Speech-Language Pathology
Graduate Academic Handbook
Fall 2018
Dear Speech-Language Pathology Graduate Students:

Welcome to the graduate program in speech-language pathology at the School of Health Sciences at the University of Mary. All students pursuing the Master’s degree in Speech-Language Pathology at the University of Mary should obtain a copy of this handbook. Students should consult closely with their advisor regarding course scheduling, practicum requirements, and other university, state and ASHA requirements throughout the course of their program to ensure all requirements are met. Graduation thus depends on completion of all academic requirements and the demonstration of sound clinical expertise. We look forward to guiding you through your academic and clinical studies and eagerly anticipate being able to count you among our professional colleagues.

We appreciate the confidence you have placed in our faculty, the staff, and in the University of Mary as you join the Department of Speech-Language Pathology. We look forward to having you in our SLP program!

Sincerely,

Jessica Smith, MS, CCC-SLP
Chair and Assistant Professor,
Speech-Language Pathology Department

Robyn Zeltinger, MS, CCC-SLP
Assistant Professor, Clinical Coordinator
Speech-Language Pathology Department
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University of Mary
Graduate Program Information

General Policies
Graduate Studies Catalog
Graduate speech-language pathology students are obliged to the University of Mary General Policies, Graduate Catalog, and Student Handbook as electronically published. Students are expected to fulfill the graduation requirements in effect at the time of their admission to the graduate program.

**General Policies**

Several general policies pertinent to any University of Mary student are listed below. To review a university general policy related to a specific policy please follow the link below.

- Academic Honor Code
- Acceptable Use Policies for Information Technology at the University of Mary
- Amendments to General University Policies
- Annunciation Monastery Property and Grounds
- Appropriate Relationships
- Campus Security Report
- Communication of Official University Business
- Conduct Grievance Board and Procedure
- Conduct Grievance Procedure Complaint Form
- Copyright Infringement Policy
- Disability-related Accommodations for Visitors Policy
- Discrimination and Harassment Policy
- Drug Free Schools Policy
- Drug Free Workplace
- Fundraising
- General Grievance Policy for Students
- Hazing
- Identity Theft Red Flag Policy
- Inclement Weather Policy
- Institutional Review Board
- Liturgy and Prayer
- Marketing and Advertisement Policy
- Non-Discrimination Statement
- Parking Services and Traffic Safety
- Plan for Success
- Policy Enforcement
- Posting Policy
- Retaliation
- Sexual Misconduct Policy
- Student Health Clinic
- Student Records
- Tobacco Policy
- Weapons Policy

**Graduate Studies Catalog**

The Office of Academic Affairs regularly updates and publishes the University of Mary Graduate Studies Catalog. This catalog serves as the foundation to graduate studies containing a variety of general and program specific information. Please visit the Graduate Studies Catalog at [http://www.umary.edu/academics/](http://www.umary.edu/academics/)
University of Mary
Speech-Language Pathology
Academic Program
General Information

- University of Mary Mission
- School of Health Sciences Mission
- SLP Department Mission, Vision, Outcomes
- Benedictine Values
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- SLP Scope of Practice
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- ND Initial Licensure Requirements
- Accreditation of the Department
In addition to the Student Code of Conduct, catalog, and all University policies, procedures, and requirements, all SLP graduate students are obliged to the University of Mary Speech-Language Pathology Academic Procedures Handbook, as revised from time to time at the University’s sole discretion. Students are subject to the policies of the most current Academic Handbook.

**University of Mary Mission**

The University of Mary exists to serve the religious, academic, and cultural needs of the people in this region and beyond. It takes its tone from the commitment of the Sisters of Annunciation Monastery. These Sisters founded the University in 1959 and continue to sponsor it today. It is Christian, it is Catholic, and it is Benedictine.

**School of Health Sciences Mission**

The mission of the School of Health Sciences is to prepare competent, caring, and ethical health care professionals who will be servant leaders to their constituents and their professions.

**SLP Department Mission, Vision, Outcomes**

**Mission**

The mission of the Speech Pathology Program is to foster the development of highly qualified, ethical and skilled speech language professionals to be servant leaders with strong academic ability and character that will support their individual growth and a passion for contributing to society and improving the lives of others. (Revised September 2014)

**Vision**

The vision of the Speech Language Department is to be a leader in Speech Pathology programs for providing outstanding undergraduate and graduate academic and clinical training. The University of Mary Speech Pathology program will positively impact the number of qualified speech language pathologists to increase service to the community, the state and beyond.

**Outcomes**

**Speech Language Pathology Program Outcomes**

1. University of Mary SLP graduates will demonstrate the knowledge and skills necessary to conduct comprehensive speech, language, and swallowing evaluation and provide evidence-based treatment for individuals with communication disorders across the lifespan, exhibiting professional oral and written communication skills.

2. University of Mary SLP graduates will develop and apply critical thinking skills necessary to participate in interdisciplinary collaboration and problem-solving by participating in interprofessional, problem-based learning experiences involving educational and clinical settings.

3. University of Mary SLP graduates will conduct clinical practice under the principles of servant leadership upholding the highest ethical standards to provide service to individuals from a variety of cultures throughout the lifespan.

4. University of Mary SLP graduates will develop knowledge in the areas of quantitative and qualitative research procedures in the field of communication sciences and disorders. Our graduates will have the opportunity to participate in beginning research. They will demonstrate the ability to analyze and interpret data as well as determine the implications and applications to the field of speech-language pathology.
University of Mary Graduate Outcomes
The University of Mary graduate programs offer its students preparation in the following four areas of competence:

1. **Communication** - Graduates demonstrate excellence in all facets of communication including the publication and presentation of scholarship
2. **Scholarship** - Graduates access, analyze, evaluate, and process information from a variety of sources to generate new ideals which guide decision-making to influence meaningful changes
3. **Professional Distinction** - Graduates are values-based and evidence-driven professionals who are servant leaders committed to excellence in their professions and communities.
4. **Moral Courage** - Grounded in faith and reason, graduates clarify and defend personal and social values to uphold the pathway for justice in multiple contexts.

**Benedictine Values**

“Although communal life inspired by the Rule of St. Benedict stores a vast treasury of Benedictine values, six of these are of particular importance for our life here at the University of Mary.” Father James P. Shea, President, University of Mary

**Community**
Striving together for the common good and growing in relationship with God, one another, and self
*[Rule of Benedict 33 – “Let all things be common to all.”]*

**Hospitality**
Receiving others as Christ with warmth and attentiveness
*[Rule of Benedict 53 – “Let all be received as Christ.”]*

**Moderation**
Honoring all of God’s creation and living simply with balance and gratitude
*[Rule of Benedict 31 – “Regard all things as sacred and do everything with moderation.”]*

**Prayer**
Attending to the mystery and sacredness of life, abiding in the divine presence, listening and responding to God
*[Rule of Benedict 4 – “Listen intently to holy readings. Give yourself frequently to prayer.”]*

**Respect for Persons**
Recognizing the image of God in each person and honoring each one in their giftedness and limitations
*[Rule of Benedict 4 – “Honor everyone and never do to another what you do not want done to yourself.”]*

**Service**
Meeting the needs of others in the example of Jesus the servant leader
*[Rule of Benedict 35 – “The members should serve one another.”]*

**ASHA Code of Ethics**

The ASHA Code of Ethics is the foundation for ethical practice for speech-language pathology. The code sets the minimal expectations for professional practice in our field. Breaching the code of
ethics is considered a serious violation and can result in a speech-language pathologist being sanctioned or having their license suspended or revoked. It is important to understand the code of ethics and refer to it when you have any questions about practice. The complete code of ethics can be found at the following site and in the appendix.

http://www.asha.org/Code-of-Ethics/

**SLP Scope of Practice**

The Scope of Practice in Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA) includes the following: a statement of purpose, definitions of speech-language pathologist and speech-language pathology, a framework for speech-language pathology practice, a description of the domains of speech-language pathology service delivery, delineation of speech-language pathology service delivery areas, domains of professional practice, references, and resources.

http://www.asha.org/policy/sp2007-00283.htm

**ND Code of Ethics for SLPs and Audiologists**


**2016 SLP Certification Handbook (ASHA)**


**ND Initial Licensure Requirements**

The state of ND has specific requirements for licensure. Please reference the link below for further information.


