



# Master's Student Handbook

Academic Year  
2024 - 2025

Master’s Student Handbook

Table of Contents

Chapter 1: Welcome..... 1

Purpose of This Handbook..... 1

Chapter 2: Institutional Information ..... 2

Regional Accreditation .....2

Program Accreditation .....2

Florida State University’s Mission & Vision .....2

College of Communication & Information Mission Statement.....2

School of Communication Science and Disorders Mission Statement .....3

Mission Statement .....3

Vision Statement .....3

Core Values .....3

School of Communication Science & Disorders Strategic Plan, 2021-2024.....4

Priority A: Increase innovation, research engagement, and external funding .....4

Priority B: Inclusive excellence in student recruitment, retention, and engagement .....5

Priority C: Provide excellent and relevant academic programs and experiences to ensure professional success of our undergraduate and graduate students.....5

Priority D: Develop and advance outstanding, collaborative, and inclusive clinical and academic faculty .....5

Program Authority and Responsibility .....6

FSU Equal Opportunity and Non-Discrimination Statement .....6

Sexual Misconduct.....7

Record of Complaints .....7

Grade appeals.....8

Step 1.....8

Step 2.....9

Step 3.....9

Student Outcomes..... 10

Chapter 3: Communication Science & Disorders Information ..... 11

Faculty..... 11

FSU

SCHOOL OF COMMUNICATION  
SCIENCE & DISORDERS

COLLEGE OF COMMUNICATION & INFORMATION

Master’s Student Handbook, AY 2024-

2025

i

Location of School Offices, Labs, And Classrooms .....	11
Clinics, Laboratories, And Community Partnerships .....	11
Student Communication.....	14
NSSLHA .....	15
Financial Aid Opportunities .....	15
SCSD Social Media Policy.....	17
<b>Chapter 4: Admissions .....</b>	<b>19</b>
Degrees Offered.....	19
Admission to The Graduate Program.....	19
Verifying Distance Learning Student Identity .....	19
Admission Without a Background in Communication Science and Disorders.....	20
English Language Proficiency .....	20
A Guide for Future Practitioners in Audiology and Speech-Language Pathology .....	21
<i>Instructions for Appropriate Use of this Document .....</i>	<i>21</i>
<i>Communication.....</i>	<i>22</i>
<i>Motor.....</i>	<i>22</i>
<i>Sensory .....</i>	<i>23</i>
<i>Intellectual/Cognitive.....</i>	<i>23</i>
<i>Interpersonal .....</i>	<i>23</i>
<i>Cultural Responsiveness.....</i>	<i>24</i>
<i>Glossary.....</i>	<i>24</i>
Masters-to-Doctoral Pathway Program .....	24
<b>Chapter 5: Requirements for Master of Science Degree.....</b>	<b>26</b>
Undergraduate Prerequisites .....	26
FSU Conduct Code .....	27
Participation in Orientation .....	27
Graduate Program Minimum Credit Hours .....	27
Transfer of Graduate Credits & Clock Hours .....	28
Graduate Academic Semester Load .....	28
Continuous Enrollment .....	28
Advising and Plan of Study .....	28
Learning Outcomes .....	30
Credit/No Credit and Auditing Courses.....	30
Course Repetition .....	30

<b>Research Requirement .....</b>	<b>30</b>
<i>Thesis Option (Option A).....</i>	<i>30</i>
<i>Non-thesis Option B .....</i>	<i>31</i>
<i>Non-thesis Option C.....</i>	<i>32</i>
<b>Research Requirement Presentation.....</b>	<b>32</b>
<b>Research Requirement Documentation.....</b>	<b>33</b>
<b>Incomplete Grades .....</b>	<b>33</b>
<b>Student Review Committee.....</b>	<b>33</b>
<b>Academic Probation .....</b>	<b>34</b>
<b>Clinical And Academic Support Plans And Remediation Process.....</b>	<b>35</b>
<i>For Final Course Grades Below B- .....</i>	<i>35</i>
<i>For Grades Below B- in Clinic Practicum (Management, Diagnostics, Internship).....</i>	<i>35</i>
<i>If Clinic Grade is Adequate but There Are Other Concerns (Management, Diagnostics, Internship) .....</i>	<i>35</i>
<i>Removal from Probationary Status .....</i>	<i>36</i>
<i>Petition to Extend Probation .....</i>	<i>36</i>
<b>Formative &amp; Summative Assessment.....</b>	<b>36</b>
<b>SCSD Summative Exam Policy.....</b>	<b>37</b>
<b>Registering for The PRAXIS Speech-Language Pathology Exam .....</b>	<b>37</b>
<b>Degree Completion Requirements.....</b>	<b>38</b>
<i>Time Allowed to Complete the Graduate Degree.....</i>	<i>38</i>
<b>Applying for Graduation .....</b>	<b>38</b>
<b>Ordering Transcripts .....</b>	<b>38</b>
<b>Removal from the Program .....</b>	<b>39</b>
<b>Readmission Following Dismissal.....</b>	<b>40</b>
<b>Student Records Retention .....</b>	<b>40</b>
<b>Chapter 6: CLINICAL EDUCATION.....</b>	<b>42</b>
<b>Becoming Credentialed as A Speech-Language Pathologist .....</b>	<b>42</b>
<b>ASHA Certification.....</b>	<b>42</b>
<i>Clinical Fellowship requirements include: .....</i>	<i>43</i>
<b>State Licensure/Certification.....</b>	<b>43</b>
<i>Florida State Provisional Licensure.....</i>	<i>43</i>
<i>Florida Department of Education Certification.....</i>	<i>44</i>
<b>Adhering to The ASHA Code of Ethics .....</b>	<b>44</b>
<b>Practicum Sequence &amp; Registration .....</b>	<b>44</b>
<i>Tallahassee Campus Sequence.....</i>	<i>45</i>
<i>Distance Learning Sequence .....</i>	<i>46</i>

