

Department of Communication Science and Disorders

Master of Health Science

Academic Policies and
Procedures Handbook

2011-2012



School of Health Professions

University of Missouri Health System

Welcome to the Student Handbook for the Master of Health Science (MHS) in Communication Science and Disorders (CSD).

This document is designed to outline policies and academic requirements set forth by the CSD Department and the Graduate School at the University of Missouri. For detailed information regarding the clinical practicum requirements for candidates of the MHS degree, refer to the *Speech and Hearing Clinic Handbook of Policies and Procedures*.

In addition to the Departmental handbooks, students should refer to the Index of Graduate School Policies and Procedures (<http://gradschool.missouri.edu/policies/graduate-catalog/>) for general requirements of the Graduate School. Finally, for a complete guide to all aspects of University of Missouri policy, students should refer to the *M-Book* (<http://conduct.missouri.edu/wp-content/uploads/2011/08/M-Book-2011-2012.pdf>).

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History of Communication Science and Disorders at MU

The roots of CSD at MU can be traced back to the late 1800's when the first speech classes were offered by Professor of Elocution, John R. Scott. After Professor Scott retired the elocution courses became part of the speech section in the English Department. The MU Speech and Hearing Clinic, established in 1938 by Loren Reid, consisted of two rooms, a Presto wax disc recorder, and a microphone. In 1938, this was "state of the art." In 1940, the speech section in the Department of English became the Department of Speech and Dramatic Art. In 1980, the speech pathology and audiology program, including the MU Speech and Hearing Clinic, moved to the School of Health Related Professions (now School of Health Professions) in Lewis Hall.

The first speech-language pathology master's degree was conferred in 1947 and the first doctoral degree in 1952. The master's program has been continually accredited in speech-language pathology by the American Speech-Language-Hearing Association (ASHA) since 1965. The program at MU offered one of the first doctoral programs in communication disorders and continues to offer the only PhD program in Missouri in speech-language pathology.

Academic Requirements for the MHS Degree

CSD Coursework

MHS candidates must complete a minimum of 42 credit hours of graduate coursework, including at least 24 credit hours of advanced study (8000-level coursework). The following is a list of courses required for MHS students in CSD:

- 7340 Aural Rehabilitation (3)
- 8020 Developmental Language Disorders (3)
- 8030 Acquired Language Disorders (3)
- 8150 Advanced Speech Science (2)

- 8200 Motor Speech Disorders (3)
- 8210 Disorders of Fluency (3)
- 8220 Disorders of Voice (2)
- 8230 Dysphagia (3)
- 8240 Orofacial Anomalies (1)
- 8260 Diagnosis in Speech-Language Pathology (3)
- 8420 Reading and Language Disabilities in School-Age Children (2)
- 8430 Introduction to Augmentative and Alternative Communication (2)
- 8500 Issues in Professional Practice (1)
- 8935 Clinical Practice in Audiology (1)
- 8945 Clinical Practice in Speech-Language Pathology (variable)
(elective coursework brings the total to 42 credit hours)

MHS students enrolled in 8000-level courses also must be simultaneously enrolled in CSD 8945 Clinical Practice in Speech-Language Pathology. No more than 8 credit hours of CSD 8945 may count towards the total 42 credit hours required for the MHS.

Electives must be numbered 7000-level or higher and be applicable to the field of speech-language pathology. Students should have all elective coursework pre-approved by the graduate advisor prior to registration to ensure that it will count towards their MHS degree. (See Appendices - Sample Plan of Study and MHS Degree and CCC-SLP Requirements Tracking Sheet)

Prerequisite Coursework

All accredited speech-language pathology programs must fulfill the same content requirements; however, individual programs satisfy these requirements in varying ways. Therefore, MHS candidates who completed their undergraduate degrees in CSD at another university may need to complete some additional undergraduate level coursework. In some cases, the additional coursework can count towards elective credit hours (see below). Conversely, some students may have completed graduate-level CSD coursework through their undergraduate program. Each student will meet with the graduate advisor upon entry to the program to discuss his or her individual needs. Following is a list of courses that fulfill prerequisite requirements for the MHS program. If a student is lacking any equivalent coursework upon admission to the program, a plan will be developed for its completion.

- CSD 2120 Survey of Communication Disorders (3)
- CSD 3010 American Phonetics (3)
- CSD 3020 Normal Language Development (3)
- CSD 3210 Anatomy & Physiology of the Speech Mechanism (2)
- CSD 3220 Speech Acoustics (2)
- CSD 3230 Hearing Science (3)
- CSD 4020 Language Disorders in Children (3)
- CSD 4030 Language Disorders of Adults (2)

- CSD 4210 Voice Disorders (1)
- CSD 4220 Fluency Disorders (2)
- CSD 4320 Disorders of Phonology and Articulation (3)
- CSD 4330 Introduction to Audiology (3)
- CSD 4900 Clinical Observation in Communication Disorders (1+1)
- CSD 7430 Neurophysiology for Speech, Language, and Hearing (3)*
- English/Linguistics 7600 Structure of American English (3)*
- One Statistics course (Recommended: Ed Statistics ECS PS 7170) (3)*

*These courses may be taken as graduate elective credit for the MHS program.

Clinical Practicum

In addition to the required coursework, students also must satisfy the ASHA CCC-SLP clinical practicum requirements for graduation from the MHS program. MHS students complete their first four semesters (typically Fall, Spring, Summer, and Fall) of clinical practicum here at the MU Speech and Hearing Clinic. Students will be assigned a limited outplacement during their fourth semester and then two full-time eight-week outplacements during their fifth semester in the program. Some students may have to make up prerequisite courses before beginning clinical practicum depending upon their undergraduate major and the coursework completed prior to starting the MHS program. For more information regarding policies and procedures related to clinical practicum, see the *Speech and Hearing Clinic Handbook of Policies and Procedures*.

PRAXIS II Examination for Speech-Language Pathology

All master's degree candidates must pass a comprehensive examination, as required by the Graduate School. The PRAXIS II examination for Speech-Language Pathology is used as the comprehensive examination for the MHS in CSD. This examination also is required by the American Speech-Language-Hearing Association (ASHA) for the Certificate of Clinical Competency (CCC).

A passing score (600 or higher) on the PRAXIS II is required for completion of the MHS degree. The exam is taken during the student's final semester of study. Students must pass the exam and have official score reports issued to the CSD Department at MU in order to graduate from the MHS program. (Other assessment procedures are described below.)

