



**Graduate Student Handbook**  
**Effective August 2016**

## Table of Contents

Welcome.....	3
Mission Statements .....	4
Code of Ethics .....	4
Graduate Academic Policies and Regulations.....	4
Department of Communication Sciences and Disorders Policies	
Speech-Language Pathology Master's Degree Program Requirements.....	4
Curriculum & Sequence of Courses .....	5
General Program Policies .....	5
Coursework Grade Policies and Dismissal from the Program.....	6
Clinical Coursework: Practica and Internship .....	7
Responsible Conduct of Research.....	8
Professional Behaviors & Attitudes .....	9
Felony Conviction Statement .....	9
Misdemeanor Conviction Statement .....	9
Outside Employment & Activities .....	9
Knowledge and Skills Acquisition .....	9
Graduation, Certification & Credentialing Requirements .....	10
Student Academic Grievance Procedures .....	10
Leave of Absence .....	11
Readmission to the Program .....	11
Student/Faculty Communication	
Confidentiality .....	11
E-Mail Usage.....	11
Telephone & Address Changes.....	12
Michigan State Licensure .....	12
Clinical Certification .....	12
Praxis Exam .....	12
CSD Department Student Expenses .....	13
Inclusion & Equitable Treatment .....	14
Faculty and Staff .....	15
Accreditation .....	15
Complaint Procedure .....	15
Portfolio .....	16

## **Welcome to the Speech-Language Pathology Master's Program at GVSU**

Welcome to a new venture in your life. This is a special opportunity for you to engage in a rewarding educational experience – one of intellectual and professional growth. The primary aim of a professional curriculum is to facilitate the passage of students from pre-professional coursework to active participation in a professional group. Once you have been offered, and accepted, a seat in this program, you have taken the first step in this journey. At this juncture, you assume a new role, “colleague-in-training,” and with that new role comes attendant privileges and responsibilities.

By your acceptance of the offer to attend this program, you automatically agree to comply with these attendant privileges and obligations. As a colleague-in-training, the privileges granted you include

1. the privilege of working with certain client groups, under appropriate supervision
2. the privilege of an educational partnership with your faculty
3. the privilege of an education that prepares you effectively for contemporary practice in changing health care and educational systems

The obligations that go with these privileges include

1. the obligation to maintain a professional demeanor, inside and outside the practice setting, whenever you may be considered a representative of the Communication Sciences and Disorders (CSD) Department, or the profession
2. the obligation to know and accept the ASHA Code of Ethics and its application to you, as a colleague-in-training
3. the obligation to maintain an attitude of compassion and respect and to place the welfare of the client first, in all of your dealings with consumers of speech-language pathology services
4. the obligation to commit yourself to be an active member of the community of practice, through which you will become a full-fledged professional, knowing that this commitment will require extra time, work, and sacrifice on your part, and the development of a new perspective on the learning process.

The faculty members of the Department of Communication Sciences and Disorders represent the other half of the partnership in your education, and include full-time educators as well as members of the professional community who serve as adjunct faculty and clinical preceptors. These individuals are committed to providing you with the knowledge necessary to help you successfully complete the Speech-Language Pathology Certification Examination (“the Praxis”), and to ensure that you have the professional knowledge and skills needed to practice as an entry-level or “CF-Ready” speech-language pathologist.

Because professional education is considered the first phase of your professional development, this is where you can expect to encounter consistent demands for professional behavior and attitudes, similar to the demands of a paid professional position. These behaviors and attitudes include becoming more self-directed in your learning style, taking initiative appropriately, learning to work comfortably and effectively in collaboration with others, taking responsibility for your decisions, including the consequences of unwise decisions, and maintaining consistent attendance to convey an attitude of enthusiasm as you develop your professional self.

## **Mission Statements**

### **GVSU**

Grand Valley State University educates students to shape their lives, their professions, and their societies. The university contributes to the enrichment of society through excellent teaching, active scholarship, and public service.

### **College of Health Professions**

To prepare exceptional professionals who will impact the health and well-being of the larger community.

### **Department of Communication Sciences and Disorders**

The mission of the Department of Communication Sciences and Disorders is to prepare graduate students to become speech-language pathologists or audiologists who demonstrate excellence in clinical practice and who strive to be life-long learners. The undergraduate program provides students with a foundation in theoretical and applied aspects of the discipline to facilitate their success in their graduate studies.

### **Code of Ethics**

GVSU graduate students are responsible for being familiar with the Code of Ethics of the American Speech-Language-Hearing Association (ASHA), which can be accessed at <http://www.asha.org/docs/html/ET2010-00309.html>.