**Accreditation of the Department**

The master's program in speech-language pathology] at the University of Mary has submitted a candidacy application to the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.
University of Mary SLP
Academic Program Overview

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Complaints from Outside Sources
SLP Student Grievance Policy
SLP Social Media Policy
SLP Advising Policy
SLP Graduate Curriculum
Comprehensive Examination
CALIPSO
Knowledge and Skills
Concerns Regarding Accreditation by the Council on Academic Accreditation
Confidentiality and Privacy Policy
Photograph / Video Policy
Professional Appearance
FERPA is a federal law designed to protect the privacy of a student’s education records. The law applies to all schools which receive funds under an applicable program from the US Department of Education.

FERPA gives certain rights to parents regarding their children’s education records. These rights transfer to the student or former student who has reached the age of 18 or is attending any school beyond the high school level. Students and former students to whom the rights have transferred are called eligible students. Parents or eligible students have the right to inspect and review all of the student's education records maintained by the school. Schools are not required to provide copies of materials in education records unless for reasons such as great distance, it is impossible for parents or eligible students to inspect the records personally. The school may charge a fee for copies. Parents and eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school refuses to change the records, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still refuses the correction, the parent or eligible student has the right to place a statement in the records commenting on the contested information in the records.

Generally, the school must have written permission from the parent or eligible student before releasing any information from a student’s record. However, the law allows schools to disclose records, without consent, to the following parties:

- School employees who have a need-to-know;
- Other schools to which a student is transferring;
- Parents when a student over 18 is still dependent;
- Certain government officials in order to carry out lawful functions;
- Appropriate parties in connection with financial aid to a student;
- Organizations doing certain studies for the school;
- Accrediting organizations;
- Individuals who have obtained court orders or subpoenas;
- Persons who need to know in cases of health and safety emergencies;
- State and local authorities to whom disclosures is required by state laws adopted before Nov. 19, 1974.

Schools may also disclose, without consent, “directory” type information such as a student’s name, address, telephone number, date and place of birth, honors and awards and dates of attendance. However, the school must tell parents and students of the information that is designated as directory information and provide a reasonable amount of time to allow the parent or eligible student to request the school not to disclose that information about them. Schools must notify parents and eligible student to request the school not to disclose that information about them. Schools must notify parents and eligible students of their rights under this law. The actual means of notification (special letter, inclusion in a PT bulletin, Student Handbook, or newspaper articles) is left to each school.

Schools must adopt a written policy about complying with the FERPA. Schools must give the parent or eligible student a copy of the policy, on request. If a parent wishes to see a child’s education records, or if a person is over 18 or is attending college and would like to see his or her records, they should contact the school for the procedure to follow. If anyone has questions about the FERPA, or if they have problems in securing their rights under this Act, they may call 202-732-2057.

Student Records
The purpose of the student records policy is to ensure confidentiality of student information. All educational information pertaining to a student is located in the Program in Speech-Language Pathology Office. These records are handled with confidentiality.

Student records are kept in a locked file cabinet. The Chairperson and Administrative Assistant have a key. Official transcripts are on file in the University of Mary Registrar’s Office. Current student records are retained for a period of time not less than 5 years after graduation or date of last attendance.

Records are not released to other parties unless written informed consent permission is received from the student. This is in accordance with University of Mary policies. Students who have relinquished their rights to inspect letters of recommendation will not have access to that part of the file. Otherwise, students can freely access their files under supervision of the secretary.

Once applications are submitted to the Program, they will not be returned to candidates.

**Nondiscrimination Policy**

The SLP program will follow University of Mary policy to ensure appropriate corrective action will be taken when violations of compliance with nondiscrimination statues occur. The [Non-Discrimination Policy](#) states:

If you have been the target of any form of sexual misconduct, discrimination, harassment, hazing or retaliation perpetrated by an individual member of the University of Mary community (student, faculty, staff, or administrator) or an independent contractor employed at the university, or by members of a group, organization, team or department at the university, you are encouraged to report it to the [Conduct Grievance Board](#) using the complaint form available online ([Conduct Grievance Procedure Complaint Form](#)). You may also request a complaint form from any of the university officials listed below. Complaint forms may be submitted electronically to conductgrievanceboard@umary.edu or to one of the officials listed below. Persons with questions about the process may contact any of these officials for assistance.

**Title IX Coordinator**
Room 211 Benedictine Center for Servant Leadership
7500 University Drive
Bismarck, ND 58504 (701) 355-8144
titleix@umary.edu

**Director of Student Life**
Room 1501 Benedictine Center for Servant Leadership
7500 University Drive
Bismarck, ND 58504
(701) 355-8126

**Director of Human Resources**
Room 210 Benedictine Center for Servant Leadership
7500 University Drive
Bismarck, ND 58504
(701) 355-8245
Essential Functions (Requirements) and Reasonable Accommodations for Students with Physical and Cognitive Limitations*

**Essential Functions**
The Master of Speech Language Pathology Program at the University of Mary has been designed to prepare students to enter the profession with the skills, knowledge, and ability to successfully perform all of the required functions associated with the role of an entry-level speech-language pathologist.

Speech language-pathology students must be able to perform, with or without reasonable accommodations, each of the Essential Functions in order to effectively participate in our program and successfully fulfill the requirements of the professional curriculum. The University of Mary must ensure that patients/clients are not placed in jeopardy by students with impaired intellectual, physical, or emotional functions.

The University of Mary Speech-Language Pathology Program, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, does not discriminate against qualified individuals with disabilities. Upon admission a student who discloses a properly certified disability will receive reasonable accommodations. The accommodations may not cause the University of Mary undue hardship and may not preclude the student’s ability to perform all of the essential functions of the program, as outlined below. A reasonable accommodation does not change the essential nature of the academic or clinical program. Reasonable accommodations must be arranged by the student through Student Accessibility Services.

The Student Accessibility Center-Student Success Center ensures equal access for students with disabilities to fully participate in the university environment. The Student Accessibility Center provides individual consultation regarding the possible presence of a disability, making referrals when appropriate, determines eligibility for reasonable accommodations, consults with students, faculty, and staff to coordinate appropriate accommodations, promotes an accessible and inclusive campus environment, and promotes self-advocacy within students with disabilities, disability awareness, and universal design principles. The program will work with The Student Accessibility Center to provide accommodations for student enrolled in the program with special needs.

Some reasonable accommodations for Mobility Limitations, Visual Limitations, Hearing Limitations, and Learning Disabilities include but are not limited to the following:

- Physical changes to classroom/laboratory environment
- Modifying classroom equipment
- Lengthening time period for written examinations; alternative testing arrangements (quiet testing room, exam with oral discussion)
- Additional instruction time/academic advising
- Note-takers/scribes and/or lab assistants
- Adjustable tables, lab equipment located within reach, rolling stools
- Taped text (if commercially available), audio recording
- Large print handouts, signs, equipment labels
- Seating where the lighting and vision is best
- Sound system/amplification
- Face student when speaking
- Provide typed handouts of lecture notes
- Visual aids
The process that describes the steps for determining the need for reasonable accommodations when cognitive and/or physical limitations are present is available through the University of Mary Student Support Services.

**Students must have the ability to perform the essential functions, with sufficient training and academic and clinical background, when admitted to the program. Students are expected to be able to perform all essential functions upon graduation.**

Clinical sites have the option of accepting or declining a student placement if they do not feel they can meet the accommodation request.