Thesis Option

A student may choose to write a thesis as part of the MHS degree program; however, the master's thesis is not required for graduation. The thesis option is appropriate for students interested in research and/or further study toward the Doctor of Philosophy degree. The thesis is prepared under the supervision of a CSD faculty member. Credit for the thesis will not exceed 6 of the 42 required credit hours. For those wishing to pursue the thesis option, a thesis committee of three faculty members must be formed during the student's second semester in the program. Please refer to the Departmental Guidelines and Procedures for Writing a Master's Thesis and the Departmental Master's Thesis Recording Form. In addition to the Departmental guidelines, students interested in writing a thesis should review the Graduate School's Thesis Process for Master's Students. (<http://gradschool.missouri.edu/policies/masters/requirements/thesis-process.php>)

Advising Procedures

Upon admission to the MHS program, a student will meet with the Graduate Advisor to determine a plan of study that takes into account the student's undergraduate coursework and whether or not the student intends to write a master's thesis. Initial advising generally takes place during the regular registration period, which occurs during the week preceding the beginning of Fall Semester. Later advising sessions typically occur during the pre-registration periods for each upcoming semester (October for Spring Semesters and March for Summer and Fall Semesters).

During a student's second fall semester, a Program of Study form (also referred to as the "M-1") must be submitted to the Graduate School. Two copies will be made – one to be retained in the student's advising folder and the other to be given to the student for his or her own records. Please refer to the Graduate School's Master's Plan of Study & Degree Requirements web page. (<http://gradschool.missouri.edu/policies/masters/requirements/plan-study-requirements.php>)

Registration

Following completion of the admission process, the Graduate School will send each newly admitted student an e-mail message that will include his or her PawPrint and temporary password (<http://doit.missouri.edu/accounts/pawprints.html>), both of which are necessary to access University email and the *myZou* online registration system (<http://myzou.missouri.edu>). To begin registration, go to *myZou* and follow the sign-on instructions. Use the "search for a class" button on the top right side to begin.

For sign-on assistance, contact the IT Help Desk at 573-882-5000. For any other problems encountered during the registration process, please contact Barbara McLay (mclayb@health.missouri.edu), Graduate Program Director and Graduate Advisor.

Typical Timeline for the MHS Degree

- **Students with a background in communication disorders:**
Students with a background in CSD typically finish the MHS degree in two years, including at least one summer session. Occasionally, a student with an undergraduate degree in communication disorders will enter the program needing some prerequisite coursework for graduate-level study or clinical practicum. This may require an extra summer (or more in rare instances) of study.
- **Students who do not have a background in communication disorders:**
An extra three full semesters (Spring, Fall, Spring) of prerequisite coursework is required of students who majored in a field other than communication disorders.
- **Reasonable Rate of Progress for Master's students:**
Circumstances may necessitate that a student takes a leave of absence or significantly reduce his or her enrollment. Per the policy of the Graduate School, students have eight years in which to complete the Master of Health Science degree. If more time is needed to complete the degree requirements, the student may submit a written request for an extension. The faculty will meet and notify the student of its decision within one month of when the student files the request.

Evaluation of Student Performance

Knowledge and Skills Acquisition (KASA)

In 2005, ASHA moved to a competency-based system of assessment. Since that time, programs in speech-language pathology have been required to keep track of, and to sign off on, each student's acquisition of the knowledge and skills delineated in the Standards for the Certificate of Clinical Competence. The competencies described in these standards reflect a broad knowledge base in both the academic and clinical aspects of speech-language pathology. To ensure that students are meeting these requirements, we use a Knowledge and Skills Acquisition (KASA) Summary Form to track and/or document a student's progress towards these goals. (See appendix – KASA Summary Form Template) Each MU CSD course syllabus contains a list of KASA standards that are intended to be met upon completion of that particular course. Instructors will specify minimum competency levels that are needed to meet these standards. Since this is a competency-based system, it is possible for a student to pass a course while still needing to improve in particular knowledge or skill areas targeted in that course.

Failure to Meet KASA Competencies

It is the responsibility of the instructor or clinical supervisor(s) to notify a student of any failed KASA competencies and to work with the student to devise a remediation plan. Remediation for academic course competencies typically involves independent study while remediation for clinical course competencies typically involves additional supervised clinical experience. A written remediation plan should be signed by all involved parties and then placed in the student's advising folder. Once all targeted competencies have been met, the instructor/supervisor(s) and student will sign off on the plan. The Program Director, and Clinic Director when appropriate, should be notified when remediation is required and should sign off on the remediation plan when it is created as well as when the remediation process is completed.

Formative Assessment

The MHS Program Faculty provides an evaluation of each graduate student's overall performance to date at the end of their first year of graduate study at the master's level. Non-traditional master's students (i.e., those entering the program without an undergraduate degree in CSD) will receive their assessment at the end of their first year of graduate coursework and clinical practicum.

- The assessment is intended to provide students with feedback on their academic and clinical progress in preparation for their outside clinical experiences the following year.
- The assessment is conducted by the academic and clinical program faculty.
- Upon entry to the MHS program, students will be provided with a copy of the evaluation rating forms for their records. At the end of their first year in the program, they will receive a letter, summarizing areas of strength and weakness as identified by the faculty. (See appendices - Academic Competencies & Clinical Competencies)
- Students for whom one or more serious concerns are identified through this process may not be permitted to begin their outside clinical placement the following semester. This decision will be made by the academic and clinical faculty following review and discussion. In the

event this happens, the student will be required to participate in a program of remediation that includes development of an individualized remediation plan. This plan will be implemented during the semester following the formative assessment.

- Any students for whom major areas of concern are identified will receive a follow-up formative evaluation at the end of that following semester. In order to begin an outside clinical placement, this second evaluation may not contain any area rated by the faculty to be of major concern.
- Students are encouraged to meet with the Program Director (Barbara McLay) if they have questions or concerns about the formative assessment.
- As part of the evaluation process, students will also be provided an anonymous feedback form, intended to allow them to provide information about the extent to which the faculty's evaluation was helpful to them.

Summative Assessment

In a process designed to meet both the University's and the ASHA Council on Academic Accreditation's policies, students nearing the end of the MHS program will undergo a summative assessment to determine whether the student has mastered the knowledge and skills required for the degree and for professional certification. This process will involve a faculty committee review of the student's compiled record, including transcripts, clinical records and evaluations, Praxis II score in speech-language pathology, completed Knowledge and Skills Acquisition (KASA) Summary Form, and other materials as necessary to document mastery. The MU MHS Program in CSD is designed to provide the opportunity for students to become accomplished in the areas outlined below. The summative assessment process will evaluate each student's success with regard to these learning outcomes.

