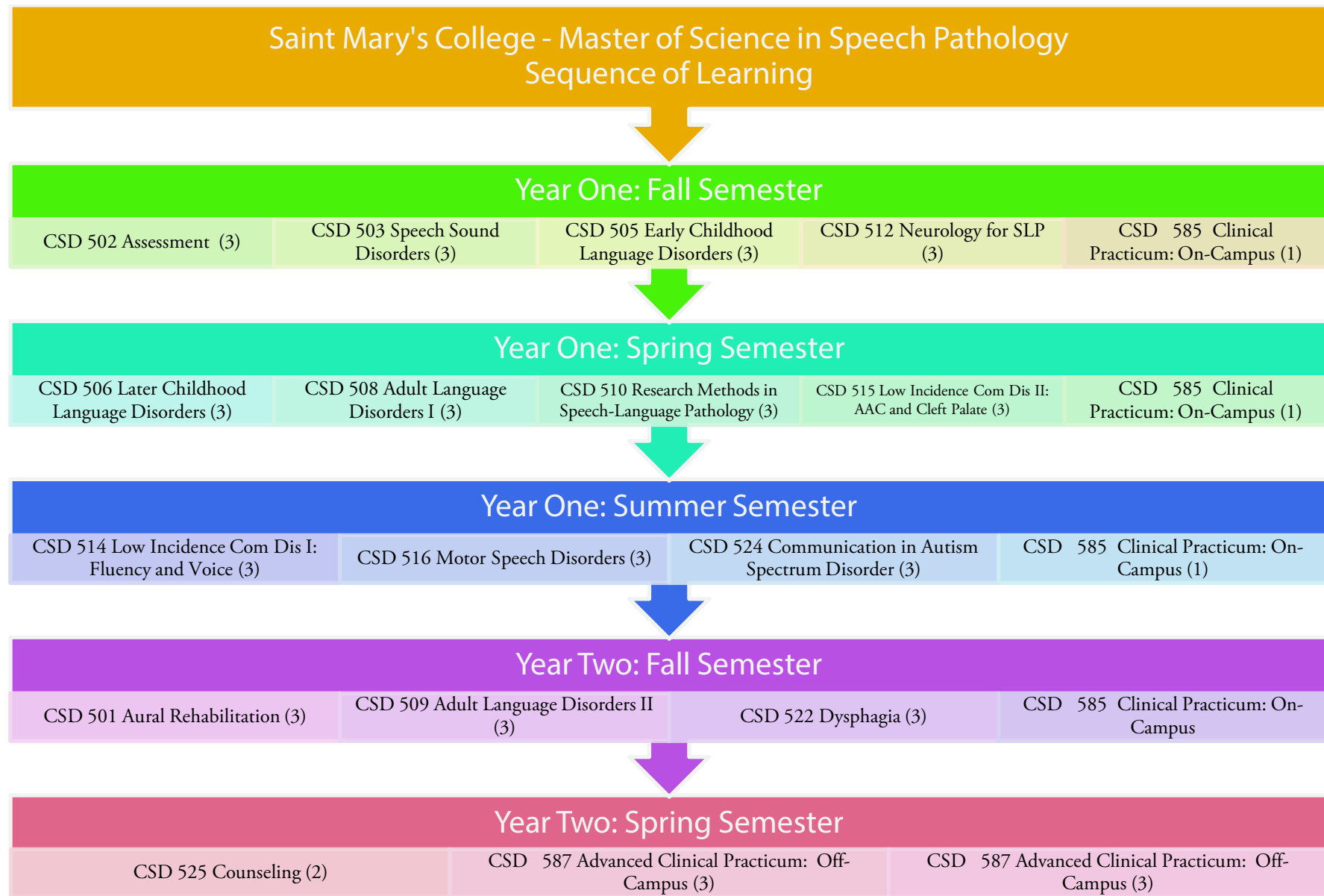
Courses required are listed below:

Course	Hours
CSD 501 Aural Rehabilitation	3
CSD 502 Assessment	3
CSD 503 Speech Sound Disorders	3
CSD 505 Early Childhood Language Disorders	3
CSD 506 Later Childhood Language Disorders	3
CSD 508 Adult Language Disorders I	3
CSD 509 Adult Language Disorders II	3
CSD 510 Research Methods in Speech-Language Pathology	3
CSD 512 Neurology for Speech-Language Pathology	3
CSD 514 Low Incidence Communication Disorders I (fluency & voice)	3
CSD 515 Low Incidence Communication Disorders II (AAC & cl palate)	3
CSD 516 Motor Speech Disorders	3
CSD 522 Dysphagia	3
CSD 524 Communication in Autism Spectrum Disorder	3
CSD 525 Counseling in Communicative Disorders	2
CSD 585 Clinical Practicum: On-Campus: 1 credit each in 4 semesters	4

Practicum course offerings will include content, across each on-campus semester, addressing technology, telepractice, medical speech pathology, school-based issues, entrepreneurship, socioeconomic issues and dementia

CSD 587	Clinical Practicum: Off-Campus	6
	20 weeks = 10 weeks in education, 10 weeks in healthcare	
CSD 699	Thesis Option (one credit hour per semester for 3 semesters)	(3)
Total Credits Required		54 (57)

Flow Chart



Academic Advising

Incoming graduate students will be assigned an academic and clinical advisor. They will meet with their advisors each semester individually or within a group to discuss progress in the degree program and in their clinical skill development. An electronic record keeping program (Calipso) is utilized to track student progress within the program as well to maintain data regarding clinical experiences.