- Accommodations for the student at the clinical sites is organized by the Clinical Coordinator with the clinical instructor.
- An accommodation may not be considered “reasonable” if the safety of either the student with the limitation or of another member of the class or faculty, or of potential patients/clients is compromised.
- Individual consultation with the student is arranged that considers their needs and the program and clinical situations.
- Accommodations cannot be imposed on the student.
- The core faculty, clinical instructor, and student deliberate to determine the extent of reasonable accommodation necessary.

To perform the role of a speech language pathologist and be successful in the speech-language pathology program the student must be able to perform the following skills in the academic and clinical setting.

**Minimal Skills and Essential Functions**

**Council of Academic Programs in Communication Sciences and Disorders (2007):** In order to acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in 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 licensure and national certification. Many of these skills can be learned and developed during the graduate program through coursework and clinical experience.

**Communication**
A student must possess adequate communication skills to:

- Communicate proficiently in both oral and written English language. (Language to be determined by program.)
- Possess reading and writing skills sufficient to meet curricular and clinical demands.
- Perceive and demonstrate appropriate non-verbal communication for culture and context.
- Modify communication style to meet the communication needs of clients, caregivers, and other 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.
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.).

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 dependent decisions.

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 when a client’s family does or does not understand the clinician’s written and or verbal communication.

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 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.

**International Students**
Applicants from countries in which English is not the native language are required to prove a minimum level of English proficiency unless they have been granted a bachelors degree in the United States. The University of Mary will accept scores from the Test of English as a Foreign Language (TOEFL).

Test Score Requirements: Applicants who are applying to the Master’s of Speech-Language Pathology are required to achieve a minimum TOEFL score of an 89 on the Internet-based test (iBT). The Master’s of Speech-Language Pathology also requires a minimum TOEFL iBT Speaking subscale score of a 26, TOEFL iBT Writing subscale score of 24, TOEFL iBT Reading subscale score of 21, and an iBT Listening subscale score of an 18. All exams are valid for two years.

**General Screening**
The program will screen all students to ensure that they are proficient in the language of service delivery. Students will be screened through a formal clinic screening. If accent reduction is required, the individual will be offered enrollment in the campus clinic.

**Attendance**

**Classroom**
To achieve full benefit of the program, a student is expected to attend every session, and to be on time for every professional course. Therefore, timely attendance is mandatory. Unplanned absences due to illness or emergency must be reported to the Speech-Language Pathology office or to the course instructor as soon as possible and within a day of the absence. Upon return, the student will fill out a “sick leave” form and obtain signatures from all instructors whose class(es) they missed. The completed form will be given to the department administrative assistant and the absence will be noted on a tracking form.

If a student knows he/she will be gone in advance, the student will complete a “leave form” and obtain signatures from all instructors whose class(es) will be missed. The completed form should be turned into the department administrative assistant for tracking purposes. It is the student's responsibility to obtain missed information. This includes missed classes for outside class observation assignments (surgeries, IEP’s, etc.).

Students who have a pattern of missed classes will meet with the class instructor and/or advisor to discuss concerns and determine a plan of action. Students are also expected to be on time for every class. Routine tardiness may result in professional behavior probation. Students who do not follow this policy are at risk of losing points in the class and/or being put on professional behavior probation.

**Clinic**
Students are required to be in attendance and on-time at their clinical facility every day of the clinical education period. For more details please reference the Clinical Procedures Handbook.

Pregnancy
A student who is pregnant follows the same attendance requirements as outlined above. If the student needs to be absent because of complications or delivery and those absent days exceed the amount of work that a student will be able to make up, she will need to leave the program and rejoin the program the following year.

Examinations
If a student must take a required exam at a time other than when the exam is scheduled, the student needs to make a formal request to the instructor of the course. A formal request requires a letter to the course instructor followed by a meeting if the instructor so requests. Requests for moving exams are granted only for extraordinary circumstances.
It is mandatory that all students entering the speech-language pathology program attend the orientation session. In the event that a student cannot attend this session, the student must make arrangements to meet with the program chair as soon as possible.

In the event that a student cannot attend the first days of scheduled classes, it is up to the discretion of the admissions committee, under advisement from the faculty, to decide if the student is eligible to continue in the program. Factors to consider include amount of time missed, communication and responsibility demonstrated by the student, and rationale for missing classes. The admissions committee will decide if the student is eligible to defer to the following fall.

The admissions committee has the right to offer the spot to the next eligible student on the waiting list.

It is recommended that all students be registered for the University of Mary’s Emergency Messaging System (UMEMS). Safety alerts on the University of Mary campus can be received on cell phones via the University of Mary’s Emergency Messaging System (UMEMS). Campus safety alerts range from a security breach to cancellation of classes due to severe weather. Users who elect this option and provide contact information may be assured that their information will not be shared.


Faculty will make an effort to post their handouts on the Learning Management System at my.umary.edu by 4:30 pm in the afternoon prior to the class session where the material on the handout is presented. Students will be expected to have a computer with the information OR a copy of the handout at the class so they have access to the information being presented.

On occasion the Department of Speech-Language Pathology wishes to use examples of student work as demonstration for current students or for accreditation bodies. In order for the Department of Speech-Language Pathology to use a student’s work as an example, the student’s permission must be obtained. It is requested that students complete the Authorization to Use Scholarly Work document found in the appendix.

All SLP students and Faculty shall honor the principles of truth and honesty that are recognized as fundamental for a community of teachers and scholars.

*Purpose:* To maintain academic integrity.
**Academic Regulations:**
- University of Mary Faculty and Students are bonded by the principles of truth and honesty that are recognized as fundamentals for a community of teachers and scholars. The University expects that faculty and students will honor these principles that contribute to a foundation upon which a quality education can be built. With this premise, the University affirms that it will not tolerate academic dishonesty, including cheating and plagiarism. For additional information see University of Mary Student Graduate Catalog and the Honor Code Policy.
- The Department of Speech-Language Pathology strives to preserve for all its students an environment that is conducive to academic honesty. Pursuant to this is the belief that all members of the academic community will be individually responsible for promoting academic honesty. In addition, because the public has a high degree of trust in health care providers, and because the Department of Speech-Language Pathology educates future health care providers, students are expected to behave in an ethical manner in all activities and phases of the educational process. See Scope of Practice of Speech-Language Pathology and Code of Ethics outlined by ASHA.
- Knowledge of violations of academic honesty is to be reported to faculty. In cases where a question of academic honesty exists, the faculty is responsible for reviewing the circumstances surrounding the questionable behavior. Subsequent action, if any, shall be in accordance with the University of Mary established policies and procedures.

**Plagiarism**
Source: Westmont College
http://www.westmont.edu/_academics/pages/provost/curriculum/plagiarism/facinfo.html

**Minimal Plagiarism**
Doing any of the following without attribution:
- Inserting verbatim phrases of 2-3 distinctive words
- Substituting synonyms into the original sentence rather than rewriting the complete sentence
- Reordering the clauses of a sentence
- Imitating the sentence, paragraph, or organizational structure, or writing style of a source
- Using a source’s line of logic, thesis or ideas

**Consequence and Process:**
- Use situation as an educational opportunity to discuss with the student the nature of plagiarism and the values of a scholarly, Christian community
- At the professor’s discretion, assignments may be rewritten and resubmitted, with or without a grade penalty.
- Repeated instance of minimal plagiarism may, at the professor’s discretion, be treated as substantial plagiarism. If the professor plans to exercise discretion in cases of minimal plagiarism, procedures and consequences should be clearly described in the course syllabus/learner guide.

Faculty are encouraged to keep records of all instances (e.g., in the form of a report to the Dean). If a student chooses to appeal the decision, they may follow the academic appeals procedure found in the University catalog.