Successful graduates will be able to:

- find, understand, evaluate, integrate, and apply relevant information
- communicate effectively
- effectively problem-solve
- develop effective professional relationships with clients and with other professionals
- use technology appropriately and effectively
- know and effectively apply information about:
 - normal development of communication across the lifespan
 - normal processes underlying speech, language, and hearing and their interrelationships
 - cultural differences
 - speech, language, and hearing disorders
 - screening, assessment, and treatment methods
 - prevention/conservation approaches
 - professional ethics and other professional issues

Professional Certification & Licensure for Speech-Language Pathology

There are three professional credentials that students who plan to work in Missouri need to know about. (Note: Students who plan to work in a state other than Missouri should familiarize themselves with the procedures for licensure and/or certification in that state. Links to state-specific information may be found on the ASHA web site. (<http://www.asha.org/advocacy/state/>)

- **Certificate of Clinical Competence** (the CCC-SLP, often called "ASHA Certification")

This is the only credential in speech-language pathology in the U.S. that is "nationally recognized." The CCC or its requirements are used as the basis of many state-level credentials across the country. The application for this certification is located on the ASHA web site. (<http://www.asha.org/certification/SLPCertification.htm>) At the end of a student's final semester in the program, Program Director, Barbara McLay, will verify that the student has successfully completed all standards listed on the "Verification by Program Director" form. She will then sign the form and give the original to the student for inclusion in the student's application for certification. The application for certification should be initiated upon graduation, but it will not be completed until the end of the Clinical Fellowship Year (CFY). NOTE: Students who have been members of the National Student Speech Language Hearing Association (i.e., National NSSLHA) for two consecutive years will qualify for significant savings on their initial ASHA membership dues through the NSSLHA-to-ASHA conversion program. (<http://www.nsslha.org/about/FAQsConversion/>)

- **Missouri Professional Licensure in SLP**

SLPs working in Missouri in most settings must hold a Missouri state license to practice. This credential is required for work in most hospitals, health care agencies, non-school clinics, and for any contract work or private practice. Information about, and applications for, professional licensure can be obtained through the Missouri Division of Professional Registration (<http://pr.mo.gov/speech-application-forms.asp>). Application for a provisional license (<http://pr.mo.gov/boards/healingarts/slpaapplication.pdf>) should begin close to graduation, and graduates beginning their clinical fellowship year (CFY) must apply for and receive a provisional license *prior to* the start of employment. A provisional license is good for one year and may be renewed for one additional year in order to complete the CFY, if necessary. Anyone who works in a setting requiring professional licensure in SLP without either a provisional or full professional license may be barred from further professional practice in Missouri. Full licensure as a speech-language pathologist in Missouri is obtained upon completion of the CFY. The requirements for Missouri licensure in SLP are the same as the requirements for the CCC, including the exam. The Professional License in Speech-Language Pathology must be renewed every two years.

- **Speech-Language Pathology Student Services Certificate**

This is the credential required for work in the public schools in Missouri. It is issued by the Missouri Department of Elementary and Secondary Education (DESE). (Individuals holding licensure may be able to work on contract with some school districts without holding this certificate.) All certification requests must be made through DESE's online certification system: (<https://k12apps.dese.mo.gov/webLogin/login.aspx>) A Help Guide is available: (http://www.dese.mo.gov/divteachqual/teachcert/documents/helpdocument_003.pdf)

Graduates who wish to complete their CFY in the public schools must apply for temporary authorization certification (TAC). Upon completion of the CFY, the individual may apply for a Speech-Language Pathology Initial Student Services Certificate. They must first obtain a Missouri Professional License in SLP (see item above) and then use that license along with evidence of their degree and of a passing Praxis II exam score to apply for the Initial Student Services Certificate. This initial certificate is valid for four years. After completing four years of experience in the schools, the individual is eligible for the Career Student Services certificate which is valid for 99 years. Important note: *Maintaining licensure from the Board of Healing Arts is necessary to maintain certification from DESE.*

Academic Honesty

Academic dishonesty includes (but is not limited to) plagiarism, cheating or sabotage. The CSD department strongly adheres to University policy regarding academic dishonesty, and any student violating academic honesty regulations will be subject to appropriate disciplinary action. If at any time a student is uncertain about whether something they are doing would violate the academic honesty policy, they should ask a faculty member for clarification. The Standard of Conduct for academic honesty may be found in the *M-Book* (<http://conduct.missouri.edu/wp-content/uploads/2011/08/M-Book-2011-2012.pdf>) or on the Office of Student Rights and Responsibilities' web site. (<http://osrr.missouri.edu/guidelines/index.html>)

Probation and Dismissal

Any student who fails to maintain a cumulative GPA of 3.0 or fails to achieve a 3.0 for any individual semester (term GPA) will be placed on academic probation. Students on probation must enroll for 12 semester credit hours in a Fall or Spring Semester, or 6 semester credit hours in a Summer Session. They may not enroll in clinical practicum courses. Probationary periods last one semester. To end the probationary period and return to normal status, the student must achieve a B- or better in all courses during the probationary semester and must attain both a term and cumulative GPA of 3.0.

A student in the graduate program will be subject to faculty review and dismissal when any of the following conditions prevails:

- The student has two consecutive semesters with a term GPA below 3.0 each semester (including summer session);
- The student's cumulative graduate GPA falls below 3.0;
- The student has received two grades of C+ or lower in any of the clinical practicum courses;
or
- The student, while on probation, has not satisfactorily met the conditions to end the probationary period and return to normal status.

All dismissals from the CSD department will be the result of a majority faculty vote.

Student Problems/Concerns

Students should be assured that any problems they have while in the MHS program may be taken in confidentiality to the Program Director/Graduate Advisor or the Department Chair. In cases where the student does not feel comfortable seeking counsel within the Department, problems and concerns may be directed to the Dean of the School of Health Professions or the Dean of the Graduate School. Students with problems or concerns may also contact the Council on Academic Accreditation (CAA) at (800) 498-2071, ext. 4142 or sflesher@asha.org.

Student Support

Financial Aid

MHS students may qualify for financial assistance from the Department in the form of teaching assistantships, research assistantships, or scholarships.