In addition, many states have their own ethics codes. Michigan does not have a code of ethics for speech-language pathology, but does have grounds for disciplinary action, which can be accessed here:

<http://www.legislature.mi.gov/%28S%28pp2mztavgdwtlz551ktw3l45%29%29/document/mcl/pdf/mcl-368-1978-15-161.pdf>

### **Graduate Academic Policies and Regulations**

Please refer to the 2016-17 GVSU Graduate Catalog <http://catalog.gvsu.edu/index.php> and the Graduate Studies Policies and Procedures Manual. [http://www.gvsu.edu/cms4/asset/777A03CA-E5D1-90B3-8FF97B7EA6E9ECB3/graduate\\_studies\\_policies\\_and\\_procedures\\_final.pdf](http://www.gvsu.edu/cms4/asset/777A03CA-E5D1-90B3-8FF97B7EA6E9ECB3/graduate_studies_policies_and_procedures_final.pdf) for all current University policies.

## **Department of Communication Sciences and Disorders Policies**

### **Speech-Language Pathology Master's Degree Program Requirements**

Students must successfully complete all required coursework and other requirements of the speech-language pathology curriculum, including all practica and internships; successfully complete the portfolio; responsible conduct of research training; and demonstrate acquisition of the knowledge and skills as required for ASHA certification, in order to earn the Master of Science in Speech-Language Pathology. Practicum and internships correlate with the university requirement for demonstration of ability to integrate and synthesize curricular content. All program requirements must be completed through Grand Valley State University.

### Sequence of Courses for August 2016 Start

#### **Semester 1**

SLP 560	School Age and Adolescent Language Disorders	3
SLP 561	Advanced Study of Phonological Disorders	3
SLP 572	Dysphagia	3
SLP 581	Cognitive Communication Disorders	3
SLP 671	Professional Seminar in Speech-Language Pathology	1
SLP 681	Clinical Practicum in SLP I	<u>3</u>

16

#### **Semester 2**

SLP 510	Research in Speech-Language Pathology	1
SLP 562	Aphasia and Related Disorders	3
SLP 570	Infant, Toddler, Preschool Language Disorders	3
SLP 571	Voice Disorders & Laryngectomy	3
SLP 672	Professional Seminar in Speech-Language Pathology	1
SLP 682	Clinical Practicum in SLP II	<u>3</u>

15

#### **Semester 3**

SLP 573	Fluency Disorders	3
SLP 582	Motor Speech & Craniofacial Disorders	3
SLP 583	Autism & Augmentative/Alternative Communication	3
SLP 673	Professional Seminar in Speech-Language Pathology	1
SLP 683	Clinical Practicum in SLP III	<u>3-5*</u>

13-15\*

#### **Semester 4**

SLP 574	Aural Rehabilitation (online)	2
SLP 684	Clinical Internship in SLP	<u>12-14*</u>

14 -16\*

Total Required Credits: 60\*

#### Optional Credits:

SLP 690 Master's Thesis	1-3 credits
SLP 699 Independent Study in Speech-Language Pathology	1-3 credits

**\*Note, credit changes are in the approval process in the university curriculum system. You will be notified when the changes are approved and told the number of credits for which you will register, there will not be options.**

### **General Program Policies**

1. Throughout their matriculation in the CSD Department, students are expected to demonstrate behaviors and attitudes consistent with that of the profession. Professional behaviors and attitudes are considered part of the academic experience. Failure to meet standards for such behaviors and attitudes, as determined by the CSD Department Faculty, will affect academic performance and could be reflected in course grades. A list of professional behaviors and attitudes can be found on page 8.
2. Classes begin on time, both at the beginning of class and after any breaks. Students are responsible for timeliness and for material missed.
3. Attendance at all classes is expected and anticipated absences need to be approved by the course instructor in advance. If the absence was unplanned, it is the student's responsibility to contact the faculty member to explain why the absence occurred. In the event of an absence, it is the student's responsibility to obtain the missed material and complete any assignments at the discretion of the instructor.
4. Students are to make plans in advance for dependent and/or child care during class sessions. Emergency situations may be accommodated by the instructor, on a case-by-case basis.
5. The CSD Department faculty is readily accessible to students through the use of scheduled appointments and regular office hours. However, do not schedule an appointment or drop in to see an instructor during the times you are scheduled to be in class or clinic. Please be considerate of the many demands on faculty time by using advance scheduling whenever possible.
6. Students with disabilities requiring accommodation must register with the Office of Disability Support Resources at (616) 331-2490 to generate an official request for accommodation.
7. Students can only withdraw from a course with the permission of the instructor.

### **Coursework Grade Policies and Dismissal from the Program**

1. Students must maintain a 3.0 GPA in order to graduate. Individual course grades of B-, although passing, provide a numerical value of 2.7 (not 3.0) and therefore must be offset by grades in other courses of greater than B. A student will be placed on academic probation when his or her GPA is below a 3.0. The student has one semester to improve his or her cumulative GPA above a 3.0 in order to remain in the program.
2. Only one grade below B- (i.e., C+ or C) will be permitted. If a student earns a second grade below B-, the student will be dismissed from the program.
3. Any grade below C- will result in dismissal from the program.
4. Students are expected to earn a grade of B- or above in all clinical coursework (SLP 681, 682, 683, 684).
  - a. When students receive a C+ or lower in practicum coursework
    - i. the clinical skills and clock hours acquired during that enrollment will *not* count toward the clinical skills acquisition required by the program nor the American Speech-Language- Hearing Association (ASHA) requirements for the Certificate of Clinical Competence (CCC).
      1. Note: It is the student's responsibility to monitor and obtain

clinical hours required for certification, as it is possible for a student to complete the clinical course sequence, and thus graduate, with fewer than the required number of hours. If a student does not accrue clinical hours due to a poor clinical grade, there may be a need to add an additional semester to the student's program in order to complete the clinical course sequence.