**Substantial Plagiarism**
Doing any of the following without attribution:
- Inserting verbatim sentences or longer passages from a source
- Combining paraphrasing with verbatim sentences to create a paragraph or more of text
- Repeatedly and pervasively engaging in minimal plagiarism
Consequence and Process:
- First Offense: The student receives a failing grade on the assignment that has been plagiarized and a Faculty Report of Student Plagiarism is submitted to the Dean. A copy of the report is provided to the Assistant Vice President for Academic Affairs (AVP AA).
- Second Offense: The student receives a failing grade in the course and a Faculty Report of Student Plagiarism is submitted to the Dean. A copy of the report is provided to the AVP AA.
- Third Offense: The student is recommended for expulsion from the University. Action is taken at the discretion of the Dean. A copy of the report is provided to the AVP AA.

Faculty are encouraged to keep records of all instances (e.g., in the form of a report to the Dean). If a student chooses to appeal the decision, they may follow the academic appeals procedure found in the University catalog.

**Complete Plagiarism**

Doing any of the following without attribution:
- Submitting or presenting someone’s complete published or unpublished work (paper, article, or chapter)
- Submitting another student’s work for an assignment, with or without that student’s knowledge or consent
- Using information from a campus file or old assignments
- Downloading a term paper from a web site
- Buying a term paper from a mail order company or web site
- Reusing or modifying a previously submitted paper (e.g., from another course) for a present assignment without obtaining prior approval from the instructor/s involved

Consequence and Process:
- First Offense: The student receives a failing grade in the course and a report is submitted to the Dean within 10 school days. A copy of the report is provided to the Assistant Vice President for Academic Affairs (AVP AA).
- Second Offense: The student is expelled from the University. Action is taken at the discretion of the Dean. A copy of the report is provided to the AVP AA.

Faculty are encouraged to keep records of all instances (e.g., in the form of a report to the Dean). If a student chooses to appeal the decision, they may follow the academic appeals procedure found in the University catalog.

**Cheating on a written or laboratory exam:** Cheating on an exam is considered to include acts of plagiarism and/or breaching common rules of student assessment. Examples of cheating include the following:

1. Copying another student’s answers to questions on an exam during a test.
2. Prior to a test given in the class, a student(s) steal a written or oral practical test from an instructor.
3. Student(s) collaborate on take-home examinations.
4. Using notes or books during a “closed-book” examination.
5. Informing other students of content in a written or practical examination.
6. Using technology such as phone cameras and text messaging to share test information with others.
7. After completing a lab or written text, sharing what is on the test with other students.

**Consequences of Cheating:** If cheating occurs during a class, the student earns no credit for the exam. In addition, the speech-language pathology instructor must report the act to the Program Director and the matter is reviewed by the speech-language pathology faculty as a whole. The
speech-language pathology faculty has the option to dismiss the student from the program. The student has the option to appeal the faculty’s’ decision to the Academic Standards Committee.

For Reference:
Dean, School of Arts and Sciences: Dr. David Fleischacker (dpfleischacker@umary.edu)
Dean, School of Health Sciences: Dr. Jodi Roller (rollerj@umary.edu)
Dean, School of Education and Behavioral Sciences: Dr. Rod Jonas (rjonas@umary.edu)

Violation of Ethics or Committing a Felony

Consequences of a violation of professional ethics, committing a felony or having been found guilty of a felony*

If evidence is received that a graduate speech-language pathology student has committed a breach of ethics or a felony, the faculty as a whole will meet to review evidence and if needed, will gather further evidence pertaining to the student’s possible violations(s). The student is subject to disciplinary action up to and including dismissal from the program or expulsion. The student may be referred to the ND Board of Examiners for Speech-Language Pathology and Audiology or the American Speech-Language-Hearing Association to determine if the felony would preclude him/her from sitting for the Praxis and/or becoming licensed.

If the student wishes to appeal the decision, he/she must submit to the Chair of the Speech-Language Pathology Program a request for appeal. The student has the right to appeal to the Assistant Vice President for Academic Affairs. If there is still disagreement, the final level of appeal at the University level is the Vice President for Academic Affairs.

Federal Criminal Background Check

The University of Mary Speech-Language Pathology Program requires completion and submission of a criminal background check prior to participation in clinical practica and externships and annually thereafter. All applicants are expected to complete the background checks through CastleBranch (See Appendix for CastleBranch Instructions). Any applicant, who is living outside of the US or who has not lived within the borders of the US for the last seven consecutive years, are required to also have an international background check completed.

All costs incurred in completing the criminal background checks are the responsibility of the student. Results from the criminal background check will be made directly available to the Speech-Language Pathology Department. Criminal background reports will undergo administrative review within the Speech-Language Pathology Department.

Most clinical agencies require criminal background information. Students should be aware that offenses on their criminal background may prevent clinical placement or practical experiences at various agencies and therefore may impact their academic progression. On occasion, an agency may have a differing criminal background check policy. In this instance, a student would be required to be in compliance with both the individual agency policy and this policy.

Students will be required to sign and return the Criminal Background Disclosure Form found in the Appendix. This release allows the Clinical Coordinator the authority to access and release a criminal background report to clinical agencies upon their request.
The criminal background check will be kept confidential and will be maintained in the electronic database, separate from the student's academic file.

**Disclosure of Criminal Offenses Occurring After Initial Background Check**

Certain convictions may be considered a disqualifying factor for progression in the SLP Program. It is the student’s responsibility to report any new criminal conviction(s) within 14 days from the date of the conviction(s) to the Chair of the Speech-Language Pathology Department (regardless of whether an appeal is pending). Failure to do so may result in immediate dismissal from the University of Mary SLP Program.

**Health Insurance**

Certain clinical sites require students to have health insurance. The cost associated with health insurance coverage is the responsibility of the student.

**Student Work**

Student work is expected to be his/her own, unless the assignment specifically designates the work to be in collaboration with another student. If it is determined that a student’s work is not independent, the student will not get the credit for the work.

**Tests:** Completed tests are graded and given back to the students for review. Students are generally not allowed to keep these tests. If there is a question about a certain test item, students should write down the question and schedule a meeting with the professor within 10 days of the time the test is returned. The student should bring the source that verifies his/her answer to the meeting. Tests may be destroyed after 10 days.

**Other Assignments:** If a student wants to contest the score on other assignments (not tests) he or she must do so within 10 days from the date the assignment is returned.

**Academic Status**

Students are entitled to know their academic standing. The following procedures are in place to assure that this happens.
- Student/adviser meetings should take place towards the end of each semester with the exception of the first meeting September of Year 1.
- Students have access to CANVAS and my.umary.edu where they can check their grades. They can also check their progress on credits, courses, etc.
- Review of professional behavior is done informally after the fall semester (formally if necessary) at the advisor-student meeting and formally (documentation) after the spring semester. The clinical instructor also monitors professional behavior.
- There is no posting of grades for student confidentiality reasons. Students are encouraged to keep track of their own progress for each course. If there is a discrepancy between student and faculty records, the student should schedule a meeting with the faculty member to discuss the situation.
Academic and professional behaviors and the appeals process procedures are delineated in the Academic and Professional Behavior Standards.

**Professional Behavior Expectations**

Students are referred to the Student Conduct in Instructional Settings and in Online Courses and Discussions Policy in the University Catalog.

It is an expectation that SLP students demonstrate professional conduct in all interactions that include but are not limited to peers, faculty members, clients, colleagues, and all other persons with whom they may interact. Professional conduct reflects active practice of the Benedictine values of Respect, Community, Hospitality, Moderation, and Service. Professional conduct and maintenance of behavioral standards is a measure of satisfactory clinical program progression.

Although this is not an all-inclusive list, professional standards include the following behaviors:

- Uses appropriate vocabulary.
- Interacts in a manner that demonstrates civility and respect.
- Demonstrates self-direction and initiative in one’s own learning process.
- Participates thoughtfully in self-evaluation processes.
- Seeks and/or thoughtfully considers constructive criticism.
- Accepts responsibility for own actions and judgments.
- Demonstrates professional interactions that are consistent with the ASHA Code of Ethics.