<http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

Academic Requirements

The Master of Science (MS) degree in Speech Pathology prepares students for entry into the profession of speech-language pathology. This assertion is based on the program's adherence to Council of Academic Accreditation (CAA) standards which outline a comprehensive list of knowledge and skills for successful clinical practice. The knowledge and skills assessment (KASA) is the Program's roadmap with respect to development of experiences for each individual student. The Department standards for graduate student performance are in keeping with College standards for graduate education.

Completion of the Master's Degree

The graduate degree is not conferred for a mere collection of credits. A well-balanced, unified, and complete program of study is required, including evidence of successful achievement of both academic and clinical skill development. The program utilizes a cohort model, suggesting that all students move through the curriculum at a similar rate.

The MS degree in speech pathology requires successful completion of a minimum of 54 graduate credits. Only courses at the 500-level or above are considered in to be the graduate degree program.

Speech-language pathology students are also required to complete both written and oral comprehensive examinations. Written examinations will take place at the end of the first semester of the second year of study. Oral exams will be provided near the end of the final semester of registration, typically the spring semester of the second year.

Failure to complete the program requirements will result in forfeiture of degree eligibility unless the program recommends that the student complete a retake. If a retake or an extension is granted, the student must complete it by the end of the following semester. The College graduate program allows only one retake of the comprehensive examination.

A student may meet the degree requirements by either full- or part-time enrollment and by attendance in any combination of semesters. The student who fails to maintain continuous enrollment (see policy on Continuous Enrollment) faces the possibility of not being granted permission to return.

Comprehensive Examinations

Second year students are required to complete comprehensive examinations in order to qualify for graduation. These are waived if the student successfully completes a thesis.

The purpose of these examinations is to evaluate each student's knowledge of concepts, content, procedures and terminology from their graduate studies as well as their ability to apply this knowledge. These examinations are designed to be summative in nature and to address the nine knowledge / skill areas identified by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

The examination process will begin in the late fall of the second year of graduate study and consist of both (I) written and (II) oral sections. Results will be available within two weeks of completion.

I. Written examinations consist of the following three sections:

- One written case study that focuses on communication and swallowing issues in children.
- One written case study that is centered on communication and swallowing issues in the adult population.
- A 60 question multiple-choice examination that will include items from the nine major ASHA knowledge areas.

Study guides including knowledge / skill areas to review will be distributed two weeks before the examinations. Preparation for the multiple-choice section should include student review of the Praxis study guide. Case studies will require students to integrate information from several courses in order to draw conclusions from the presented information. Students should be prepared to discuss speech, language and hearing disorders; interpret results of an assessment; generate a treatment plan and justify referrals. Information regarding counseling, collaboration, and typical development may also be included. The areas of phonetics, anatomy and physiology, and neurological aspects will be incorporated as deemed necessary, based on the content of various case studies.

The comprehensive examinations are scheduled over a day-long period. Students will have a maximum of two hours to complete each of the three sections, for a total of six hours. Examination activities will take place in a selected computer lab on campus. Participants will be assigned a number to preserve anonymity.

The student must achieve an 80% accuracy level in order to pass the multiple-choice portion of the examination

Assessment of Written Comprehensive Examinations

For each of the case studies, two faculty members will independently read the responses and rate them as High Pass, Pass or Not Pass. The final rank assigned to each response depends on both

faculty members' assessment. The evaluators must be in agreement in order for a High Pass or Not Pass to be assigned.

In the case in which a student does not pass one or both case studies, she or he is to meet with faculty members for reading lists and suggestions in preparation to retake a written case study in that area. The rewrite will be on a different case study in the same topic area (child or adult). The rewrite must be completed within six weeks of notification of failure.

Students who fail to achieve the 80% accuracy requirement on the multiple-choice section should meet with faculty members for suggestions in preparing for a retake. This retake must be completed within six weeks of notification of failure. If a student fails to successfully complete the multiple-choice section the second time, a remediation plan will be developed and a final multiple-choice examination will be given.

II. Oral Presentations:

Oral comprehensive exams will be provided in the second half of the second semester of the second year – to coincide with the student's full-time external practicum placement. Students will be asked to identify a preference for a question regarding child or adult issues. Students will receive their specific topic for the oral presentation one week in advance in order to prepare a fifteen-minute presentation regarding the identified issue. Topics generally consist of a scenario focusing on specific issues in the area of communication disorders. Students are encouraged to supplement their presentation with materials that are appropriate to the specific scenario (power point, handouts, etc.). The presentation will be followed by a fifteen-minute time period during which faculty may ask for additional information or clarification.

Assessment of Oral Comprehensive Examinations

A panel of two to three faculty members will listen and assess the presentation's content and the effectiveness/appropriateness of the delivery of the information. Specific areas that will be evaluated include organization, clarity of information, accuracy in answering questions, appropriateness of communication style, use of visual aids, speaking rate, professionalism, etc. Each panelist will individually rate the presentation and scores will be discussed at the end of the presentation. A ranking of High Pass, Pass, or Not Pass will be given to the student at the end of the presentation.

In a case in which a student earns a Not Pass, the student will be advised to meet with members of the faculty panel for suggestions regarding improved presentation of content and delivery of the material. The oral examination must be retaken within six weeks of notification of failure.