- ii. The student will repeat the course the next semester, if this is the first grade below B-. Note that this will result in extending the students' program.
  - iii. If this is not the first grade below B- in clinical coursework, the student will be dismissed from the program.
5. It is the responsibility of the student to ensure that Health Compliance Requirements (HCR) have been met at all times. Students who are out of compliance with HCR will be suspended from clinical placements until compliant. Such suspensions will adversely impact clinical course grades.
  6. The following situations will result in dismissal from the program:
    - a. Evidence of felony conviction.
    - b. Evidence of a misdemeanor conviction that limits clinical placement opportunities.
    - c. Two consecutive semesters of a cumulative GPA below 3.0
    - d. Earning a grade C- or lower in any class, including clinical coursework.
    - e. More than one grade of below B- (i.e., C+ or C) in academic coursework or below a B in clinical coursework.
    - f. A unanimous vote of the CSD Faculty following report, with documentation, of an egregious infraction of the GVSU Student Code, the University policy on academic dishonesty, HIPAA, or the ASHA Code of Ethics.

### **Clinical Coursework: Practica and Internship**

The goal of clinical practica is to introduce students to the fieldwork experience, and to facilitate the development of a basic comfort level with and understanding of the needs of clients. Practicum fieldwork shall be integral to the curriculum structure and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the speech-language pathology process. The focus of these experiences is not intended to be independent performance. Specific policies and procedures for clinical education can be found in the Clinic Handbook.

Practicum fieldwork courses will occur in the first three semesters of the program. Students must successfully complete all practicum courses in order to meet the eligibility requirements to enter the internship during the final semester. Practicum experiences for SLP 681 during the first semester also will occur in SLP Learning Labs. Actual days and times of each practicum experience will be determined by the Clinical Education Coordinator and your off-site clinical preceptor. Students must be available for practicum weekly (Monday through Friday) at all times (7:00 a.m. to 9:00p.m.) with the exception of the time spent in academic coursework (in class and with scheduled experiences outside the classroom).

The program offers no guarantees that the practicum experiences or the internship will be at a "local" site in the Grand Rapids area or near an individual student's residence

while in the program. It is the student's responsibility to ensure that s/he has reliable transportation to clinical placement sites, which *typically* will be not more than two hours from the Cook-DeVos Center for Health Sciences.

The assignment to some practicum sites is competitive and may require interviews for approval. Students may be asked if there is interest in specific competitive sites. The Clinical Education Coordinator, with input from the faculty, will make the final decision regarding student placement at competitive sites. Once the practicum placement decisions are made, *they will not be changed*.

While students are engaged in off-site practicum, the policies of the facilities in use will apply to them, such as requirements for dress, professional behavior, health, safety, and hours of practice. Students are to make themselves aware of any such policies, and be prepared to comply, prior to the start of their practicum experiences. Students are expected to attend practicum during GVSU's Thanksgiving break, spring break, or other days when GVSU is not in session if the practicum site is open.

Students will comply with the GVSU Social Media Guidelines (<http://www.gvsu.edu/socialmediaguidelines.htm>) while in practicum. Additionally, the use of cell/smart phones is prohibited at the practicum site unless specifically authorized by the site. Also, the use of site computers/tablets for personal use (e-mail, web surfing, social media, etc.) is prohibited unless specifically authorized by the practicum site. Confidentiality is a must during clinical practicum and patients' rights must be protected at all times. Students must demonstrate application of all client protections set forth by the Health Insurance Portability and Accountability Act (HIPAA). Additional information about HIPAA can be accessed here <http://www.hhs.gov/ocr/privacy/hipaa/understanding/coveridentities/index.html>. Violation of HIPAA may be grounds for dismissal from the program.

Discussion of specific patients and clinical/personal interactions may be discussed with other health care professionals as part of your professional clinical duties. At no time will a student discuss specific patient information with a non-health care professional or via electronic means (e-mail, cell/smart phone, computer/tablet). This includes social media such as Facebook, Twitter, etc.

GVSU maintains contracts with all clinical practicum and internship sites. All contractual agreements require that students complete and maintain compliance with health requirements. Students will be made aware of these requirements prior to beginning academic coursework, and they must be completed before initiation of any clinical coursework. Failure to complete the health compliance requirements will delay clinical coursework and potentially jeopardize an on-time graduation.