The Speech-Language Pathology faculty have: 1) a strong commitment to the Mission and Vision of the University of Mary that includes the Benedictine values, and 2) an obligation to the development of professional behavior competence among speech-language pathology students.

If a student demonstrates behaviors inconsistent with the professional conduct and behavioral standards, the following will occur:

- The SLP program chair, and/or faculty will provide feedback to the student regarding perceived inappropriate behavior(s) and professional and behavioral expectations.
- If a significant change towards appropriate professional behavior(s) does not occur, the student will be subject to appropriate consequences as determined by the faculty ranging from remediation to dismissal from the program.

**Procedure:**

**Professional Behavior Expectations**

As a student in the SLP Program, you are a representative of the University of Mary at all times which includes words, actions, behaviors, and dress. If any validated complaint from another student, faculty, or member of the public is forwarded to the Program about questionable behaviors, the student will be referred to the Academic Standards Committee (ASC). The ASC evaluates the evidence and recommends an appropriate plan to the SLP Department Chair.

- Faculty will assess professional behavior once per year or more often if professional behavior problems should occur. The advisor gathers input from other faculty regarding the student’s professional behavior before completing the assessment. The student’s professional behaviors are rated as follows:

  - U- Unsatisfactory
  - B- Beginning Level
  - D- Developing Level
  - E- Entry Level
Probationary status for generic/professional abilities can occur as a result of any of the following:
1. A rating of unsatisfactory (U) in one or more individual behavioral categories.
2. End of the 1st academic year—five categories still rated as Beginning (B) level.
3. End of the 2nd academic year—five categories still rated as Developing (D) or Beginning (B) level.

**SLP Academic Performance Review**

The University of Mary SLP faculty will evaluate each student’s academic performance and professional behaviors demonstrated in university classes. These evaluations will occur at midterm and the end of each semester. Students will receive written notification of the results of these evaluations. Evaluations will adhere to standards set forth in the University of Mary graduate handbook and the American Speech-Language Hearing Association Standards for Certification.

**SLP Grading Policy**

**Policy:** Students must demonstrate mastery of and competence in all didactic information, clinical skills, and professional behavior expectations. In the Department of SLP, competence is defined as the achievement of a grade of at least "B-" in each program course and in clinical education courses, appropriate professional behavior in all settings, and an overall cumulative GPA of 3.0.

The SLP department uses an “A” to “F” grading scale with “+” and “-” for all academic coursework. In graduate courses, all work below a “B-”, that is “C+”, “C”, “C-” “D+”, “D”, “D-“, or “F”, are considered unsatisfactory and must be resolved.

Students must have no more than one “remediated” unsatisfactory grade or a cumulative GPA of less than 3.0. Students are ineligible to register for courses with unsatisfactory grade or GPA on their transcript. To continue in the program, the student must complete a remediation plan with the course instructor or retake a failed course. The student must meet with the instructor or ASC, and agree in writing to complete the remediation plan and achieve a grade of B- or greater or improve GPA to 3.0 or above.

<table>
<thead>
<tr>
<th>Stipulations for grades less than a B- in Academic Courses</th>
<th>2nd Below B-</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Below B-</td>
<td>Dismissal from the program</td>
<td>Dismissal from the program</td>
</tr>
<tr>
<td>Student must complete a remediation plan before the start of the following semester (remediation does not change the grade)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failure to complete remediation results in dismissal from the program</td>
<td>Student may reapply for readmission the following year</td>
<td>Student may reapply for readmission the following year</td>
</tr>
<tr>
<td>If dismissed, student may reapply the next time the course with the B- or lower grade is offered</td>
<td>Readmission is contingent upon student retaking the courses and obtaining a grade of B- or higher on both courses</td>
<td>Readmission, if allowed, will be contingent on the student retaking the failed course and obtaining a grade of no lower than a B-</td>
</tr>
<tr>
<td>Readmission is contingent upon student retaking the course and obtaining a grade of B- or higher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Incompletes:** Graduate students may request an Incomplete for a course when unforeseen circumstances prevent them from completing a course at its scheduled time. Students must obtain written permission for an Incomplete from the course instructor and the course instructor must agree to provide continued academic guidance to the student. Incompletes must be completed within three (3) weeks following the published end date of the course or the "I" [Incomplete] grade
will convert to a grade of “F” unless an extension (Passing Incomplete or “PI”) is granted in writing to the Registrar by the instructor. Students may be assigned no more than one incomplete grade per term.

**Academic Expectations--Competence in Courses**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92.99</td>
<td>A-</td>
</tr>
<tr>
<td>87-89.99</td>
<td>B+</td>
</tr>
<tr>
<td>83-86.99</td>
<td>B</td>
</tr>
<tr>
<td>80-82.99</td>
<td>B-</td>
</tr>
<tr>
<td>77-79.99</td>
<td>C+</td>
</tr>
<tr>
<td>73-76.99</td>
<td>C</td>
</tr>
<tr>
<td>70-72.99</td>
<td>C-</td>
</tr>
<tr>
<td>67-69.99</td>
<td>D+</td>
</tr>
<tr>
<td>63-66.99</td>
<td>D</td>
</tr>
<tr>
<td>60-62.99</td>
<td>D-</td>
</tr>
<tr>
<td>0-59.99</td>
<td>F</td>
</tr>
</tbody>
</table>

- 100% assignments completed
- Achievement of >80% on any content examination. If the student receives <80%, the student will be required to make arrangements with the course coordinator to ensure competency in the material of the content examination with no alteration in grade.
- Achievement of >80% on comprehensive written final course examination on the first attempt. Failure to achieve >=80% will result in probationary status and referral to APC for remediation plan.
- 80% on all coursework (B). If the student receives <80%, the student may be required to redo the assignment, with no alteration in grade, to ensure competency.
- Not fulfilling the requirements of a course (i.e. retaking lab or written tests), will result in failure of the course.

**Clinical Education Courses**

Refer to the clinic manual for definitions for successful completion of each clinical education course.

**Academic Expectations--Policy for Promotion, Retention, and Withdrawal**

**Academic Progress Committee (APC)**

A 2-4 person Academic Progress Committee (APC) will be appointed by the SLP Department Chair for each cohort and will meet twice each semester (mid-term and at the end of the semester) and at other times as needed to review each student’s academic performance, clinical education, and professional behavior.

The purpose of the mid-term meeting is to identify students who are having difficulty with coursework and/or with adhering to the professional behavior standards of the speech-language pathology program. Once identified, the APC contacts and informs the “at-risk” students, the appropriate course instructors, the student advisor, and the department chair of these problems. Students who receive a mid-term letter from the APC must make immediate appointments with their advisor and the course coordinator(s) to develop strategies and identify available resources that could contribute to successful completion of the course in question. NOTE: Students are responsible for carefully monitoring their own grades. A student who develops academic or professional problems after the mid-term letters have been sent is required to meet with the course coordinator and/or advisor.

At mid-term and at the end of each semester the APC meets to review each student’s progress in the semester to ensure compliance with the academic and behavioral performance expectations as
outlined below. Students out of compliance with the outlined expectations are identified. The APC notifies the academic advisor, the Academic Standards Committee, and the department chair of student status.

**Academic Standards Committee (ASC)**

The academic standards committee shall consist of the Chair of the Academic Standards, who is appointed by the Chair of the SLP Department. Other members of the Academic Standards Committee include: the student's Advisor and one other core faculty member, appointed by the chair of the committee. In the event that the student Adviser is the Chair of the Committee or the SLP Department Chair, an alternative speech-language faculty member may be appointed by the Committee Chair.

The Academic and Professional Performance Standards Committee will request and review information from the student, the student’s advisor, the SLP core faculty, and other sources requested by the student or the Committee. It is the responsibility of the Academic Standards Committee to advise the chair of the department on the best course of action. Options include but are not limited to the following: 1) Dismissal from the program of speech-language pathology; 2) Development of a learning contract with criteria and timelines; and 3) Other plan of action. The final decision and responsibility for the course of action is with the Chair of the Department.