- Research and teaching assistantships require approximately 10 hours of work per week in the Department. The assistantships are .25 FTE (full-time equivalent) and carry a tuition fee waiver for one full academic year (i.e., one Fall and one Spring Semester, plus one Summer Session) and a monthly stipend paid over a nine-month period. (Note: Continuation of the assistantship past the Fall Semester is dependent upon the student's academic and clinical performance.) The specific nature of the research or teaching assistant responsibilities is determined at the beginning of each semester by the CSD department. Students who receive assistantships should report to the CSD Administrative Assistant on or prior to the first day of class to fill out employment paperwork and to the professor to whom they have been assigned to determine a work schedule for the semester.
- Scholarships vary in the amounts awarded to students and the requirements for each award. Generally, scholarships do not come with a tuition fee waiver and are paid in full to the student's university account at the beginning of a semester. We would like to thank the following for making student financial assistance possible: Roger S. Williams, Irma Green Lafollette, Joann Goodman Gum, and Norma Lee Lucas.
- Additional information about financial aid may be found at the University's Student Financial Aid Office, in 11 Jesse Hall, 882-7506. The Student Financial Aid Office determines eligibility and processes student loans, as well as provides information on other forms of financial aid available to students.

Responsibilities of Graduate Research/Teaching Assistants

Quarter-time, nine-month assistantships

Students on nine-month appointments work a total of 350 hours during the period from the beginning of the Fall Semester until the end of the Spring Semester, including the inter-session between the two semesters; however, students are not expected to work the weeks of Thanksgiving Recess, Spring Recess, and the period of December 25 through January 1 (i.e., students have three weeks off during the nine-month period; this differs somewhat from the campus policy which assumes 390 hours per nine-month appointment). Although the usual

expected schedule is 10 hours per week, different schedules for individual weeks may be arranged by mutual agreement of the faculty supervisor and student when appropriate due to the nature of the project or individual needs, as long as the number of hours totals 350.

Quarter-time, twelve-month assistantships

Students on twelve-month appointments work a total of 480 hours during the twelve-month period including the inter-sessions between the semesters. Students are not expected to work the weeks of Thanksgiving Recess, Spring Recess, the period of December 25 through January 1, and one week during the Summer to be agreed upon by the supervisor and the student (i.e., students have four weeks off during the twelve-month period; this differs somewhat from the campus policy which assumes 520 hours per twelve-month appointment). Although the usual expected schedule is 10 hours per week, different schedules for individual weeks may be arranged by mutual agreement of the faculty supervisor and student when appropriate due to the nature of the project or individual needs, as long as the number of hours totals 480.

Health Insurance

The University of Missouri offers both a [Student Accident & Sickness Insurance Plan](http://gradschool.missouri.edu/financial/medical-insurance/) and a Dental Plan (<http://gradschool.missouri.edu/financial/medical-insurance/>) to graduate students. Qualifying graduate research and teaching assistants are eligible for a subsidy. (<http://gradschool.missouri.edu/financial/medical-insurance/subsidy/>)

Outside Employment

Sometimes it is necessary for MHS students to maintain outside employment on top of their clinical and academic responsibilities. Most students will find that they have to schedule outside employment in the evening and weekend hours. In order to assure reasonable progress, it is important to ensure that a part-time job has minimal interference with program requirements.

Student Health Center

MU maintains a comprehensive Student Health Center (<http://studenthealth.missouri.edu/>) on campus, providing medical, behavioral health, and educational services to all students. A wide variety of routine health care services are covered by the pre-paid student health fee, and additional services are available for minimal fees. For more information on what the health fee covers, the student health center hours of operation, and a more detailed description of services provided, visit their web site; or call 882-7481.

MU Counseling Center

The MU Counseling Center (<http://counseling.missouri.edu/>) provides free and confidential services to MU students, and in some cases, their spouses. Services provided include: individual, couples, and group counseling; crisis intervention; biofeedback and stress management; and testing. To schedule an appointment, call 882-6601.

National Student Speech Language Hearing Association

The Department sponsors a local chapter of the National Student Speech-Language-Hearing Association (NSSLHA). NSSLHA is a professional organization for undergraduate and graduate students in Communication Science and Disorders and is the only student organization that is affiliated with the American Speech-Language-Hearing Association (ASHA). Graduate students are strongly encouraged to attend local meetings and to become actively involved in the national organization as well. Membership (<http://www.nsslha.org/join/>) in the national organization provides numerous benefits including professional journal subscriptions and eligibility for a discount (<http://www.nsslha.org/about/FAQsConversion/>) on initial ASHA membership dues. The local chapter, MU-NSSLHA, is a service organization that provides students the opportunity to interact and socialize with other CSD students while taking part in service projects throughout the school year. A major project each year is the Annual MU-NSSLHA Update Seminar, a full-day continuing education event that draws speech-language pathologists not only from central Missouri, but from the Kansas City and St. Louis areas as well. MU-NSSLHA meets once monthly throughout the Fall and Spring Semesters. Meetings are announced via e-mail and flyers posted throughout the Department.

Miscellaneous Information

Access to Lewis Hall/Security

The front door of Lewis Hall and the CSD offices are often locked after 5:00 p.m. MHS students are given ID card access to Lewis Hall during the evening/weekend hours, as well as a code to gain entry to the third floor computer labs and clinicians' workroom. Keys for research labs and other offices are given as needed, though a refundable cash deposit of \$20.00 is required. The CSD administrative assistant will distribute and collect keys. All keys issued by the Department must be returned upon completion of the master's program, or when the specific need for a key has passed.

While the west side of campus and Lewis Hall are generally considered to be safe areas, it is wise to use common sense and to take normal safety precautions during the evening hours. A further note of caution should be made regarding possessions such as laptops, purses, and backpacks. Unattended laptops, purses, and backpacks have been stolen from student workrooms and offices in Lewis Hall. Students should be advised to stow away their personal belongings or lock them in an office when they are unable to attend to them. In addition, it is Department policy that all computer labs and workrooms be locked when there is no one in them. If a student has any concerns, the MU Police Department can be reached at 882-7201, 24 hours per day.

Parking

Information on parking at MU can be accessed through the division of Parking and Transportation, 2nd level Turner Avenue Garage (one block from Lewis Hall) or through their web site (<http://parking.missouri.edu>). Options for student commuters are either to 'pay as you go' in a metered parking space, or to obtain a parking pass for an approved student parking lot. One graduate student parking garage that is well lit and close to Lewis Hall is Conley Avenue Garage. Due to the clinical practicum and coursework requirements, graduate students spend a

great deal of time in Lewis Hall. Therefore, obtaining a student parking permit (<http://parking.missouri.edu/html/stu.cfm>) is recommended. Parking and Transportation at MU is vigilant about ticketing illegally parked cars on campus, and illegally parked vehicles are often towed.

E-mail Policy

All University of Missouri students are issued a student email account. New students are given access to their email account when issued their PawPrint and temporary password. Visit the Information and Access Technology Services (<http://iatservices.missouri.edu/e-mail/>) web site for more information about accessing your account. All official University and Departmental communication will be sent to students' MU e-mail accounts. It is the responsibility of the student to check their email daily for important information and announcements and to maintain availability of the account by not allowing the account to exceed storage limits.