### **Responsible Conduct of Research**

As per the Graduate School policy on responsible conduct of research, all students will complete *either* the biomedical sciences *or* the social and behavioral sciences module of Epigeum training. This can be accessed here: <https://www.gvsu.edu/rcr/epigeum-training-28.htm>. Documentation of completion of the Epigeum training must be emailed to Dr. Karasinski at [karasinc@gvsu](mailto:karasinc@gvsu) by the end of the second semester of the master's program.

### **Professional Behaviors and Attitudes**

Professional behaviors and attitudes are attributes and characteristics that are not



explicitly part of a profession's core of knowledge and technical skills, but are nevertheless required for success in the profession. Breaches of professional behavior in the classroom or in practicum, as determined by CSD Department faculty, may result in dismissal from the Program. Professional behaviors and attitudes include

- effective time management
- being adaptable and possessing sufficient flexibility to function in new and stressful environments
- being able to critically evaluate one's own performance and being forthright about errors
- accepting constructive criticism
- showing respect for individuals of diverse backgrounds, including but not limited to different age, ethnic background, religion, disability status, and/or sexual orientation
- showing respect for colleagues, including faculty, preceptors, and peers
- using appropriate verbal and nonverbal communication
- behaving ethically and legally in all aspects of one's life, including situations outside of GVSU

### **Felony Conviction Statement**

A felony seriously jeopardizes one's ability to secure clinical placements during the program, obtain certification as a speech-language pathologist, and find employment. If a student is convicted of a felony or if a previous felony conviction is revealed, the student will be dismissed from the program.

### **Misdemeanor Conviction Statement**

Students with misdemeanor convictions are likely to have difficulty obtaining clinical placements. A misdemeanor conviction may impede the ability of the Department of Communication Sciences and Disorders to effectively deliver the master's program. If the department is unable to deliver the program due to limited clinical opportunities for a student due to a misdemeanor conviction, the student will be dismissed from the program.

### **Outside Employment and Activities**

It is not recommended that students work while attending the graduate program in speech-language pathology. However, it is understood that school is expensive, and many students need to work to support themselves and/or their families. Outside employment must be flexible enough for students to take advantage of short notice learning opportunities that may become available. The Department of Communication Sciences and Disorders expects that graduate education will take a reasonable priority in the lives of students, in order to ensure success in the program. Students will need to limit outside activities if they interfere with study time or other program commitments.

### **Knowledge and Skills Acquisition**

Students are responsible for maintaining their own records of clinical progress and documentation of clinical clock hours. This includes documentation of knowledge and skills acquisition. The current standards of the Council on Academic Accreditation (CAA) and the standards for the Council for Clinical Certification (CFCC) require that applicants demonstrate specific knowledge and skill outcomes that are based upon an extensive practice analysis. All knowledge areas are directly tied to program coursework and are verified as being achieved by appropriate course and program formative and summative assessments. All skill areas are

tracked across the diverse clinical assignments throughout the student's program of study and are verified as being achieved through direct observation and evaluation by internal and external practicum preceptors. The faculty will serve as an advisory committee should any issues arise during a student's tenure as a graduate student at GVSU that would be better addressed by a committee. Advising sessions will be confidential, documented, signed by both the committee members and the student, and kept in the student's file.

### **Graduation, Certification and Credentialing Requirements**

1. The American Speech-Language-Hearing Association's Councils on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) and Clinical Certification in Audiology and Speech-Language Pathology (CFCC) require graduate programs to conduct both formative and summative assessments of their graduate students. As the term suggests, formative assessments take place while the student's knowledge and skills are being "formed" over the course of the graduate program. A summative assessment is a culminating or final assessment.

Students in the GVSU Master of Science in Speech-Language Pathology program are required to develop and maintain a professional portfolio, which will serve as both a formative and summative assessment tool. The portfolio is a means of documenting and reflecting upon the acquisition and synthesis of knowledge and skills essential to the speech-language pathologist as a clinician, supervisor, and researcher. The portfolio must contain artifacts from both academic and clinical experiences that represent the student's growth across the academic program. Each student is required to submit the portfolio by mid-term of their final semester. Students will be given two opportunities to earn a minimum grade of 80% on the portfolio. See Appendix A for directions on creating the portfolio. See Appendix B for the grading rubric for the portfolio.

2. All incomplete grades, deferred grades, and other academic restrictions must be converted or resolved. Students must have all fees completely paid in order to have the degree posted on the transcript.

3. When competency has been successfully demonstrated in all didactic and all required clinical courses, and no other restrictions apply, students are ready to graduate from the program.

4. It is the responsibility of students to complete the Application for Degree card and submit it to the Student Assistance Center the semester before graduation is expected. Degree candidates have 30 days from the last day of the semester to complete all course requirements and provide evidence of satisfactory completion to the Registrar. More details are provided in the University Catalog under Application for Degree.