If the decision is to develop an alternative curriculum, a learning contract, or other, the student's advisor will monitor the progress of the student toward reaching those outcomes on a monthly basis. If the outcomes and timeline are met, the student is removed from probationary status. If the outcomes and timeline are not met, the student is referred to the chair for further action.

**Appeals:** If the student and the Chair disagree on the course of action, the student has the right of appeal to the Dean of the School of Health Sciences followed by the Assistant Vice President for Academic Affairs. If there is still disagreement, the final level of appeal at the University level is the Vice President for Academic Affairs.

**SLP Competencies & Intervention Policy**

The method for reconciling the missed competency will be at the instructors’ discretion. When a student does not successfully complete an activity that is required to meet a competency, the course instructor will devise an intervention plan and share the plan with the student and the program director (for academic courses) or clinic director (for clinical practicum). The student will complete the assignments of the plan. The course instructor will verify competency and that the knowledge and/or skill(s) delineated on the intervention plan have been successfully demonstrated. Intervention may include retaking an exam, completion of an alternative assignment, resubmission of an assignment or retaking a course in its entirety. Activities will not change the student’s grade for the course.

The intervention plan can be found in the appendix under *ASHA Competencies Intervention Contract*.

**Complaints from Outside Sources**

**Policy:** The purpose of this policy is to establish procedures for handling complaints from sources outside the program and for record keeping of such complaints.
Definition of complaint from outside source: Any complaint that is received about a student, university or program policy, program faculty, program staff, or resources. The complaint originates from a source other than a speech-language pathology student, faculty or staff member.

Procedures: If any faculty member receives a complaint from a source outside the immediate department, i.e., other University faculty and staff, clinical and adjunct faculty, students other than SLP students etc., regarding the program, student behavior, or policies and procedures, the following guidelines are followed:

- The faculty member receiving the complaint requests the complaint be documented in writing and signed.
- Regardless if the complaint is documented in writing or submitted verbally, the following procedures are followed:
  - complaint is presented at faculty department meeting and documented in meeting minutes
  - action for handling complaint is formulated and documented in meeting minutes
  - person responsible for carrying out the action is designated
- Retaliation will not be tolerated. The types of retaliation that are prohibited include but are not limited to:
  - Intimidation;
  - Adverse actions with respect to the reporter’s work assignments, salary, vacation, and other terms of employment;
  - Unlawful discrimination;
  - Termination of employment;
  - Adverse actions against a relative of the reporter who is a University employee or student; and
  - Threats of any of the above.

If the complaint cannot be dealt with at the faculty level, the person making the complaint will be referred to the Dean of the School of Health Sciences.

If the complaint cannot be dealt with at the level of the Dean, the person making the complaint will be referred to Academic Affairs. Contact information for the Program Director and Dean are located on the SLP Page of the University website.

The records secretary will maintain a file folder on each complaint with the following information:

- Date of complaint
- Nature of complaint
- Disposition of the complaint
The student complaint will follow the following channel of communication which requires this sequence: Instructor > Department Chair > Dean of School of Health Sciences > VP Academic Affairs. If the instructor if unable to resolve the complaint, then the complaint goes to Chair, then the Dean and then to VP of Academic Affairs.

The record of student complaints will be reviewed by the Department Chair. If the complaint impacts compliance with accreditation standards, changes in policies or practices will be reviewed and changed immediately. CAA will be informed of any complaint that impacts compliance with accreditation standards. The record of student complaints will be maintained in a locked filing cabinet under Complaints and not in student academic files. Each year any complaints received during the year will be reviewed by the faculty to determine if changes are warranted. Privacy will be protected by keeping the information confidential in a locked filing cabinet and after each academic year, scanned and stored in electronic confidential password protected file and the paper documents will be shredded.

SLP Social Media Policy

One area of professionalism is how you present yourself in and out of the classroom and how you represent the Speech-Language Pathology Department and the University of Mary. We are aware that many students and faculty subscribe to online social media, such as Facebook, Instagram, Twitter, and Myspace. As a student, things you have written or pictures you used in fun may have seemed innocent. Now that you are in a professional program, we encourage you to revisit sites for pictures and information that you have posted to determine if current content reflects appropriate professional content, particularly if you identify yourself as a student of the SLP program.

The following guidelines should be considered:

1. Complaints regarding other persons, employers, teachers, worksites, peers, etc. should not be posted.
2. Do not post anything in your profile that you would not want your instructors, family, colleagues, supervisors or future employers to see.
3. Add applications, photos, friends and join groups selectively.
4. Do not use foul, demeaning, threatening or discriminatory language.
5. Confidential information of any kind should not be shared
   a. Names of supervisors, comments or criticism about practicum sites or information about what is happening at sites are not appropriate for Facebook, Twitter or other public social network sites.
   b. It is an HIPPA violation if you mention a client/ patient with enough information that the person might be identified, even if you avoid personal health information (PHI).

SLP Advising Policy

Graduate students will be assigned a faculty member for academic advising. Students will meet with their academic advisor on an individual basis throughout their graduate program. Students will schedule individual appointments with the clinical faculty (assigned at the beginning of each semester) throughout the graduate program. Furthermore, group advising meetings will be planned to review various policies, procedures, and topics that are relevant to the graduate cohort.
The academic and clinical curriculum is designed for students to achieve the knowledge and skills necessary for independent practice as speech-language pathologists. The graduate curriculum consists of 70-72 credits. Designed to be completed in 5 consecutive semesters, students starting in the fall.


<table>
<thead>
<tr>
<th>Fall Year 1</th>
<th>Spring Year 1</th>
<th>Summer Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 501 Advanced Clinical Methods (3)</td>
<td>CSD 550 Voice Disorders (3)</td>
<td>CSD 610 Neurogenic Communication Disorders (3)</td>
</tr>
<tr>
<td>CSD 530 Research Methods (4)</td>
<td>CSD 570 Language Assessment and Intervention (4)</td>
<td>CSD 620 Fluency: Diagnosis and Treatment (3)</td>
</tr>
<tr>
<td>CSD 520 Speech Sound Disorders (3)</td>
<td>CSD 580 Audiology for SLP’s (2)</td>
<td>CSD 630 AAC (3)</td>
</tr>
<tr>
<td>CSD 510 Intro to Clinic (1)</td>
<td>CSD 560 Research in SLP I (1)</td>
<td>Required EDU Elective (2-3)</td>
</tr>
<tr>
<td>CSD 720 Motor Speech Disorders (3)</td>
<td>CSD 540 School-Based Practicum (2) or CSD 515 Clinical Practicum (2)</td>
<td>CSD 515 Clinical Practicum (2)</td>
</tr>
</tbody>
</table>

Total Credit Hours: 16
Total Credit Hours: 15
Total Credit Hours: 14-15

| Speech-Language Pathology Master’s Curriculum Year 2 |
|-----------------|----------------|----------------|
| Fall Year 2 | Spring Year 2 | |
| CSD 750 Professional Issues/Ethics for SLP’s (4) | CSD 790 Externship (8) | |
| CSD 740 Dysphagia (3) | Required EDU Elective (2-3) | |
| CSD 770 Research in SLP III (1) | | |
| CSD 760 Autism Seminar for SLP’s (2) | | |
| CSD 780 Cleft Palate Seminar (2) | | |
| CSD 540 School-Based Practicum (2) or CSD 515 Clinical Practicum (2) | | |
| IPE 501 Inter-Professionalism in Health Care (1) | | |
| Total Credits: 15 | Total Credits: 10-11 | Total Program Credits: 70-72 |

Students will be required to take two Education courses throughout their program of study. The course choices include Behavior Management, School and Community Relations, and Special Education Law.