Additional Procedures

If a student should fail the same comprehensive exam area (written or oral) twice, she or he will be required to complete remediation activities which may include retaking a course and/or assigned written and/or oral tasks in order to demonstrate adequate competency in the content area of the question. If these tasks and the comprehensive exam question in the specified area are not successfully completed, the student will not graduate.

Academic Standing

Graduate students are expected to maintain good academic standing throughout the period of their enrollment. The College Bulletin indicates this includes: 1) meeting the standards of quality of her or his academic program; 2) making satisfactory progress toward completion of degree requirements within the established time limit; 3) meeting the requirement regarding continuous registration; 4) meeting the minimum required cumulative grade point average of 3.0. If a student fails to satisfy requirements of the degree program, the student may be dismissed based on the academic unit's recommendation to the College.

Academic Probationary Status

A graduate student is expected to maintain a B average throughout her/his program of study (3.0/4.0 GPA). The student and her/his advisor will receive written notification of academic probationary status from the Program Director if

- The student earns a grade lower than B- in a course, or
- The student earns a single semester GPA lower than 3.0.

Written Communication will be directed to the student's current address on file with the College within one week of the entry of the grade by the course instructor. A second course grade lower than a B-, may result in dismissal from the program even if the cumulative GPA is above 3.0. Students may continue on academic probation for no more than two consecutive semesters. No grades below a B- may be counted as fulfilling degree requirements; such grades will be calculated into the grade point average. As a result, students may be required to repeat courses to complete the degree.

The faculty, staff, and administration of Saint Mary's College are committed to helping students achieve success in his/her graduate studies. Therefore, the GPA of each graduate student is reviewed at the end of each semester by her/his advisor to determine whether action is necessary.

Repeating a Course

Graduate students may retake any course at Saint Mary's College; however, all grades are part of the student's permanent academic record and remain on the student transcript as well as in all GPA calculations. If a course is repeated, credit will be awarded only on the most recent attempt.

Completing Degree Requirements in Academic Probationary Status

A student may complete all remaining degree requirements during a semester in which the student is on Probationary Status. If the student's cumulative GPA at the end of the semester is 3.0 or above, the student's probationary status will be elevated to Good Academic Standing. If the student's cumulative GPA is below 3.0, the student remains in Academic Probationary Status.

Transfer Credit

A program may accept coursework completed at another accredited college or university toward meeting its degree requirements. Official transcripts must be submitted to Graduate Admission from the records office where the credits were earned. A student may transfer credits earned at another accredited university only if: 1) the student has graduate degree-seeking status at Saint Mary's College; 2) the courses taken were graduate courses that are appropriate for their graduate program at Saint Mary's, and that the student had graduate standing at the time the courses were taken; 3) grades of B (3.0/4.0 scale) or better were achieved; 4) the courses were completed within a five-year period prior to admission to a graduate program at Saint Mary's College; and 5) the transfer is recommended by the graduate program and approved by the College Graduate Program.

No more than six semester graduate credit hours may be transferred into a Saint Mary's graduate program. Graduate credit hours from a Saint Mary's graduate program will be reviewed on an individual basis.

Grades for accepted transfer courses are not included in the student's Saint Mary's GPA.

Certain types of graduate credits cannot be transferred to Saint Mary's College including credits awarded:

- For life experience
- For courses taken at non-collegiate institutions (e.g., government agencies, corporations, and industrial firms).
- For courses, workshops, and seminars offered by other postsecondary institutions as part of continuing education programs.
- By post-secondary institutions that lack candidate status or accreditation by a regional accrediting association, or an equivalent international institution.

Students with Disabilities

In accordance with the college's policy, if a student has a documented disability and requires accommodations to obtain equal access in a class or in clinical practicum, that student must inform the Office of Academic Affairs and the Disabilities Resource Office (DRO) at (574) 284-4262 or <https://www.saintmarys.edu/students-with-disabilities>.

The Disability Resource office and the student should contact the Clinic and Program Director at the beginning of the clinical practicum courses and the instructor(s) of her/his class(es) each semester to make this need known and to provide documentation thereof. Note that instructors are not permitted to make individual judgments about accommodations. Also note that all students must meet the Essential Functions for SLPs, as outlined in this document.

Grievance procedures related to disabilities are located in Saint Mary's Student Handbook <http://www.saintmarys.edu/student-life/forms-policies/pdf/student-hdbk.pdf>

Enrollment

All degree seeking graduate students must register each semester during the time period posted by the College Registrar. Any admitted student who fails to maintain continuous enrollment (see the Continuous Enrollment policy, Graduate Bulletin) must apply for reinstatement to the College’s Dean of Graduate Studies, who will review the student’s case with the Speech Pathology Program Director.

The College defines full time, half time, and less than half time enrollment statuses in the following manner:

	Fall/Spring	Summer
Full-time status	9 credit hours	6 credit hours
Half-time	5 to 8 credit hours	3 to 5 credit hours
Less Than Half-Time	1 to 4 credit hours	1 to 2 credit hours

Leave of Absence

A leave of absence (LOA) is a period of time during which a student remains in the intended graduate program but is inactive. Students do not take courses during a leave of absence or engage in academic or practicum activities that are part of their program of study.