<b>Clinical Documentation.....</b>	<b>47</b>
<i>KASA Course Checklist.....</i>	<i>48</i>
<b>ASHA CFCC Clock Hour Requirements .....</b>	<b>48</b>
<i>What counts as a clock hour?.....</i>	<i>48</i>
<i>FSU's clock hour requirements.....</i>	<i>49</i>
<b>Supervision .....</b>	<b>50</b>
<b>Client Confidentiality .....</b>	<b>51</b>
<b>Legal &amp; Financial Aspects of Clinical Practicum.....</b>	<b>52</b>
<i>Health and immunization status.....</i>	<i>53</i>
<i>Professional liability insurance.....</i>	<i>53</i>
<i>Bloodborne pathogen training .....</i>	<i>53</i>
<i>Medical insurance coverage.....</i>	<i>53</i>
<i>Level II FDLE Background check.....</i>	<i>53</i>
<i>CPR training.....</i>	<i>54</i>
<b>Student Attendance Expectations for Clinical Practicum .....</b>	<b>54</b>
<b>Required &amp; Recommended Equipment.....</b>	<b>55</b>
<i>CALIPSO .....</i>	<i>55</i>
<i>SimuCase.....</i>	<i>55</i>
<i>Exxat.....</i>	<i>55</i>
<i>Clinical session items.....</i>	<i>55</i>
<b>Personal Appearance Requirements .....</b>	<b>56</b>
<b>Clinical Education Support Plans.....</b>	<b>58</b>
<b>Expectations for Accountability and Active Participation in The Supervisory Process .....</b>	<b>59</b>
<i>Responsibility &amp; Accountability.....</i>	<i>60</i>
<i>Building an environment of trust.....</i>	<i>60</i>
<i>Developing Professionalism.....</i>	<i>61</i>
<b>Chapter 7: STUDENT SUPPORT SERVICES .....</b>	<b>64</b>
<b>Emergency Phones .....</b>	<b>64</b>
<b>University Parking Services.....</b>	<b>64</b>
<b>Students with Disabilities.....</b>	<b>64</b>
<b>Clinical and Academic Support for Linguistic Minorities/Accented Speech .....</b>	<b>65</b>
<b>University Library Services .....</b>	<b>65</b>
<b>University Health Services .....</b>	<b>66</b>
<b>University Counseling Center.....</b>	<b>66</b>
<b>Help Desk.....</b>	<b>67</b>
<b>Free Tutoring .....</b>	<b>67</b>
<b>FSU Writing Center.....</b>	<b>67</b>

**APPENDIX A: ASHA Code of Ethics .....**

**APPENDIX B: SCSD Student Contracts.....**

**APPENDIX C: SCSD Program of Study.....**

# Chapter 1: Welcome

The Florida State University School of Communication Science & Disorders (SCSD) offers Tallahassee Campus and Distance Learning graduate programs leading to the Master of Science. The curriculum provides advanced study in speech-language pathology for students preparing for professional careers.

The master's degree is the minimum educational level for entrance into the profession, and graduate-level training is required for professional specialization and fulfillment of requirements for national certification, professional licensure, and state teacher certification as a speech-language pathologist. Professionals in the field work in many settings such as schools, hospitals, rehabilitation centers, nursing care facilities, industry, government health facilities, research laboratories, and private practice.

Although regulations differ, most states require licensure for all employment settings except in the public schools or federal agencies. In addition to practicing directly with persons having disorders, professionals may pursue research, teach, or enter into administration of programs and agencies in the field.