### **Student Academic Grievance Procedures**

Academic grievances are generally defined as those (a) involving procedures, policies, and grades in courses, (b) those involving major, minor, or program (graduate or undergraduate) degree requirements, (c) those involving general undergraduate university graduation requirements such as general education, total credit, or residency requirements, or (d) graduate degree requirements such as total credit or residency requirements. Filing of a grievance is required by the end of the following regular semester after notification of grade or receipt of adverse decision. Appeals of decisions must take place 30 days after receipt of notification.

a. Resolution of an academic grievance involving procedures, policies, and grades in individual courses. The resolution of academic grievances is based on two principles: first, that the resolution of a grievance should be sought at the lowest possible level, and second, that pathways for appeal exist for both faculty members and students.

Resolution should be pursued as follows:

1. An appeal to the instructor
2. If the grievance is not resolved to the student's satisfaction, a written appeal can be made to the unit head. Both the student and the faculty member will be notified in writing of the unit head's decision.
3. If the disposition by the unit head is not acceptable to either party, an appeal, in writing, may be made by either party to the dean of the college. If the dean feels that there is some merit in the written grievance, he or she shall establish a committee to review the grievance and make a recommendation within 30 days to the dean. Such a committee shall include a representative of the dean's office, a faculty representative from the college of the course under appeal, and a student representative. Upon receiving the committee's recommendation in the latter procedure, the dean shall rule on the grievance. Both the student and the faculty member will be notified in writing of the dean's decision.
4. If the disposition by the dean is not acceptable to either party, an appeal, in writing, may be made to the provost. The provost's review and judgment in the case will be final. Both the student and the faculty member will be notified in writing of the provost's decision.

In cases where the faculty member in question also serves as the unit head, the dean shall appoint a suitable faculty member from the college to function as unit head for purposes of grievance. In a similar fashion, if the faculty member in question also serves as dean, the provost shall appoint a faculty member to act as the unit head for purposes of grievance. If an appeal is sought in this latter case, it will go directly to the provost.

b. Resolution of an academic grievance involving fulfillment of program, major, or minor degree requirements should be pursued as follows: An appeal to the unit head or graduate program director. If the grievance is not resolved to the student's satisfaction at this level, an appeal to the dean of the college would be possible, in the same manner as outlined in (a). Finally, a further appeal could be made to the provost as described in (a) above.

c. Exceptions to institutional graduate degree requirements sought by individual students will be determined by the dean and the provost. The student filing the grievance may have an observer from the Dean of Students Office or a person of his/her choice attend any meeting at which the student appears. The faculty member involved in the grievance may have an observer of his/her choice attend any meeting at which the faculty member appears. (Retrieved 8-27-14 from <http://catalog.gvsu.edu/content.php?catoid=40&navoid=1511>)

### **Leave of Absence**

Students may be granted a leave of absence in cases of significant and verified illness or other extenuating circumstances. To request a leave of absence, the student must submit a letter of request to the Department Chair detailing the length of leave requested, and the reason for this request. The chair will then review the request with faculty and inform the student within 15 days of receipt of the request. If a leave of absence is granted, the student will be informed of the steps necessary to move the process forward. Leave of Absences will be determined on a case-by-case basis.

### **Readmission to the Program**

The Department of Communication Sciences and Disorders will not support the readmission of a student to the M.S in speech-language pathology program if the student was previously dismissed from the program.

## **Student/Faculty Communication**

### **Confidentiality**

The Department of Communication Sciences and Disorders adheres to Federal law ensuring confidentiality of information regarding students. Accordingly, we do not release lists of names, grades, or status in the program to any individual other than the involved students. We also release NO INFORMATION OVER THE TELEPHONE, since specific identification is not possible. It is understood, however, that the faculty can and must discuss student performance among themselves in the privacy of faculty meetings. It is necessary for all faculty members to be apprised of any information that may affect academic performance, and it is in the best interest of students since not all faculty share the same perspective on student issues.

Students are also responsible for maintaining confidentiality appropriately. Avoid sharing academic or any information of a personal nature unless you are willing to have it known by all. Any information that is shared in the classroom under the auspices of confidentiality may also not be shared elsewhere. In all written or oral work, do not use any client names. Use only first initial or first names. Do not use any other identifying information related to the client, such as name of institution where the client was seen. Breaches of confidentiality may be considered a violation of ethics and possibly grounds for dismissal from the Program.

### **Email Usage**

Faculty will regularly check email during business hours. When an email is sent after hours, DO NOT expect an immediate reply. You are provided with a Grand Valley email account, which you must use in all correspondence with the University. The Department faculty will only use GVSU student e-mail addresses to contact students. Please make sure you are acquainted with how to access and use your assigned email account. Many messages and important communications will be sent to you via this method. There will be many times when Department of Communication Sciences and Disorders faculty will need to get messages to you. This policy will be firmly enforced.

### **Telephone and Address Changes**

Please provide any changes in your address and/or telephone number to Susan Kraus, our department Professional Support Staff person. She will share the information with the appropriate university staff persons. It is important that your information is kept up to date, as important communications will be sent to you throughout your program.