Students must request a LOA in advance of the leave from the Dean of Graduate Studies at Saint Mary’s College. A LOA will only be granted under extraordinary circumstances including but not limited to such events as prolonged illness, serious injury, family circumstances, relocation, change in employment status, etc. An approved LOA does not count against the maximum time it will take to complete the degree/certificate requirement.

A request for an LOA must be made in writing and should include the length of time desired for the LOA, the reason for the leave request, and a defined plan to return to the program after the LOA is complete.

Transfer credits will not be granted for courses taken elsewhere during a leave of absence.

Students who do not qualify for or are not granted a LOA may transition to inactive status (See the College policy on Continuous Enrollment and Academic Standing: Inactive Academic Status). Inactive status does not require formal approval but does count against the maximum time to graduation.

Dismissal from the Program

A student who does not meet the conditions for removal from probation will be dismissed from the program. A student may also be dismissed from her/his program for

- Poor academic performance,
- Academic or research misconduct, as outlined in the College Academic Honesty Policy -- (currently <https://www.saintmarys.edu/first-year-policies>)
- Illegal, fraudulent, or unethical behavior,
- Threat to health and/or safety.

Poor Academic Performance

The College's policy regarding poor academic performance becomes active when a student remains on probationary status for more than two academic terms. In speech-language pathology the process of remediation is engaged prior to a student entering a probationary condition. Note the Department's policy on remediation.

A plan format has been developed for remediation of knowledge competencies and also for clinical remediation. All remediation plans will be signed by students, the faculty involved in the remediation, and the student's advisor. Remediation plans will be reviewed and approved by faculty directly involved with the content, before plans are implemented. Remediation policies and procedures will be reviewed with students at the program orientation and with individual advisees at the outset of the program.

Academic or Research Misconduct

Students who engage in academic or research misconduct as outlined in the College's Academic Honesty Policy may be dismissed from the program.

Illegal, Fraudulent, or Unethical behavior

If a student engages in illegal, fraudulent, or unethical behavior as defined in the policies of the relevant graduate program then they may be dismissed from the program and the college.

Threat to Health and/or Safety

Dismissal from a program for this cause can result from two reasons: (i) a student represents a threat to herself or himself or others in the student's academic environment; or (ii) the student's behavior or the student's threatening behavior is determined to be the result of a medical condition and/or the student refuses to participate with efforts deemed necessary by the College Health Services, the counseling center or the student's private physician to evaluate, diagnose, or refer for treatment of the cause of the threatening state or medical treatment to diagnose the threatening state or behavior.

In some instances, the level of care or accommodation may be beyond the standard of care that the College can be expected to provide or monitor.

Students will be notified in writing about the decision for dismissal. Students have the right to appeal as outlined in the College's Grievance Policy.

Academic Honesty

Saint Mary's College is dedicated to intellectual inquiry and the personal and professional growth of its students. Academic honesty, in all its forms, is an explicit value of the College.

Academic honesty can be best understood by the ethical standards guiding faculty in their academic work. Specifically, an individual's contributions, in terms of words and scholarly findings, are attributable to the individual scholar alone; no other individuals can honestly claim another's ideas as their own. Furthermore, the integrity of scholarly knowledge rests on the accurate demonstration of the assumptions and reasoning that produced it. These standards are used as the implicit basis for teaching and learning in the College at the graduate and undergraduate levels.

Academic honesty consists of truth telling and truthful representations in all academic contexts. All members of the academic community have a responsibility to ensure that academic honesty is maintained.

Faculty responsibilities include:

- Upholding the College's principles of academic honesty,
- Mitigating opportunities (where reasonable) for dishonesty,
- Protecting students' privacy, whether in confronting an individual suspected of dishonesty or receiving reports of dishonesty from others,
- Reporting academic dishonesty, and
- Assigning appropriate grades to those who violate academic honesty.

Student responsibilities include, but are not limited to:

- Refraining from cheating or plagiarism,
- Completing individual assignments with their own work,
- Completing collaborative assignments by appropriate division of labor,
- Completing internship, clinical or practicum assignments including time of service with their own work,
- Refusing to participate or ignore academic dishonesty,
- Notifying instructors of dishonesty that is observed.

Academic Dishonesty

Any context in which students neglect or actively decline to be fully honest in academic work is academic dishonesty. The medium in which full honesty is ignored – whether electronic, print or verbal (e.g., verbally claiming responsibility for another person's academic work) – is immaterial.

Neither is it important whether the academic work in question is required for a course or optional, a quiz or a test, a term paper or an in-class essay, graded or ungraded, etc. Neither does it matter whether the student benefits directly or at all from the dishonesty.

Academic dishonesty includes, but is not limited to: cheating on assignments or exams, fabrication of data, tampering with equipment, sabotaging another student's work, plagiarism, falsification of records and official documents, unauthorized access to computerized academic or administrative records or systems, and aiding and/or facilitating any such activities. It is assumed that all work submitted by a student represents the student's own ideas and work. Verbatim copying, paraphrasing, adapting or summarizing the work of another, regardless of the source – whether books, journals, periodicals, websites, or other forms of media - must be properly cited. Any representation of the work of another that is not properly referenced is considered to be plagiarism. Ignorance of what constitutes plagiarism is not a defense to an allegation of academic dishonesty. Any act that involves misrepresentation regarding the student's academic work or that abridges the rights of other students to fair academic competition is unacceptable.