**Program Electives - must select two**

**EDU 595 Behavior Management**
Skilled school personnel function on the premise that academic progress is achieved through effective management of children’s behavior. Students demonstrate their knowledge of the theories underlying the appropriate practices of managing significant behavior in therapeutic settings. This course is designed with a practicum component to provide students with observation and application opportunities. Emphasis is upon functional behavior analysis and positive behavior support. (3 credits)
EDU 645 School and Community Relations
The success of any special education program is the relationship established with parents and community resources. The student explores the relationships of schools, communities and families as affected by exceptional children. Family dynamics, conferences with parents and developing networks with school and community resources are considered. Through this course the student will be provided with approaches to foster collaborative partnerships among families, professionals, students, and other stakeholders that lead to outcomes of individual and mutual empowerments. (2 credits)

EDU 660 Special Education Law
Special education and general education teachers, administrators, and related service personnel must know and apply educational practices required by law in order to effectively serve all students, including those with special needs. This course teaches the history, intent, educational practices and major court cases in special education law. Emphasis will be on the Individuals with Disabilities Education Acts and the Americans with Disabilities Act (ADA). (2 credits)

Comprehensive Examination
All graduate students are required to successfully complete a summative evaluation of their knowledge and skills. Students must receive a passing score on the comprehensive examination in order to receive a Master’s degree in Speech-Language Pathology. Students will take the exam in the fall of their second year.

A score of 80% or above is considered a passing rate. If a student fails the first administration of the comprehensive examination, they are offered a second opportunity to re-take the examination within 30 days. If a student fails the second offering, they will be placed on a remediation plan and will receive a grade of incomplete in fall practicum placement. Failure to meet remediation plan outcomes will result in further academic remediation, completion of an oral exam and/or dismissal from the program. The exam must be passed before externship.

CALIPSO
CALIPSO (Clinical Assessment of Learning, Inventory of Performance, and Streamlined Office-Operations), a web-based application, will be used to maintain an electronic record of the students’ progress toward completion of the CCC requirements. Completion of all academic competencies will be recorded in CALIPSO. The program director and academic standards committee (ACS) will monitor the student’s progress in completing the ASHA CCC requirements.

Knowledge and Skills
Throughout the SLP graduate program students are expected to meet all knowledge and skill competencies required for certification by American Speech-Language Hearing Association (ASHA). The knowledge and skills standards are found at:

Concerns Regarding Accreditation by the Council on Academic Accreditation

Students' concerns 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.

The full process of the CAA complaint procedure is available on-line on the ASHA website. (www.asha.org)

Confidentiality and Privacy Policy

All SLP students are required to sign a Confidentiality & Privacy Oath as shown in the appendix. Professors may utilize clinic material for courses and students need to ensure confidentiality and privacy.

Photograph / Video Policy

Students, supervisors, faculty, and clients participating in the Speech-Language Pathology Program at the University of Mary have the opportunity to provide consent for the Speech-Language Pathology Program to use photographs and videos for educational for the purposes of teaching, learning, and promoting speech-language pathology. Consent is optional and can be revoked at any time. See Appendix for forms.

Professional Appearance

All SLP students shall represent the profession effectively through professional dress and appearance.

Procedures:
- Client Interactions & Practicum Experience: As a representative of the University of Mary community, cleanliness, professionalism, good taste, and safety are the primary considerations for a professional appearance during client interactions and practicum experiences. Effective therapeutic use of self, includes professional presentation to clients in one’s manner, dress, and appearance. It is the student’s responsibility to find out the dress code requirements for a fieldwork site and to wear the appropriate attire. Students must be in compliance with the dress code for the facility as the site may require a stricter dress code or uniform. All students are expected to meet at least the following dress code/professional appearance standards:
All clothing should be modest, clean, neat, pressed, and not stained. Clothing should not contain any suggestive or offensive pictures or messages. All clothing should be of opaque fabric (not see-through); fit appropriately, not too low cut, tight or loose; and long enough to remain tucked in with movement (i.e., no bare midriffs).

- Tops should allow for raising of hands above head without exposing skin. T-shirts that convey a casual appearance are not to be worn.
- Pants should fit appropriately, loose enough to allow for mobility but not to present a safety hazard by getting caught in equipment. Denim jeans or comparable jean styles, leggings, or skin tight stretch pants are not acceptable.
- Appropriate leg and foot covering, as deemed by the facility, must be worn. A closed toe, low or no-heeled shoes must be worn for your personal safety.

Hairstyles or colors should be conservative, clean, and well kept. Unconventional hair colors, styles, or accessories that are distracting, unkempt, unhygienic, etc. are not acceptable. To assure patient safety, hair should be cut/contained/styled/pinned sufficiently not to distract or interfere with the client or student therapist’s movement, attention, or vision.

Jewelry should be simple and minimal to avoid snagging on patient's clothing, scratching patient's skin or getting entangled in equipment. Students may wear one stud earring in the bottom of each ear lobe (note: some practicum settings may not allow any ear jewelry). No additional body jewelry is permitted (cartilage, nose, eyebrow, tongue, earlobe extenders, etc.)

All tattoos must be covered during fieldwork experiences. This may involve wearing long sleeve shirts during summer months.

Perfume/Aftershave should not be worn. Any obvious scent (e.g., tobacco, perfume or body odor) can be offensive or cause an allergic reaction in a sensitive patient/coworker.

Fingernails should be kept clean with filed, smooth edges. Long nails that could gouge a patient's skin or that could be broken in the course of work are not acceptable. Acrylic nails, brightly colored nails, flashy polish/designs or chipped nail polish are not permitted.

University of Mary student name tags should be worn during all fieldwork experiences when it is within the fieldwork site regulations.

**Clinical Observations/Other Professional Activities:** At times, students will do clinical observations or engage in other professional activities to fulfill requirements for courses. Professional dress with name tags is required for these experiences.
Appendix

CALIPSO Student Registration Information
Criminal Background Check Disclosure Form
Personal Injury Liability Waiver
Confidentiality & Privacy Oath
Student Photograph and Video Release Form
Client Photograph and Video Release Form
Sick and Personal Leave Tracking Form
Informed Consent: Student Policies and Procedures
Student Authorization Form for Academic Work Release
Student Consent for Release of Information
Reference Form
Minimal Skills and Essential Functions
Academic Contract for Intervention of Missed ASHA Competencies
Clinical Coordinator will provide directions for registration and passcodes via email.
**Criminal Background Check Disclosure Form**

This disclosure form is pertinent to applicants and students currently enrolled in the Speech-Language Pathology Program.

According to the University of Mary Graduate Nursing Program Criminal Background Check Policy, a criminal background check is required to be completed on application to the University of Mary.

Students are required to sign a release of information form which is kept in their student file. The criminal background report will be shared with clinical agencies upon their request. Students who do not consent to disclosure of the criminal background report may not be allowed in the clinical site and therefore would not be able to progress academically. On occasion, an agency may have a differing criminal background check policy. In this instance, a student would be required to be in compliance with both the individual agency policy and this policy. The student is responsible for any costs incurred for all background checks.

<table>
<thead>
<tr>
<th>Student Name: __________________________________________________________</th>
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<tr>
<td>Address: _______________________________________________________________</td>
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<tr>
<td>Phone: _____________________________ Date of Birth: ______________________</td>
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For student experiences affiliated with the University of Mary, I give my permission for information from this report to be shared with those agencies, organizations or individuals requesting it as part of standard procedure for accepting students within their respective settings.

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<tr>
<th>Student’s Signature: ____________________________________________________</th>
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<td>Date: __________________________________________________________________</td>
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Personal Injury Liability Waiver

The University of Mary, Speech-Language Pathology Department acknowledges speech-language pathology is a practice discipline with potential risks for personal injury. It is the responsibility of the Speech-Language Pathology Department to inform students of this and insure proper instruction in the performance of skills and client care so as to minimize such risk.