Students preparing themselves to be speech-language pathologists are embarking upon a stimulating and growing profession, which renders service to humanity and contributes to the quest for knowledge of the process of human communication. Although the professional settings may vary (e.g., hospitals, private clinics, schools, early intervention, research laboratories, community service centers, colleges and universities), speech-language pathologists must have a sound academic background and well-developed clinical skills.

## PURPOSE OF THIS HANDBOOK

This handbook will serve as a guide for the graduate program. It should be the first stop for information as it describes the current program as the student initiates studies, the requirements for graduation and the academic and clinical courses and competencies to be completed. It provides information about the entry portal into the national professional organization, the American Speech Language and Hearing Association (ASHA) and its expectations for professionals, as defined by the ASHA Code of Ethics (Appendix A). Further, the handbook introduces graduate students to the mission, organization, and administration of the program, the School of Communication Science and Disorders and Florida State University.

Other sources of information besides this handbook include the SCSD Canvas Organization sites, the FSU Office of Graduate Studies, or [my.fsu.edu](http://my.fsu.edu). Additionally, students always have the option of a personal meeting with a member of the advising team or a faculty mentor.

NOTE. This handbook is subject to revision and students are held to the most current version, not necessarily the one under which they matriculate.

# Chapter 2: Institutional Information

Florida State University is a comprehensive degree granting university, offering baccalaureate degrees in 106 programs, master's degrees in 113 programs, advanced master's/specialist degrees in 14 programs, doctorates in 70 programs and two professional degrees. The university offers fully accredited programs in both law (J.D.) and medicine (M.D.).

One of the nation's elite research universities, Florida State University — with the Carnegie Foundation's highest designation, Doctoral/Research University-Extensive — offers a distinctive academic environment built on its cherished values and unique heritage, a welcoming campus on the oldest continuous site of higher education in Florida, championship athletics, and prime location in the heart of the state capital.

Combining traditional strength in the arts and humanities with recognized leadership in the sciences, Florida State University provides unmatched opportunities for students and faculty through challenging academics, cultural discovery and community interaction. Underlying and supporting the educational experience at Florida State University is the development of new generations of citizen leaders, based on the concepts inscribed in our seal: Vires, Artes, Mores — Strength, Skill and Character.

## REGIONAL ACCREDITATION

Florida State University is accredited by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC). In 2014, SACSCOC reaffirmed FSU's accreditation. SACSCOC accreditation is essential to the university. In addition to approval for the receipt of federal funding, accreditation demonstrates our commitment to providing excellent higher education and our desire to continuously improve the quality of the institution. Florida State University affirms its commitment to student success, research and creative achievement, and the quality of services that support our mission.

## PROGRAM ACCREDITATION

The Masters of Science education program in speech-language pathology at Florida State University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

## FLORIDA STATE UNIVERSITY'S MISSION & VISION

Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The university is dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity.

## COLLEGE OF COMMUNICATION & INFORMATION MISSION STATEMENT

Communication, information and information technology are ubiquitous in our connected society and influence all forms of human activity. Understanding the complex and ever-changing world of people, communication, information, and technology and assuring that all people have access to communication



and information are efforts underlying the teaching, research, and service missions of the College of Communication and Information at Florida State University.

Rooted in the liberal arts tradition and attuned to the latest developments in communication science, speech/language pathology, rhetorical theory, and the study of communication media and institutions, the mission of the Florida State University's College of Communication and Information is threefold: (1) to increase understanding and disseminate knowledge regarding communication processes and their effects on the individuals, groups, and societies; (2) to prepare Bachelor's, Master's and Doctoral students for a broad spectrum of communication careers and professions; and (3) to meet the needs of individuals and institutions through service activities undertaken at local, state, national and international levels.

## **SCHOOL OF COMMUNICATION SCIENCE AND DISORDERS MISSION STATEMENT**

### **MISSION STATEMENT**

The mission of the School of Communication Science and Disorders is to:

- generate and disseminate scientific knowledge related to variety and differences in communication processes and disorders.
- prepare students to demonstrate broad-based knowledge of communication science and skills to apply theory and research findings to clinical practice in their communities.
- empower students to provide effective diagnostic and treatment services in a global and diverse community and utilize innovative, evidence-based approaches to support individuals with a wide variety of speech, language, cognitive, swallowing, and hearing abilities.
- prepare leading clinical and research scientists to generate new knowledge for practicing at the top of the license.

### **VISION STATEMENT**

SCSD will improve communication outcomes and quality of life for individuals from diverse ability, socioeconomic, cultural, and linguistic backgrounds. To this end, we engage in innovative collaborative research; provide training to students and leadership development; and disseminate evidence-based practice to varied stakeholders including clients and their families and care partners, local educational agencies, practitioners, community partners, and research scientists.