Consequences of Academic Dishonesty

Regardless of how alleged acts of academic dishonesty are brought to light, faculty and instructors retain the authority to investigate all allegations. Faculty are charged to elevate all cases of academic dishonesty to the Office of Graduate Studies. The Dean of Graduate Studies will review each case. If the Dean deems it appropriate, the Dean will appoint and serve as the chair of a disciplinary review committee composed of relevant faculty with no direct interest in the case. Even in a student's first incident, academic dishonesty may lead to immediate dismissal.

Because the consequences for academic dishonesty can be severe, the decision to penalize a student for such infractions must be the result of a thorough review. The procedures to be used for adjudicating suspected acts of academic dishonesty and the possible consequences are determined by the nature of the misconduct and the seriousness of the offense.

Clinical Education / Practicum

Detail regarding policies governing the process of clinical education may be found in the Graduate Program Clinic Handbook.

Enrollment in clinical practicum is required during each semester of the student's enrollment. Each student must have 25 clock hours of authorized observation signed by a licensed speech-language pathologist who holds the Certificate of Clinical Competence (CCC) in Speech-Language Pathology from the American Speech-Language-Hearing Association (ASHA). The observation requirement must be completed prior to any student clinical assignment.

Student Assessment of Knowledge and Skills

Each course offering in the curriculum has been designed to provide students with knowledge and skills requisite for functioning as a speech-language pathologist. The knowledge and skills are aligned

with learning outcome statements. These statements are found in each course syllabus, including those for clinical practicum. Outcomes are consistent with and follow the numbering of the ASHA 2014, Standards for the Certificate of Clinical Competence in Speech-Language Pathology.

The ASHA Standards Assessment Form is completed for each student in each class or clinical experience every semester by rating performance as either “met,” “emerging” or “remediate”.

All instructors provide the Program Director with documentation of ratings. The CALIPSO management system is employed to track student learning experiences, following the Knowledge and Skills (KASA) outline.

Flexibility: The assessment system records student performance in meeting KASA standards. Students may meet goals with a mix of classes, clinical assignments, research, independent studies, and other approved activities. This flexibility allows faculty to adapt classes to address important concepts as they pertain to the current best practice in speech-language pathology.

Development: The assessment system is used as a developmental tool for students. There are multiple opportunities for students to achieve all of the specific knowledge and skills needed for entry-level clinical practice. However, should a student require extra help, there is a system in place to identify areas of need and create objective remediation plans to address those needs.

Remediation

Remediation plans are designed to improve a student’s knowledge and skills in a specific area judged to fall below an acceptable level of minimum competence. Three scenarios can result in the implementation of a remediation plan.

A remediation plan will be automatically implemented whenever a student receives a score of “remediate” from any instructor or supervisor

A remediation plan may be instituted if a student receives either multiple scores of “emerging” within an individual experience, or multiple scores of “emerging” on the same ASHA standard. The decision to implement a remediation plan under these circumstances will be made jointly by the instructor(s) who gave the “emerging” scores and the Program Director.

A student may request that a remediation plan be developed for scores of “emerging” that did not already result in a plan. The decision to implement a remediation plan under this circumstance must also be approved by the instructor(s) and the Program Director. This is to be based on the impact that receiving “emerging” will have on the student’s successful completion of the program in a timely manner. For example, a remediation plan may be implemented if few or no future opportunities are available for that standard to be addressed. A remediation plan may not be approved if there are many future prospects for completion of the standard.

If a remediation plan is necessary, the following steps will take place:

The Program Director will meet with the instructor(s) involved. If clinic is involved, the Clinic Director will meet with the student’s clinical instructors and the Program Director. Students will be involved in these discussions to facilitate successful remediation.

The plan will outline the activities and/or experiences the student must complete to demonstrate adequate improvement in the area of concern. This plan must include measurable goals that can be completed within one semester, specification of persons who will be responsible for monitoring and implementing plans to achieve each goal, and specific consequences due to the student's failure to meet the plan. The development of the plan is a shared responsibility between students and faculty. The student, Program Director, and Clinic Director (if applicable) will each sign and receive a copy of the plan. If other faculty or clinical instructors are responsible for any portion of the plan, they will also receive a copy.

In the case of academic needs, the faculty instructor(s) involved in identifying areas of need typically will serve as mentor(s) towards the completion of the plan, unless stated otherwise by the Program Director.

At times, it may be appropriate for the student involved in a remediation plan to be enrolled in a 1-credit independent study class or an additional on-site clinical practicum. Students on remedial plans can expect a range of highly specific assignments targeted to assist them in achieving program standards in the identified area of need.

The ASHA Standards Assessment Form will be updated to include a "met" in the appropriate row(s) of a new column entitled "remediation." Columns indicating that a "remediate" was received are not expunged from the record.

Students failing to complete a remediation plan successfully will be placed on academic probation. The student will need to meet with the Program Director (and Clinic Director, if it is a clinical issue) to determine the appropriate next step.

Sample remediation activities

Remediation activities are created based on the needs of the student and the area(s) in which they had difficulty. It is possible to have one remediation plan for multiple areas, if those areas are related. Below are possible 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 CSD)
- Complete supervised clinical observations
- Retention in on-campus clinic for further clinical training prior to going off-site
- Successful completion of specific clinical activities, such as diagnostic report writing

- Accept extra oversight and accrue increased documentation of appropriate professionalism, such as verifying that all paperwork is completed in a timely manner

Definitions of Terms

Met:

Student has demonstrated knowledge in this standard that is commensurate with expectations for speech-language pathologists who will be beginning their Clinical Fellowship. Clinical skills will be considered “met” if they are appropriate for a given student’s clinical experience level.