Mailboxes

Student mailboxes are a way for the CSD faculty and staff to exchange forms and information with MHS students throughout the school year; therefore, it is important that students check their mailboxes frequently. Mailboxes for all graduate students are located in 305 Lewis. Mailboxes are assigned to all students working in either the MU Speech and Hearing Clinic or the Robert G. Combs Language Preschool. Faculty mailboxes are located in 301 Lewis.

Address and Telephone Changes

Students should notify the CSD department of any name, address, or telephone changes. In addition, address changes should be updated in Jesse Hall or through myZou (<http://myZou.missouri.edu>).

Useful Websites

I. Academic Web Sites

- CSD Department Home Page:
<http://shp.missouri.edu/csd/>
- School of Health Professions:
<http://shp.missouri.edu/>
- University of Missouri-Columbia:
<http://www.missouri.edu>
- The M-Book Online:
<http://conduct.missouri.edu/wp-content/uploads/2011/08/M-Book-2011-2012.pdf>
- Council of Academic Programs in Communication Science and Disorders:
<http://www.capcsd.org/>
- The Graduate School at the University of Missouri:
<http://gradschool.missouri.edu>
- PRAXIS (for registration/information on the Praxis II exam in SLP):
<http://www.ets.org/praxis>

II. Student Support Web Sites

- Student Financial Aid Office:
<http://sfa.missouri.edu>
- U.S. Department of Education Financial Aid:
<http://studentaid.ed.gov>
- Counseling Center:
<http://counseling.missouri.edu/>
- Student Health Center:
<http://studenthealth.missouri.edu>
- Information Access and Technology Services at MU:
<http://iatservices.missouri.edu/>

III. Professional Web Sites

- American Speech-Hearing-Language Association:
<http://www.asha.org>
- National Student Speech-Language-Hearing Association:
<http://www.nsslha.org>

IV. Community Web Sites

- City of Columbia
<http://www.gocolumbiamo.com>
- Columbia, Missouri Convention and Visitors Bureau
<http://www.visitcolumbiamo.com/>
- Columbia Daily Tribune
<http://www.showmenews.com/>
- The Columbia Missourian
<http://www.columbiamissourian.com/>
- State of Missouri Tourism
<http://www.visitmo.com/>

MHS Class 2011-13

	Course	Hours
Fall Semester 2011	8260: Diagnosis in SLP	3
	8030: Acquired Lang Disorders	3
	8020: Develop Lang Disorders	3
	8945 (sec 1): Clinical Practice in SLP	2
	8935: Aud Practicum (enroll 1 sem only)	1
	Total	12
Spring Semester 2012	8020: Motor Speech Disorders	3
	8150: Adv Speech Science	2
	8210: Disorders of Fluency	3
	8420: Reading & Lang Disorders	2
	8945 (sec 1): Clinical Practice in SLP	2
	8945 (sec 2): Clinical Practice in SLP	1
	Total	13
Summer Session 2012	7340: Aural Rehab (if needed) and/or elective	3 (2+)
	8945 (sec 1): Clinical Practice in SLP	2
	8945 (sec 2): Clinical Practice in SLP	1
	Total	5-8
Fall Semester 2012	8220: Disorders of Voice	2
	8230: Dysphagia	3
	8240: Orofacial Anomalies	1
	8430: AAC	2
	8500: Professional Issues	1
	8945 (sec 1): Clinical Practice in SLP	2
	8945 (sec 2): Clinical Practice in SLP	1
Total	12	
Spring Semester 2013	8945 (sec 3): Clinical Practice in SLP (2 eight-week blocked outplacements)	12
	Total	12

Updated 1/27/12

MHS Degree & CCC-SLP Requirements Tracking Sheet

Student Name: _____
 Student ID: _____

Professional Coursework

CSD Prerequisite Requirements	Cr	Semester
2120: Survey of CD (3)	_____	_____
3010: American Phonetics (3)	_____	_____
3020: Normal Lang Development (3)	_____	_____
3210: A & P of Speech Mech (2)	_____	_____
3220: Speech Acoustics (2)	_____	_____
3230: Hearing Science (3)	_____	_____
4020: Lang Dis in Children (3)	_____	_____
4030: Lang Dis of Adults (2)	_____	_____
4210: Fluency Disorders (2)	_____	_____
4220: Voice Disorders (1)	_____	_____
4320: Dis of Artic & Phonology (3)	_____	_____
4330: Intro to Audiology (3)	_____	_____
7430: Neurophysiology (3)	_____	_____
4900: Observation in CD (2)	_____	_____
ESC PS 7170 Statistics (3)	_____	_____
Ling/Eng 7600: Struct of Am Eng (3)	_____	_____

MHS Degree Core (42 credit hours required)

7340: Aural Rehabilitation (3)	_____	_____
8020: Devel Lang Disorders (3)	_____	_____
8030: Acquired Lang Disorders (3)	_____	_____
8150: Advanced Speech Science (2)	_____	_____
8200: Motor Speech Disorders (3)	_____	_____
8210: Disorders of Fluency (3)	_____	_____
8220: Disorders of Voice (2)	_____	_____
8230: Dysphagia (3)	_____	_____
8240: Orofacial Anomalies (1)	_____	_____
8260: Diagnosis in SLP (3)	_____	_____
8420: Reading & Lang Dis (2)	_____	_____
8430: Alt/Aug Comm (2)	_____	_____
8500: Issues in Prof Practice (1)	_____	_____
8935: Clinical Practice in Aud (1)	_____	_____
8945: Clinical Practice in SLP (*)	_____	_____
_____	_____	_____
_____	_____	_____

Electives to reach 42 cr hr minimum for MHS (2 cr hrs)

Total Graduate Credit Hours _____

Additional Requirements for CCC-SLP

Basic Science Coursework	Cr	Semester
Biological Sciences	_____	_____
_____	_____	_____
Physical Sciences	_____	_____
_____	_____	_____
Social/Behavioral Sciences	_____	_____
_____	_____	_____
Mathematics/Statistics	_____	_____
_____	_____	_____

Total CSD credit hours _____ (min. 75 hrs)

Total Grad-level CSD cr hrs _____ (min. 36 hrs)

(These totals reflect ASHA-required CSD content. ASHA also expects additional elective credit hours to round out the graduate curriculum.)

Observation Hours Completed _____

Technology Proficiency _____

HIPAA Training _____

Relevant experiences w/ cultural differences:

-
-
-

Plan of Study (M-1) Date submitted _____

PRAXIS Date of exam _____ Passed _____

M-3 Form Date submitted _____

Record of Advising

*Only 8 credit hours of SLP practicum (CSD 8945) may be counted toward the MHS degree.