## **Michigan State Licensure**

In most states, a professional license is required to practice speech-language pathology. Licensure in Michigan is awarded by the Department of Health Professions Board of Audiology and Speech Language Pathology. Regulations governing licensure are established by the Board. Students may contact the Board to obtain an application and a copy of the state regulations by writing:

Michigan Department of Licensing and Regulatory Affairs  
Board of Speech Language Pathology  
P.O. Box 30004  
Lansing, MI 48909

(517) 373-1820

[http://www.mi.gov/lara/0,4601,7-154-35299\\_63294\\_27529\\_53664---,00.html](http://www.mi.gov/lara/0,4601,7-154-35299_63294_27529_53664---,00.html)

For information regarding licensure in other states, consult ASHA's web page to obtain contact information for that state: <http://www.asha.org/advocacy/state/>

Michigan requires state licensure regardless of work setting; however, other states with licensure laws may not require licensure to work in a public school setting, or may require a separate license/teaching certificate. If you are considering school employment outside of the state of Michigan, contact the appropriate state Department of Education for information regarding their requirements. The following link may assist you in obtaining this information: <http://www.asha.org/uploadedFiles/State-Teacher-Requirements-Licensing-Trends-SLP.pdf>

### **Clinical Certification**

Clinical certification is required in order to practice speech-language pathology in most settings. GVSU students should obtain clinical certification. Certification signals to the public and consumers of your services that you have met rigorous academic preparation and subscribe to high standards of ethical conduct and professionalism. Certification in SLP is available through the American Speech-Language-Hearing Association (ASHA). The M.S. program at GVSU prepares students to meet ASHA standards for the Certificate of Clinical Competence in speech-language pathology (CCC-SLP). Requirements for ASHA certification can be found at <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

### **Praxis Exam**

A passing score on the praxis exam in speech-language pathology is required in order to apply for clinical certification from ASHA. It is strongly recommended that students take the comprehensive praxis exam after completion of academic coursework and before starting their internship. **Evidence of having taken the praxis is required for student portfolios, which are due the third Friday the final semester.**

### **CSD Department Student Expenses**

#### **Tuition and Fees**

Please see the Grand Valley State University Undergraduate and Graduate Catalog for a current outline of tuition costs.

#### **Books**

Expect that graduate level books will be costly. Please be very careful if you decide to purchase textbooks off campus. You risk purchasing the wrong books and they are often not returnable. Your instructors will advise you as to what texts you need for your courses. In most cases, the newest edition of the text is required. Due to the continuous discovery of new evidence in our field, as well as shifting educational and healthcare trends, older editions of textbooks may contain outdated information. Be careful to not sell back texts that may be used for future courses. Many of these texts are considered appropriate for the development of a personal library, and selection is often based on the potential for that future use.

**Other Related Expenses that Students May Incur**

1. Health Insurance - GVSU students may subscribe to a commercial health insurance company
2. CPR and additional compliance activities
3. Student membership in the national chapter of NSSLHA (includes association publications, and reduced fees for conference attendance)
4. Practicum housing and/or transportation
5. Training requirements for different practicum sites
6. Compliance activities required for different practicum sites

**Financial Aid**

There are a number of types of financial aid available for students, including student loans, grants and scholarships. Most of this information can be found in the GVSU Undergraduate and Graduate Catalog or obtained from the Office of Financial Aid.

**Inclusion and Equitable Treatment**

GVSU is committed to equal opportunity, affirmative action, and nondiscrimination on the basis of race, creed, age, sex, national origin, handicap, disability, or other prohibited matters, in all educational programs, activities, and conditions of employment. Questions and concerns should be directed to the Vice President of Inclusion & Equity, 200 Student Services Building, 331-3585. If you believe any accommodation of a handicap or disability is necessary, Michigan and Federal law requires that you notify GVSU after you know or should have known that the accommodation was needed. Direct questions/concerns regarding an accommodation to the Disability Support Services Coordinator, 200 Student Services Building, 331-2490.

**Department of Communication Sciences and Disorders Faculty and Staff**

Lee Jung An, Ph.D.  
Assistant Professor

Janine Bartley, Ph.D., CCC-SLP  
Assistant Professor and SLP Undergraduate Program Director

Marlene Chojnowski, M.A., CCC-SLP, CBIS  
Clinical Affiliate Faculty

Elizabeth Fausone, M.S., CCC-SLP  
Clinical Affiliate Faculty

Josie Fowler, M.A., CCC-SLP  
Clinical Affiliate Faculty

Dan C. Halling, Ph.D., CCC-A  
Professor and Department Chair

Kara Hotaling, AuD, CCC-A  
Clinical Affiliate Faculty

Courtney Karasinski, Ph.D., CCC-SLP  
Assistant Professor and SLP Graduate Program Director

Susan Kraus, M.Ed.  
Department Coordinator - Professional Support Staff

Laura Lenkey, Ph.D, CCC-SLP, CBIS  
Visiting Faculty

Shannon Lorenz, M.A., CCC-SLP  
Clinical Affiliate Faculty and Clinical Education Coordinator

Denise Ludwig, Ph.D., CCC-SLP  
Associate Professor and Assistant Program Chair

Beth L. Macauley, Ph.D., CCC-SLP, HPCS  
Associate Professor and SLP Admissions Coordinator

Wil Rankinen, Ph.D.  
Assistant Professor

### **Accreditation**

The Master of Science (M.S.) degree program in speech-language pathology at Grand Valley State University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). This is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs.