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.

Remediate:

Student has not demonstrated satisfactory progress towards the objective. This rating indicates “not passing”. Any student on track to receive a “remediate” rating should meet with the instructor responsible for the content (academic or clinical) to discuss the development of a remediation plan. Instructors are encouraged to recommend remediation as soon as problems arise during the semester, to avoid the need for plans that extend beyond the time window. Plans should be developed between the instructor of record, the student and the Graduate Program Director.

Pursuing a Thesis Option

All students wishing to pursue the thesis option will be expected to complete a scholarly activity that will be of sufficient quality for professional presentation and/or publication. A thesis is intended to acquaint the student with research methodology. It is expected that original research or replication of a research project will be undertaken. Students who select the thesis option should take the following steps after identifying an advisor that they believe will provide the best guidance in the pursuit of their objectives:

- Discuss intentions with the Program Director by the beginning of the spring semester in the first year of graduate work.
- Schedule an appointment to discuss the thesis with the identified faculty member.
- Secure written consent of the selected faculty member.
- Notify the Program Director regarding consent of the faculty member.
- Seek final approval in writing from the Department Program.
- Thesis advisors and committee members for students pursuing a thesis are selected on the basis of five factors:
 1. The professional areas of specialization of the faculty member(s) to direct the research project;
 2. The student’s preference;
 3. The workload and availability of the faculty members concerned;

4. The consent of the faculty members concerned;
5. The approval of the supervising faculty advisor with final approval from the Program Director.

Students will have ample opportunity to express their preference for a thesis advisor, and the Department will do all it can to honor this preference. The Program Director is responsible for the final approval of the thesis advisor and committee members.

The nature of the thesis topic should be chosen by the student in consultation with a thesis advisor. Once a suitable topic has been selected, a minimum of two other members of the graduate faculty should be requested in writing to serve on the committee. The advisor and one committee member must be from the Department; the third committee member may be selected from other departments of the college or from another higher education institution. The written petition should include a copy of the thesis proposal, the anticipated date of the oral examination, and the anticipated date of graduation.

Although the thesis advisor is primarily responsible for guiding the design and writing of the thesis, the other committee members also should be consulted on these matters.

The student must submit to each committee member a thesis proposal abstract of 250-500 words, describing the purpose and methods of the thesis. The proposal abstract includes a brief description of the research plan, time frame, etc. The proposal itself is typically more in-depth. The program will not accept a thesis that has not received prior approval.

Approval of the thesis topic will not be granted unless the student is in good standing.

A student may apply to the program for limited financial support for the purchase of materials needed to complete the thesis (e.g., audio/visual tapes, memory sticks, or remuneration for subjects). Upon completion of the thesis, examination copies must be provided to the committee members within 45 days of the oral examination.

The draft which is submitted to the Committee for reading should be complete, readable and contain necessary documentation and bibliographic entries. This draft should adhere to the current APA guidelines.

Approval of Thesis for Oral Defense

At least two weeks prior to the date of the oral defense of the thesis, the student will contact the members of the committee to determine whether the thesis is defensible in content and form. If revisions are recommended, the thesis advisor and the candidate will develop a plan of action to meet committee expectations regarding these revisions, including postponement of the oral if necessary. Candidates should meet with the committee well in advance so that the timetable for submitting the thesis is met.

The oral examination typically will last for an hour. Majority vote of the committee will determine the student's success in defending the thesis. If a student fails the oral examination, the student may be asked to do one of the following:

- Retake the oral defense of the thesis.
- Rewrite the thesis.
- Execute a second thesis on the same topic.
- Select a new topic and do a second thesis.

A student may pass the oral examination and still be asked to rewrite sections of the thesis. The student must be certain that ample time is allowed between the date of the oral examination and the anticipated graduation deadline to allow for such rewriting activity.

The student must prepare and distribute the following number of copies of the final thesis:

- One electronic copy for the college.
- One copy for the program (submitted to the Program Director).
- One copy for the advisor.

As a courtesy, the student should ask the other committee members if they desire a copy for their personal libraries.

Thesis students are required to maintain continuous registration from one semester to another, regardless of whether they are in residence, until the research is completed and the thesis is accepted by the program. The minimum continuous registration is one hour per semester.

Students should submit the Thesis Approval form to the Registrar's Office indicating the results of the thesis defense and approval of the manuscript. Under the "Results of the Final Examination for the Degree" heading, all committee members (including the chair) and the graduate coordinator must sign and indicate successful completion.

Research Standards

The student may not use the name or stationary of Saint Mary's College in connection with personal research, without the sponsorship of a member of the CSD Program faculty. This permission is freely and generously given, but the Department insists upon its right to determine the context in which its name is used.

Research involving human subjects must meet the guidelines of the Saint Mary's College Institutional Review Board. The student must consult the thesis advisor to assure these guidelines are followed.

<https://www.saintmarys.edu/institutional-review-board>

Grading Policies: Incompletes

If the student must take an incomplete grade for a course, then he or she will be required to complete the course requirements within the expectations set out in the graduate policies and procedures. Special circumstances for extending incompletes may be identified and will be discussed

with both the Program Director of the Speech Pathology program and the Graduate Program Dean, as well as the student. The course instructor or clinical director will be responsible for documenting the terms of the completion agreement. Specifically, it should be used to outline the reasons for not completing the course by the set deadline and document the work necessary to complete the course. Incompletes should not be requested except under extenuating circumstances, and only when a final examination or project cannot be completed in time.