It is the responsibility of the student to be prepared to correctly perform patient care and procedures in the clinical setting, and to follow all agency policies in the performance of skills and procedures.

The University of Mary does not provide personal health insurance for students and is not responsible for any expenses incurred by students as a result of personal injury during clinical practica and externship experiences. This includes physician or emergency care charges, laboratory and diagnostic testing, medication or follow-up care.

Potential hazards/injuries in nursing practice include, but are not limited to:

- Exposure to infective material such as blood (needle stick injury) or body fluids (sputum, stool, urine, emesis)
- Falls
- Muscular injury, especially back injury
- Exposure to hazardous materials such as radiation (x-ray), radioactive dye, cleansers, latex, anesthetic gases
- Assault

If a student experiences a personal injury as a part of a nursing practice experience, the student is required to notify the instructor immediately after the injury, and follow all agency policies regarding the injury.

As a student in the University of Mary Speech-Language Pathology Program, I am aware of potential injuries that may occur as a result of clinical experiences and I agree to participate in such experiences despite the risk of personal injury.

I also agree not to hold the University of Mary responsible for any injury incurred as a result of clinical experiences.

Student Name: ____________________________________________________________

Student’s Signature: ________________________________________________________

Date: _____________________________________________________________________
Confidentiality & Privacy Oath

As a student or course faculty in the Speech-Language Pathology Department at the University of Mary I, ________________________________ promise to hold confidential, verbal and written information received through observations of, direct contact with, or written and verbal material about, individuals or groups of individuals who are recipients of services from health care providers and organizations. I further promise to uphold, in good faith ethical obligations expected by the University of Mary and the Speech-Language Pathology Department concerning privacy, rights, and respect of all information related to individuals and healthcare organizations who are a part of the learning experience, directly or indirectly, including health information, organizational data, professionals, families, student peers, and support staff.

Student Name: ___________________________________________________

Student’s Signature: ___________________________________________________

Date: ___________________________________________________________________
Student Photograph and Video Release Form

☐ I hereby authorize the use of my photograph(s) and/or video(s) by the University of Mary for the purposes of teaching, learning, and promoting speech-language pathology.

or

☐ I, ________________________________ (print full name) refuse to have my digital photograph placed on the clinical tracking system in the Department of Speech-Language Pathology at the University of Mary, used for printed class rosters to be shared with clinical facilities and preceptors or for the purposes of teaching, learning and promoting speech-language pathology. I may choose to have my picture uploaded in the future by informing the secretary for the Department of Speech-Language Pathology at any time. I understand that not having my picture on the website will have no effect on my academic or clinical progress at the university.

Student Name: ___________________________________________________________
Student’s Signature: _______________________________________________________
Date: ___________________________________________________________________
Program of Study: _________________________________________________________
Client Photograph and Video Release Form

**For individuals under age 18 OR those over age 18 with a guardian:**

I, the parent or guardian of ____________________________ (my minor child or individual for which I serve as guardian) hereby **authorize** the Department of Speech-Language Pathology at the University of Mary to use the photograph(s) and/or video(s) taken for the duration of my participation in the Speech-Language Pathology Clinic for the purposes of teaching, learning, and promoting speech-language pathology.

I, the parent or guardian of ____________________________ (my minor child or individual for which I serve as guardian) hereby **refuse** the Department of Speech-Language Pathology at the University of Mary to use the photograph(s) and/or video(s) taken for the duration of my participation in the Speech-Language Pathology Clinic for the purposes of teaching, learning, and promoting speech-language pathology.

This release is effective the date of signature and is indefinite.

| Student Name: ___________________________________________________________ |
| STUDENT'S SIGNATURE: ____________________________________________________ |
| DATE: __________________________________________________________________ |
| PROGRAM OF STUDY: ______________________________________________________ |
| WITNESS SIGNATURE: ____________________________________________________ |
| DATE: __________________________________________________________________ |

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**Additional Information**

- **Student Name:**
- **Student's Signature:**
- **Date:**
- **Program of Study:**
- **Witness Signature:**
- **Date:**
# Sick and Personal Leave Tracking Form

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<thead>
<tr>
<th>SICK LEAVE</th>
<th>PERSONAL LEAVE</th>
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<td>Date Form completed by student __________</td>
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<td>Recorded in student record</td>
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Informed Consent
Student Policies and Procedures

By signing this informed consent I am acknowledging that I have read and understood the content of the University of Mary Speech-Language Pathology Academic Handbook. Furthermore, my signature implies my consent to comply with the policies and procedures delineated in the Speech-Language Pathology Academic Handbook.

Signature: _______________________________________________________

Date: ___________________________________________________________________

Program of Study: _____________________________________________________
Student Authorization Form for Academic Work Release

I hereby authorize examples of my academic work may be copied and used as an example for other students or put on display for accreditation purposes. I understand that if this work is used as an example for other students all identifying information will be removed.

Signature: ____________________________________________________________

Date: __________________________________________________________________

Program of Study: ______________________________________________________
Student Consent for Release of Information

In accordance with the Family Education Rights and Privacy Act of 1974 (FERPA), it is school representatives of the University of Mary must have written consent from a student to release information regarding student’s academic records to any source outside of the university.

I, ________________________________________________, authorize the following faculty member(s), adjunct faculty, or clinical supervisors of the Department of Speech-Language Pathology at the University of Mary:

1. _______________________________________________________________
2. _______________________________________________________________
3. _______________________________________________________________
4. _______________________________________________________________

To: (Initial all that apply)

- Write a letter of recommendation for the graduate school admission process
- Write a letter of recommendation for the purpose of employment
- Serve as a reference by telephone or email for the purpose of employment
- Other (please indicate) ______________________________________________

I understand and acknowledge that my signature on this form serves as written consent for the above listed individuals to release information regarding my academic and clinical performance. I understand that this consent for release of information is effective on the date of my signature and will remain in effect until I submit written notification to rescind this request.

Signature: _______________________________________________________________
Date: ___________________________________________________________________
Program of Study: _______________________________________________________
Reference Form

I, _____________________________ authorized ______________________ to
                     Student                                      faculty member
release information about me for the purpose of completing an academic reference in order to
obtain employment or a scholarship.

Information not to be disclosed:

Student Signature                                       Date
Minimal Skills and Essential Functions

Council of Academic Programs in Communication Sciences and Disorders (2007)
In order to acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in 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 licensure and national certification. Many of these skills can be learned and developed during the graduate program through coursework and clinical experience.

COMMUNICATION
A student must possess adequate communication skills to:
- Communicate proficiently in both oral and written English language. (Language to be determined by program.)
- Possess reading and writing skills sufficient to meet curricular and clinical demands.
- Perceive and demonstrate appropriate non-verbal communication for culture and context.
- Modify communication style to meet the communication needs of clients, caregivers, and other 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.

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.).

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 dependent decisions.
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 when a client’s family does or does not understand the clinician’s written and or verbal communication.

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 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.

I have read the entire description of the Essential Functions. Check the appropriate box below:

_____ I am capable of performing all the essential functions without any reasonable accommodations.

_____ I am capable of performing all of the essential functions with reasonable accommodations and will make an appointment with the Student Success Center to complete the required and engage in an interactive dialogue.

_____ I am not capable of performing the essential functions.

Name:___________________________________     Date: ___________________
Academic Contract for Intervention of Missed ASHA Competencies

Student: ___________________________________________________ Date: ____________________
Faculty Member: ____________________________________________
Program Chair: _____________________________________________

1. Identify (and agree to) ASHA Knowledge/Skill Competency(ies) not being met during the academic course:
   Evaluation:
   
   Intervention:
   
   Interaction/Personal Qualities:

2. Plan of action/Intervention Activity

3. Action Steps Achieved and Date

   If not achieved:

   Comments:

   Student: ___________________________ Date: ________________
   Faculty: __________________________ Date: ________________
   Program Chair: ____________________ Date: ________________