Departmental Guidelines and Procedures for Master's Theses

1. Important note: A master's thesis does not replace the "final examination" in CSD. Although this may be the general policy of the Graduate School, it is not the case in CSD. That is because the PRAXIS II, which serves as the final exam in CSD, is required for ASHA certification.
2. Master's thesis research is supervised by a committee of three faculty members who are members of the Graduate Faculty. Two committee members must be from CSD, and the third member must be from an MU department or area other than CSD. Students proposing to do a Master's thesis should submit a "Request for appointment of Master's thesis committee" to the Director of Graduate Studies as soon as the general area and relevant faculty are known.
3. Once the thesis committee has been approved within the department, the Request for Thesis Committee (M-2) form must be submitted to the Graduate School. The Request for Thesis Committee form identifies the three faculty members who will read the thesis. The Request for Thesis Committee form, along with all other required forms for the master's degree can be found in this handbook as well as at the Graduate School's web site.
4. The student should prepare a prospectus for the thesis research and obtain approval no later than September 20 of their second year. The prospectus should identify the questions to be addressed, provide enough literature review to clarify the question and its interest, and describe the methods to be used. In most cases, this prospectus will be 7-10 pages in length. Normally a student will submit a draft prospectus to the advisor earlier, and then send out a revised version to the committee in time for them to review it by September 20. The supervisory committee will meet with the student to discuss the prospectus and suggest changes, and sign an "Approval of Master's Thesis Prospectus." This form, along with a copy of the prospectus and a brief memorandum from the thesis director recording any substantial changes that were made in the research plan, will be placed in the student's file. If the thesis director feels a prospectus meeting is not necessary, the student can meet with each committee member individually to discuss the project and obtain the signature. However, in this case it is the responsibility of the student and thesis director to record any substantial changes to the prospectus and ensure that the changes are placed in the student's file.
5. Federal and University of Missouri policy requires that all research projects involving human subjects be submitted to the Institutional Review Board (IRB) for review and approval or exemption prior to initiation of the research (from the Health Sciences Institutional Review Board web site, c2010). Research applications and online forms may be found at:
<http://www.research.missouri.edu/hsirb/>.
6. Students may register for a total of six hours of credit in CSD 8090 for work on the thesis. The six hours of CSD 8090 count as elective credits.
7. The format and length of the thesis are guided by the thesis director. In general, students are encouraged to prepare their thesis in the format of a journal article in the appropriate field.
8. Upon completion of the research and preparation of a thesis draft that is approved by the thesis director, a revised version will be prepared and distributed to the committee, and a thesis defense meeting will be scheduled. The student will make a brief presentation of their research, followed by a discussion period. This portion of the defense meeting is public, and other students and faculty are encouraged to attend. It is followed by a closed meeting of the committee to make the final decision concerning the thesis.
9. Deadlines for master's theses and guidelines on submitting the final electronic version of the thesis to the Graduate School are available on the Graduate School's web site. The thesis is submitted to the Graduate School after being successfully defended.

**Department of Communication Science and Disorders
University of Missouri**

Master's Thesis Recording Form

Name of Student: _____

Request for Appointment of Master's Thesis Committee

Thesis Director

Signature: _____ Date: _____

Committee Member

Signature: _____ Date: _____

Committee Member

Signature: _____ Date: _____

Additional Committee Member (optional)

Signature: _____ Date: _____

Approval by Director of Graduate Studies

Signature: _____ Date: _____

Approval of Master's Thesis Prospectus

Thesis Director

Signature: _____ Date: _____

Committee Member

Signature: _____ Date: _____

Committee Member

Signature: _____ Date: _____

Committee Member

Signature: _____ Date: _____

(This form, together with a copy of the prospectus and a memorandum describing any substantial changes that have been made to the research plan, should be given to the Director of Graduate Studies for placement in the student's file.)

**Knowledge And Skills Acquisition (KASA) Summary Form
For Certification in Speech-Language Pathology**

Student:

The KASA form is intended for use by the applicant during the graduate program to track the processes by which the knowledge and skills specified in the 2005 Standards for the CCC are being acquired. Each applicant should review the KASA form at the beginning of graduate study, and update it at intervals throughout the graduate program and at the conclusion of the program.

Entries must be made in the **applicable columns** as each of the knowledge and skills is acquired. It is expected that many entries will appear in the coursework and the clinical practicum columns, with some entries, as appropriate, in the "Other" (lab, research) columns.

I. KNOWLEDGE AREAS

A Standards	B Knowledge/ Skills Met? (check)	C Course # and Titles	D Practicum Experiences # and Title	E Other (e.g., labs, research) (Include description of activity)
Standard III-A. The applicant must demonstrate knowledge of the principles of:				
<ul style="list-style-type: none"> • Biological sciences 		BIO 1010: Gen. Princ. & Concepts		
<ul style="list-style-type: none"> • Physical sciences 		CHEM 1100: Atoms & Molecules		
<ul style="list-style-type: none"> • Mathematics 		MATH 1120: College Algebra		
<ul style="list-style-type: none"> • Social/Behavioral sciences 		PSYC 1000: General Psychology; PSYC 2410: Child Psychology		
Standard III-B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases				
<ul style="list-style-type: none"> • Basic Human Communication Processes 				
<ul style="list-style-type: none"> • Biological 		3210: Anatomy & Physiology of Speech Mech.		
<ul style="list-style-type: none"> • Neurological 		4430/7430: Neurophysiology for Sp, Lang, & Hearing		
<ul style="list-style-type: none"> • Acoustic 		3230: Hearing Science; 3220 Speech Acoustics; 8150: Adv. Speech Science		
<ul style="list-style-type: none"> • Psychological 		1060: Human Language	8945: Clinical Practice in SLP	
<ul style="list-style-type: none"> • Developmental/Lifespan 		3020: Normal Language Development	8945: Clinical Practice in SLP	
<ul style="list-style-type: none"> • Linguistic 		4420/7420: Reading and Lang. Disabilities	8945: Clinical Practice in SLP	
<ul style="list-style-type: none"> • Cultural 		1060: Human Language	8945: Clinical Practice in SLP	
<ul style="list-style-type: none"> • Swallowing Processes 				
<ul style="list-style-type: none"> • Biological 		8230: Dysphagia		
<ul style="list-style-type: none"> • Neurological 		8230: Dysphagia		
<ul style="list-style-type: none"> • Acoustic 		8230: Dysphagia		
<ul style="list-style-type: none"> • Psychological 		8230: Dysphagia		
<ul style="list-style-type: none"> • Developmental/Lifespan 		8230: Dysphagia		
<ul style="list-style-type: none"> • Linguistic 				
<ul style="list-style-type: none"> • Cultural 				
Standard III-C. The applicant must <u>demonstrate knowledge</u> of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:				