Although incompletes do not average into the student's GPA, they do represent uncompleted work, and therefore contribute to additional workloads on both the students' and faculty members' part. Program policy strongly discourages requesting and awarding incompletes. Per college policy, incompletes not made up by posted deadlines will convert to failing grades automatically. Note that students experiencing extraordinary circumstances causing them to fail to complete substantial portions of a class's requirements should petition for late withdrawal rather than an incomplete. Incompletes are intended solely when the majority of a class has been completed. Students who are experiencing or anticipate experiencing difficulties completing a course should contact the instructor(s) and the Program Director as soon as possible, to work out the most beneficial course of action.

Calipso Tracking System

The Communicative Sciences and Disorders Department at Saint Mary's College utilizes a secure, on-line program to track clinical experiences: Calipso. This system also enables students to maintain an electronic portfolio and manage a variety of external documents. It allows the Clinic Director to maintain a comprehensive database of clinical sites and instructors. Students will have access to this system over the course of their graduate studies and then continuing for three years after graduation to allow and ensure access to clinical hours. Students will be oriented to the Calipso system during the graduate student orientation.

Technology Use and Computers

Computers are available for student use both in the student clinician work room and in the computer labs on campus. The computers in the card-accessed clinic work room are for activities related to clinic ONLY. No other student is allowed in the student work room or other clinical areas unless explicitly permitted by the Clinic Director or Program Director.

As a user of Saint Mary's information technology resources, it is the student's responsibility to be aware of Saint Mary's policies on using Saint Mary's information technologies and federal, state, and local laws that affect use of technology, in addition to the guidelines specified here. This policy outlines information regarding Saint Mary's expectations, what your rights are and how to report policy violations. Further information about technology and security at Saint Mary's College may be obtained at: <https://www.saintmarys.edu/it-policies>.

Essential Functions in Speech-Language Pathology

Graduate degrees in Speech Pathology are recognized as broad degrees requiring the acquisition of general knowledge and basic skills in all applicable domains of speech and hearing sciences. The education of speech-language pathologists requires assimilation of knowledge, acquisition of skills and development of judgment through client care experiences in preparation for independent and appropriate decisions expected in practice. The current practices of speech-language pathology emphasize collaboration among speech language pathologists, audiologists, other health care and education professionals, the patient/client, and the patient/client's family.

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology and/or audiology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have essential skills and attributes in five areas: communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state and national credentialing agencies. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. Failure to meet or maintain the Essential Functions may result in action against the student, including, but not limited to, dismissal from the program.

A. Communication

A student must possess adequate communication skills to:

- Communicate proficiently in both oral and written English language.
- 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 persons 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 course work and professional practice.
- Convey information accurately with relevance and cultural sensitivity.

B. Motor

A student must possess adequate motor skills to:

- Sustain necessary physical activity level in required classroom and clinical activities.
- Respond quickly to provide a safe environment for clients in emergency situations 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.)

C. Intellectual / Cognitive

A student must possess adequate intellectual and cognitive skills to:

- 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 own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
- Utilize detailed written and verbal instruction in order to make unique and independent decisions.

D. Sensory / Observational

A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:

- 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 and adjust when a client and/or client's family does or does not understand the clinician's written and or verbal communication.

- Identify and discriminate a client’s spoken responses
- Accurately monitor through both visual and auditory modalities, equipment displays and controls, including those of hearing instruments, used for assessment and treatment of patients.

E. Behavioral / Social

A student must possess adequate behavioral and social attributes to:

- Display mature, empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.
- Conduct oneself in an ethical and legal manner, 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 self 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 modification of behaviors.
- Dress appropriately and professionally.

Saint Mary’s College is committed to providing access, equal opportunity, and reasonable accommodation in its services, programs, activities, education, and employment for individuals with disabilities. Our goal is to ensure that every student who has a disability is provided with access to the needed services that will ensure equity of opportunity. We provide assistance to students with visual impairments, learning disabilities, mobility impairments, hearing impairments, chronic health conditions (including allergies), psychological disabilities, and temporary disabilities so they may enjoy a complete range of academic and non-academic opportunities. More information may be found at: <http://www.saintmarys.edu/academic/services/disability/>.

Procedures for Complaints against Graduate Education Programs

A complaint about any accredited program or program in candidacy status may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public.

1. Criteria for Complaints

Complaints about programs must: (a) be against an accredited educational program or program in candidacy status in speech-language pathology and/or audiology, (b) relate to the standards for accreditation of education programs in audiology and speech-language pathology, and (c) 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.

All complaints must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language- Hearing Association.

The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by email or facsimile.

2. Determination of Jurisdiction

Receipt of a complaint is acknowledged and forwarded to the Executive Committee of the CAA within fifteen (15) days of receipt of the complaint. The original letter of complaint is placed in a National Office file separate from the program's accreditation file. The Executive Committee determines whether the complaint meets the above-specified criteria.

If the Executive Committee of the CAA makes the determination that the complaint does not meet the above-listed criteria, the complainant is informed within thirty (30) days of the letter transmitting the complaint to the chair that the CAA will not review the complaint.