### **Complaint Procedure**

Concerns about a course or faculty member should be handled with that faculty member whenever possible. If a faculty member does not address the concerns adequately, or if it is not reasonable to approach the faculty member, students are advised to take their concerns to the Department Chair. If the complaint is programmatic in nature (as opposed to complaints involving a course or faculty member), the complaint should be directed to the relevant Program Coordinator (e.g., Audiology, SLP, Clinical).

For concerns about matters that could affect compliance with standards of accreditation, students or other interested parties can contact the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) directly:

Council on Academic Accreditation in Audiology and Speech-Language  
Pathology  
American Speech-Language-Hearing Association  
2200 Research Boulevard #310  
Rockville, Maryland 20850  
Phone: 800-498-2071  
Email: [accreditation@asha.org](mailto:accreditation@asha.org)



## Appendix A

### Professional Portfolio

ASHA requires that each student undergo a summative assessment. Students in the GVSU Master of Science in Speech-Language Pathology program are required to develop and maintain a professional portfolio, which will serve as the summative assessment. The portfolio is a means for documenting the acquisition of knowledge and skills essential to the speech-language pathologist as a clinician, supervisor, and researcher.

**The portfolio must be in hardcopy form and is to include the following components:**

1. Personal introductory page - Full name and credentials
2. Table of Contents
  - I. Proper numbering of pages
  - II. Use specific titles for each section of your portfolio
3. Personal Section
  - I. Professional resume
  - II. Personal philosophy statement - this is not merely a summary of your experiences in graduate school. This is a document in which you reflect on how you have grown and changed over the course of your graduate studies and your view of your role as a speech-language pathologist.
  - III. Cultural competency statement – your view of what cultural competence entails and a description of how you have developed your own cultural competence.
4. Academic Information
  - I. Academic transcripts
  - II. Praxis Score
5. Competencies/Formative
6. Summary of Practica and Internship Experiences
7. Assessments related to:
  - Articulation
  - Fluency
  - Voice and resonance, including respiration and phonation
  - Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics in speaking, listening, reading, writing, and manual modalities)
  - Hearing, including the impact on speech and language
  - Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
  - Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
  - Social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)
  - Communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies)

The portfolio must include artifacts from all 9 competency areas above. For each artifact, the candidate should develop a reflective statement that addresses why the artifact was chosen, why it is an appropriate representation of the candidate's knowledge and skills in that area, and a description of what the artifact reveals about his/her growth and development as a speech-language pathologist. **Please note, the reflection is a critical piece of the portfolio. The faculty need to see deep reflection and demonstration of in-depth knowledge and skill in each area. Merely inserting a report or treatment plan does not demonstrate competency. *Explain* in detail what you know, and how you came to know it.**

8. Evidence of taking the Praxis
9. Research Participation, if done as a student
10. Awards and Honors
11. Volunteer Work and/or Related Experiences
12. Professional Participation (Conferences, presentations, professional organizations, etc.)
13. Compliance and Other Certifications (CPR, First Aid, Child abuse, Violence prevention, HIPAA, etc.)
14. Letters of Professional Recommendation (Including any letters from clients, caregivers, or colleagues that attest to your clinical skills and professional growth.

The grading rubric for the portfolio follows. In order to graduate, the student must earn a minimum of 'M' (Meets Expectations) on **ALL** portions of the portfolio.

All questions regarding the portfolio should be directed to Dr. Karasinski.

The portfolio is to be hand-delivered or mailed to

Dr. Karasinski, Graduate Program Director  
Department of Communication Sciences and Disorders  
515 Michigan St. NE, Suite 300  
Grand Rapids, MI 49503

The portfolio is due by 4:30 pm on the third Friday of the fourth semester.

If your portfolio is not received by this date and time, you will be required to orally present your portfolio to the CSD department faculty at the convenience of the faculty. There will be NO EXCEPTIONS to this policy. Please plan ahead and submit your portfolio on time.