Standards	Knowledge/ Skills Met? (check)	Course # and Titles	Practicum Experiences # and Title	Other (e.g., labs, research) (Include description of activity)
Articulation				
• Etiologies		4320: Disorders Phonology/Artic	8945: Clinical Practice in SLP	
• Characteristics		4320: Disorders Phonology/Artic	8945: Clinical Practice in SLP	
Fluency				
• Etiologies		8210: Fluency Disorders	8945: Clinical Practice in SLP	
• Characteristics		8210: Fluency Disorders	8945: Clinical Practice in SLP	
Voice and resonance (respiration and phonation)				
• Etiologies		8220: Voice Disorders	8945: Clinical Practice in SLP	
• Characteristics		8220: Voice Disorders	8945: Clinical Practice in SLP	
Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities				
• Etiologies		8020: Dev. Lang. Disorders	8945: Clinical Practice in SLP	
• Characteristics		8020: Dev. Lang. Disorders	8945: Clinical Practice in SLP	
Hearing, including the impact on speech and language				
• Etiologies		4330: Intro to Audiology	8945: Clinical Practice in SLP	
• Characteristics		4330: Intro to Audiology	8945: Clinical Practice in SLP	
Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)				
• Etiologies		8230: Dysphagia	8945: Clinical Practice in SLP	
• Characteristics		8230: Dysphagia	8945: Clinical Practice in SLP	
Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)				
• Etiologies		8030: Acquired Lang. Disorders	8945: Clinical Practice in SLP	
• Characteristics		8030: Acquired Lang. Disorders	8945: Clinical Practice in SLP	
Social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities)				
• Etiologies		8020: Dev. Lang. Disorders	8945: Clinical Practice in SLP	
Communication modalities (including oral, manual, augmentative and alternative communication techniques and assistive technologies)				
• Characteristics		8430: Intro to AAC; 7340: Aural Rehab	8945: Clinical Practice in SLP	
Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.				

Standards	Knowledge/ Skills Met? (check)	Course # and Titles	Practicum Experiences # and Title	Other (e.g., labs, research) (Include description of activity)
• Articulation				
• Prevention		4320: Disorders Phonology/Artic	8945: Clinical Practice in SLP	
• Assessment		4320: Disorders Phonology/Artic	8945: Clinical Practice in SLP	
• Intervention		4320: Disorders Phonology/Artic	8945: Clinical Practice in SLP	
• Fluency				
• Prevention		8210: Fluency Disorders	8945: Clinical Practice in SLP	
• Assessment		8210: Fluency Disorders	8945: Clinical Practice in SLP	
• Intervention		8210: Fluency Disorders	8945: Clinical Practice in SLP	
• Voice and resonance				
• Prevention		8220: Voice Disorders	8945: Clinical Practice in SLP	
• Assessment		8220: Voice Disorders	8945: Clinical Practice in SLP	
• Intervention		8220: Voice Disorders	8945: Clinical Practice in SLP	
• Receptive and expressive language				
• Prevention		8020: Dev. Lang. Disorders	8945: Clinical Practice in SLP	
• Assessment		8020: Dev. Lang. Disorders	8945: Clinical Practice in SLP	
• Intervention		8020: Dev. Lang. Disorders	8945: Clinical Practice in SLP	
• Hearing				
• Prevention		4330: Intro to Audiology	8945: Clinical Practice in SLP	
• Assessment		4330: Intro to Audiology	8945: Clinical Practice in SLP	
• Intervention		4340: Aural Rehab	8945: Clinical Practice in SLP	
• Swallowing				
• Prevention		8230: Dysphagia	8945: Clinical Practice in SLP	
• Assessment		8230: Dysphagia	8945: Clinical Practice in SLP	
• Intervention		8230: Dysphagia	8945: Clinical Practice in SLP	
• Cognitive aspects of communication				
• Prevention		8020: Dev. Lang. Disorders	8945: Clinical Practice in SLP	
• Assessment		8020: Dev. Lang. Disorders	8945: Clinical Practice in SLP	
• Intervention		8020: Dev. Lang. Disorders	8945: Clinical Practice in SLP	
• Social aspects of communication				
• Prevention		8020: Dev. Lang. Disorders	8945: Clinical Practice in SLP	
• Assessment		8020: Dev. Lang. Disorders	8945: Clinical Practice in SLP	
• Intervention		8020: Dev. Lang. Disorders	8945: Clinical Practice in SLP	
• Communication modalities				
<i>Prevention not applicable</i>				
• Assessment		8430: Intro to AAC	8945: Clinical Practice in SLP	
• Intervention		8430: Intro to AAC	8945: Clinical Practice in SLP	

Standards	Knowledge/ Skills Met? (check)	Course # and Titles	Practicum Experiences # and Title	Other (e.g., labs, research) (Include description of activity)
Standard IV-G: The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:				
1. Evaluation				
a. Conduct screening and prevention procedures (including prevention activities)				
b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals				
c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures				
d. Adapt evaluation procedures to meet client/patient needs				
e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention				
f. Complete administrative and reporting functions necessary to support evaluation				
g. Refer clients/patients for appropriate services				
• Articulation		Relevant Disorders Coursework, As Indicated in Each Area Above	8945: Clinical Practice in SLP	
• Fluency			8945: Clinical Practice in SLP	
• Voice and resonance, including respiration and phonation			8945: Clinical Practice in SLP	
• Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities)			8945: Clinical Practice in SLP	
• Hearing, including the impact on speech and language			8945: Clinical Practice in SLP	
• Swallowing (oral pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction			8945: Clinical Practice in SLP	
• Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)			8945: Clinical Practice in SLP	
• Social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)			8945: Clinical Practice in SLP	
• Communication modalities (including oral, manual augmentative, and alternative communication techniques and assistive technologies			8945: Clinical Practice in SLP	