3. Evaluation of Complaint

If the Executive Committee of the CAA determines that the complaint satisfies the above-listed criteria, the CAA will evaluate the complaint.

- a. The chair of the CAA informs the complainant within thirty (30) days of the letter transmitting the complaint to the chair that the Council will proceed with an evaluation. Because it may be necessary to reveal the identity of the complainant to the affected program or to other potential sources of relevant information, the complainant will be required to sign a waiver of confidentiality within thirty (30) days of the letter indicating that the CAA will proceed with its evaluation. The complainant is given the opportunity to withdraw the complaint during that time. If the complainant does not wish to pursue the matter, the investigation is concluded. If the complainant does not wish to withdraw the complaint, the complainant is asked to keep the initiation of an investigation confidential.
- b. Within fifteen (15) days of receipt of the waiver of confidentiality, the chair of the CAA notifies the program director and the institution's president or president's designee by certified return receipt mail that a complaint has been registered against the program. The notification includes a redacted copy of the complaint without revealing the identity of the complainant. The program's director and

the institution's president or president's designee are requested to provide complete responsive information and supporting documentation that they consider relevant to the complaint within forty-five (45) days of the date of the notification letter.

c. Within fifteen (15) days of receipt of the program's response to the complaint, the chair of the CAA forwards the complaint and the program's response to the complaint to the CAA. The materials are redacted and the identity of the complainant and the program under investigation is not revealed to the members of the CAA or to recipients of requests for information, unless a majority of CAA members consider such disclosure necessary for the proper investigation of the complaint. If the majority of Council members conclude that individuals other than the complainant, the program director, and the institution's president or president's designee may have information relevant to the complaint, the chair of the CAA requests such information.

d. After reviewing all relevant information, the CAA determines the course of action within thirty (30) days. Such actions include, but are not limited to: dismissal of the complaint recommending changes in the program within a specified period of time as they relate to standards (except for those areas that are solely within the purview of the institution) continuing the investigation through an on-site visit to the program placing the program on probation withholding/withdrawing accreditation.

e. If the CAA determines that a site visit is necessary, the program director and the institution's president or president's designee are notified, and a date for the site visit is expeditiously scheduled. The program is responsible for expenses of the site visit. The site visit team is selected from the current roster of CAA site visitors. During the site visit, emphasis is given only to those standards with which the program is allegedly not in compliance. The site visit team submits a written report to the CAA no later than thirty (30) days following the site visit. As with all other site visits, only the observations of the site visitors are reported; site visitors do not make accreditation recommendations. The CAA forwards the report to the program director and the institution's president or president's designee within fifteen (15) days. The program or institution should provide a written response to the chair of the CAA within thirty (30) days of the date on which the report is postmarked to the program director and the president or president's designee. The purpose of the response is to verify the accuracy of the site visit report.

f. The CAA reviews all evidence before it, including the site visit report and the program's response to the report, and takes one of the following actions within twenty-one (21) days: dismisses the complaint, recommends modifications of the program within a specified period of time (except for those areas that are solely within the purview of the institution), places the program on probation, withholds/withdraws accreditation.

g. If the CAA withholds/withdraws accreditation, the program director and the institution's president or president's designee are informed within fifteen (15) days of the CAA decision that accreditation has been withheld/withdrawn. Notification also includes justification for the decision, and informs the program of its option to request Further Consideration. Further Consideration is the mechanism whereby the program can present appropriate standards and ask the CAA to reevaluate its decision to withhold/withdraw accreditation. If the program does not exercise its

Further Consideration option, the CAA's decision to withhold/withdraw accreditation is final and no further appeal may be taken. If accreditation is withheld/withdrawn, the chair of the CAA notifies the Secretary of the United States Department of Education at the same time that it notifies the program of the decision.

If the program chooses to request Further Consideration, the CAA must receive the request within thirty (30) days from the date of the notification letter. With the request for Further Consideration, the program must submit additional written documentation to justify why accreditation should not be withheld/withdrawn. A hearing with the CAA is not provided for Further Consideration requests. The CAA will evaluate the request for Further Consideration and take one of the following actions within thirty (30) days: recommends modifications of the program within a specified period of time (except for those areas that are solely within the purview of the institution) places the program on probation withholds/withdraws accreditation

h. Within fifteen (15) days of its decision the CAA notifies the program and the complainant of its decision.

i. If the CAA decision after Further Consideration is to withhold/withdraw accreditation, the program may appeal the decision in accord with the Appeal Procedures described in the Accreditation Manual.

Checklist for Completing the Master's Degree

This checklist should help ensure that you meet requirements for the degree at the appropriate times:

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 plan to remediate them.

Secure regular admission to the MS program.

Successfully complete all knowledge and skills outcomes associated with the clinical and academic training program.

Complete sufficient clinical experience to obtain a minimum of 400 clock hours, at least 325 hours at the graduate level with 50 clock hours in each of three types of clinical settings, and meet all minimum requirements for the Certificate of Clinical Competency (CCC).

Submit the application for graduation at the beginning of the second to last semester of study in which final examination and oral examination of the thesis (if applicable) will be taken.

Successfully pass the PRAXIS exam.

The next steps are for thesis students only:

Submit thesis prospectus for approval (The student must have a 3.0 GPA in CSD courses and must have successfully completed the clinical practicum sequence).

Complete thesis.

Pass oral examination of thesis; submit final copies to the Program Director; and submit final signed form to the Registrar's Office indicating passing oral defense.