Appendix B  
**GRAND VALLEY STATE UNIVERSITY**  
**SPEECH-LANGUAGE PATHOLOGY GRADUATE PROGRAM**  
**Professional Portfolio Scoring Rubric**

<b>I. Personal Philosophy Statement</b>			
<p>The candidate must provide a philosophy statement that includes a description of his or her experiences in graduate school and how these experiences have changed him or her over the course of the graduate program. It should also contain a description of the candidate's view of his or her role as a speech-language pathologist.</p> <p>Rating Scale: E=Exceeds expectations, M= Meets Expectations, NM = Expectations not met</p> <p>Rating scale guidelines:</p> <p><b>Exceeds expectations (E)</b> Philosophy statement is written in a mature and articulate manner that reflects excellent personal insight and deep understanding of the knowledge and skill areas, as well as professional issues.</p> <p><b>Meets Expectations (M)</b> Philosophy statement is clearly written and demonstrates personal insight and an accurate understanding of the knowledge and skill areas, as well as professional issues.</p> <p><b>Expectations Not Met (NM)</b> Philosophy statement is not clearly written and/or demonstrates minimal personal insight and/or does not demonstrate an accurate understanding of the knowledge and skill areas and/or professional issues.</p>			
	E	M	NM
The candidate's philosophy statement			
<p>Comments:</p>			

<b>II. Cultural Competency Statement</b>			
<p>The candidate must provide a cultural competency statement that describes what cultural competence entails and a description of how the candidate has developed his/her own cultural competence.</p> <p>Rating Scale: E=Exceeds expectations, M= Meets Expectations, NM = Expectations not met</p> <p>Rating scale guidelines:</p> <p><b>Exceeds expectations (E)</b> The statement is written in a manner that reflects a deep understanding of cultural competency and excellent insight into the candidate's own cultural competence.</p> <p><b>Meets Expectations (M)</b> The statement is written in a manner that reflects an understanding of cultural competency and insight into the candidate's own cultural competence.</p> <p><b>Expectations Not Met (NM)</b> The statement reflects a superficial understanding of cultural competency and little or no insight into the candidate's own cultural competence.</p>			
	E	M	NM
The candidate's cultural competency statement			
<p>Comments:</p>			

<b>III. Artifacts and Reflective Statements Related to Demonstrating Knowledge and Skills in the “Big Nine” Areas</b>			
<p>Directions: Provide at least one artifact representing each of the “Big Nine” areas along with a reflective statement related to that artifact.</p> <p>Rating Scale: E=Exceeds expectations, M= Meets Expectations, NM = Expectations not met</p> <p>Rating scale guidelines:</p> <p><b>Exceeds expectations (E)</b>            The artifact(s) selected represents a sophisticated understanding of issues related to that area.            The reflective statement:</p> <ul style="list-style-type: none"> <li>states why the artifact was chosen</li> <li>shows an advanced understanding of prevention, assessment, and intervention, as well as any relevant ethical, certification or research issues related to that area</li> <li>states what the artifact demonstrates about the candidate’s growth and development as a speech-language pathologist, including detailed insights into areas of success and challenge</li> </ul> <p><b>Meets Expectations (M)</b>            The artifact(s) selected is an appropriate representation of the area.            The reflective statement</p> <ul style="list-style-type: none"> <li>states why the artifact was chosen</li> <li>states why the artifact is an appropriate representation of the area</li> <li>states what the artifact demonstrates about the candidate’s growth and development as a speech-language pathologist</li> </ul> <p><b>Expectations Not Met (NM)</b>            The artifact(s) selected represents the area in a tangential or minimal way or reveals below-average understanding of the area.            The reflective statement:</p> <ul style="list-style-type: none"> <li>states why the artifact was chosen</li> <li>states why the artifact is an appropriate representation of the area</li> <li>states what the artifact demonstrates about the candidate’s growth and development as a speech-language pathologist</li> </ul>			
	E	M	NM
AREA 1 - Articulation			
Comments:			
AREA 2 - Fluency			
Comments:			
AREA 3 – Voice and Resonance			
Comments:			

AREA 4 – Receptive and Expressive Language			
Comments:			
AREA 5 - Hearing			
Comments:			
AREA 6 – Swallowing			
Comments:			
AREA 7 – Cognitive Aspects of Communication			
Comments:			
AREA 8 – Social Aspects of Communication			
Comments:			
AREA 9 – Communication Modalities			
Comments:			

<b>III. Contents of the Portfolio</b>			
Rating Scale: E=Exceeds expectations, M= Meets Expectations, NM = Expectations not met			
Rating scale guidelines:			
<b>Exceeds expectations (E)</b>			
The portfolio includes all of the required information. It is presented in a professional, organized manner and is very well written.			
<b>Meets Expectations (M)</b>			
The portfolio includes all of the required information. It is presented in a professional organized manner and is clearly written.			
<b>Expectations Not Met (NM)</b>			
The portfolio does not include all of the required information. Materials are presented in a poorly organized manner, are not clearly written, and/or are not presented in a professional manner.			
	E	M	NM
Resume			
Comments:			
Academic Information			
Comments:			
Summary of Practicum and Internship Experiences			
Comments:			
Copy of Praxis Score Report			
Comments:			
Other Relevant Information			
Comments:			