Standards	Knowledge/ Skills Met? (check)	Course # and Titles	Practicum Experiences # and Title	Other (e.g., labs, research) (Include description of activity)
2. Intervention				
a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs				
b. Implement intervention plans. Involve clients/patients and relevant others in the intervention process				
c. Select or develop and use appropriate materials and instrumentation for prevention and intervention				
d. Measure and evaluate clients'/patients' performance and progress				
e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients				
f. Complete administrative and reporting functions necessary to support intervention				
g. Identify and refer clients/ patients for appropriate services				
• Articulation		Relevant Disorders Coursework, As Indicated in Each Area Above	8945: Clinical Practice in SLP	
• Fluency			8945: Clinical Practice in SLP	
• Voice and resonance			8945: Clinical Practice in SLP	
• Receptive and expressive lang.			8945: Clinical Practice in SLP	
• Hearing, incl. impact on sp & lang.			8945: Clinical Practice in SLP	
• Swallowing			8945: Clinical Practice in SLP	
• Cognitive aspects of comm.			8945: Clinical Practice in SLP	
• Social aspects of communication			8945: Clinical Practice in SLP	
• Communication modalities			8945: Clinical Practice in SLP	
3. Interaction and Personal Qualities				
a. Communicate effectively, recognizing the needs values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others		Relevant Disorders Coursework, As Indicated in Each Area Above	8945: Clinical Practice in SLP	
b. Collaborate with other professionals in case management			8945: Clinical Practice in SLP	
c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others			8945: Clinical Practice in SLP	
d. Adhere to the ASHA Code of Ethics and behave professionally			8945: Clinical Practice in SLP	

Academic Competencies

Student Name:

Date:

	Needs Improvement	Expected Level	Exceeds Expectations
The student shall demonstrate:			
• Understanding of the underlying processes of communication			
• Understanding of the biological, psychological, neurological, and other bases of human communication			
• Understanding of communication disorders and difference, including information pertaining to etiology, characteristics of the disorder, and anatomical/physiological correlates of the disorder			
• Understanding of the principles and procedures of assessment across disorder areas			
• Understanding of the principles and procedures of intervention across disorder areas			
• Application of knowledge of sciences, mathematics, linguistics, development, and human communication to analysis of assessment and intervention methods/techniques			
• Understanding of information pertaining to professional ethics			
• Understanding of research methods			
• Ability to evaluate research findings for application to aspects of clinical practice			
Communication Skills			
• Overall oral language skills			
• Overall written language skills			
• Comprehension of written material, including readings assigned for courses and clinic			
Comments:			

Clinical Competencies

Student Name:

Date:

	Below Expectations	Expected Level	Above Expectations
<p>The student shall demonstrate the ability to observe and assess communicative behavior including:</p> <ul style="list-style-type: none"> • Selecting diagnostic tools • Administering and scoring instruments • Forming a diagnostic impression • Formulating appropriate recommendations 			
<p>The student shall demonstrate the ability to design a treatment program including:</p> <ul style="list-style-type: none"> • Applying theoretical knowledge to client needs • Formulating behavioral objectives • Using evidence to plan appropriate & meaningful procedures • Organizing and structuring hierarchies of treatment 			
<p>The student shall demonstrate the ability to conduct therapy for language, phonological, fluency and voice disorders across the life span including:</p> <ul style="list-style-type: none"> • Establishing and maintaining positive clinician/client interactions • Using therapeutic techniques to meet objectives • Selecting and using appropriate materials and reinforcement • Providing meaningful and specific feedback to clients 			

	Below Expectations	Expected Level	Above Expectations
The student shall demonstrate the ability to evaluate the treatment plan including:			
• Objectively evaluating each session			
• Collecting data accurately			
• Accurately analyzing client performance			
• Accurately evaluating clinician performance			
• Seeking appropriate information and/or guidance from supervisors			
The student shall demonstrate oral and written communication skills including:			
• Writing accurate, organized reports			
• Writing accurate and succinct session plans and SOAPs			
• Conducting parent/client conferences			
• Keeping efficient and accurate clinical records			
The student shall demonstrate appropriate professional and personal characteristics including:			
• Timeliness			
• Honesty			
• Willingness to accept criticism			
• Working with peers and supervisors			
• Demonstrating the understanding and use of ethical procedures			
Comments:			

Academic Calendar 2011-2012

FALL SEMESTER 2011	DAY	DATE
Classwork begins @ 8:00 a.m.	Monday	August 22
Labor Day Holiday (no classes)	Monday	September 05
Thanksgiving recess begins @ close of day*	Saturday	November 19
Classwork resumes @ 8:00 a.m.	Monday	November 28
Classwork ends @ close of day*	Thursday	December 08
Reading Day	Friday	December 09
Final examinations begin	Monday	December 12
Fall semester closes @ 5:30 p.m.	Friday	December 16
Commencement	Friday/Saturday	December 16 & 17
SPRING SEMESTER 2012	DAY	DATE
Martin Luther King Holiday (no classes)	Monday	January 16
Classwork begins @ 8:00 a.m.	Tuesday	January 17
Spring Recess begins @ close of day*	Saturday	March 24
Classwork resumes @ 8:00 a.m.	Monday	April 02
Classwork ends @ close of day*	Thursday	May 03
Reading Day	Friday	May 04
Final examinations begin	Monday	May 07
Spring semester closes @ 5:30 p.m.	Friday	May 11
Commencement	Friday, Saturday, Sunday	May 11, 12 & 13
SUMMER SESSION 2012		
8-WEEK SESSION 2012	DAY	DATE
Classwork begins @ 7:30 a.m.	Monday	June 04
Independence Day recess (no classes)	Wednesday	July 04
8-week session closes @ 5:30 p.m.	Friday	July 27

Academic Calendar 2012-2013

FALL SEMESTER 2012	DAY	DATE
Classwork begins @ 8:00 a.m.	Monday	August 20
Labor Day Holiday (no classes)	Monday	September 03
Thanksgiving recess begins @ close of day*	Saturday	November 17
Classwork resumes @ 8:00 a.m.	Monday	November 26
Classwork ends @ close of day*	Thursday	December 06
Reading Day	Friday	December 07
Final examinations begin	Monday	December 10
Fall semester closes @ 5:30 p.m.	Friday	December 14
Commencement	Friday/Saturday	December 14 & 15
SPRING SEMESTER 2013	DAY	DATE
Martin Luther King Holiday (no classes)	Monday	January 21
Classwork begins @ 8:00 a.m.	Tuesday	January 22
Spring Recess begins @ close of day*	Saturday	March 23
Classwork resumes @ 8:00 a.m.	Monday	April 01
Classwork ends @ close of day*	Thursday	May 09
Reading Day	Friday	May 10
Final examinations begin	Monday	May 13
Spring semester closes @ 5:30 p.m.	Friday	May 17
Commencement	Friday, Saturday, Sunday	May 17, 18 & 19
SUMMER SESSION 2013		
8-WEEK SESSION 2013	DAY	DATE
Classwork begins @ 7:30 a.m.	Monday	June 03
Independence Day recess (no classes)	Thursday	July 04
8-week session closes @ 5:30 p.m.	Friday	July 26