### **CORE VALUES**

**Innovation:** We design, develop, and implement cutting-edge evidence-based practices.

**Diversity:** We are committed to diversity, equity, and inclusion for students, faculty, and staff and for the clients and families we serve.

**Collaboration:** We work together across disciplinary, professional, and institutional boundaries to solve complex problems to improve quality of life.

We, at the SCSD foster a mindful commitment to all forms of diversity (racial, linguistic, ethnic, cultural, religious, sexual orientation, gender, disability, and socioeconomic status) and an inclusive culture where everyone's potential is maximized, individuality is celebrated, and everyone has the opportunity to thrive.

The objective of the program is to educate speech-language pathologists so that they function optimally in a variety of clinical and school settings and, if desired, to enable them to pursue the doctoral degree. Successful completion of academic and clinical requirements will lead to eligibility for certification in speech-language pathology and licensure as a speech-language pathologist. Florida State Board of Education requirements or the National Council on Accreditation for the Teacher Education (NCATE) requirements for teaching certificates may also be earned by fulfilling current requirements.

Learning experiences involve classroom instruction, research, and individualized clinical practicums under the close supervision of certified faculty. Students are encouraged to collaborate with faculty on research and clinical program development. Both the Tallahassee Campus and Distance Learning programs offer students a rigorous and comprehensive course of study leading to the degree and readiness for the next step towards certification, completion of a Clinical Fellowship.

The FSU Speech and Hearing Clinic has a dual mission: (a) to provide effective community services that improve the communication abilities of individuals of all ages and (b) to provide a teaching and clinical research laboratory that seeks to develop exemplary assessment and treatment procedures for use by our students and professionals in speech-language pathology and audiology. Innovative and relevant theory development, research, and services are viewed as unitary- the academic effort, research effort, and the clinical effort all strive for one goal: the enhancement of the communicative well-being of the individuals served.

The School carries out its mission through a variety of academic and clinical didactic and interactive instructional programs; professional and clinical activities; and clinical research. Students are prepared to function effectively in a variety of medically- and educationally-related settings and to develop and disseminate innovative practices. Their coursework and clinical experiences encompass a broad spectrum of speech, language, and hearing impairments in individuals ranging from neonates to geriatrics. Our doctoral program prepares professionals to conduct research, to develop policy, and to teach at the university level with an emphasis on clinical research and establishing productive interdisciplinary collaborations.

## **SCHOOL OF COMMUNICATION SCIENCE & DISORDERS STRATEGIC PLAN, 2021-2024**

In keeping with Florida State University's goal to continue to be a Top 20 University, the overarching goal of the School of Communication Science and Disorders' (SCSD) strategic plan is to provide a framework for expanding the national reputation and ranking of the School and to advance our mission and vision aligned with our core values. The School has identified the following priorities as being critical for the continued advancement of our program.

### **PRIORITY A: INCREASE INNOVATION, RESEARCH ENGAGEMENT, AND EXTERNAL FUNDING**

- Increase the number of new grant proposals
- Increase the number of resubmissions of grant proposals
- Diversify the agencies that we apply to for funding
- Increase publications and citations
- Increase the number of external awards

## **PRIORITY B: INCLUSIVE EXCELLENCE IN STUDENT RECRUITMENT, RETENTION, AND ENGAGEMENT.**

- Extend and expand recruitment efforts to students at middle school, high school, community college, and undergraduate levels including historically black colleges and universities
- Expand efforts to increase acceptance of admissions offers by students from traditionally underrepresented groups (e.g., personal calls/emails)
- Increase retention activities including mentoring support for retention of scholars from traditionally underrepresented groups (e.g., modules that all students take, peer mentoring)
- Promote our functional diversity and regularly examine the branding on our web presence (SCSD site)
- Initiate faculty involvement and presence in DIRECTO, National Black Speech Language Hearing Association, and ASHA's Diversity and Inclusion Programs
- Identify student funding opportunities to support students of diverse backgrounds and students who want to related specialization (scholarships, early release of GA awards for recruiting)
- Communicate our efforts and accomplishments in promoting and supporting a diverse student body to the College regularly
- Recruit diverse faculty as role models and mentors

## **PRIORITY C: PROVIDE EXCELLENT AND RELEVANT ACADEMIC PROGRAMS AND EXPERIENCES TO ENSURE PROFESSIONAL SUCCESS OF OUR UNDERGRADUATE AND GRADUATE STUDENTS**

- Improve data collection of outcomes and achievements of graduates from our undergraduate, graduate and doctoral programs at exit and 1yr and 3 yr post-graduation to promote ongoing engagement with SCSD
- Evaluate and modify undergraduate and graduate curricula/programs of study to ensure consistency with current professional practice
- Expand curriculum to include cutting-edge experiences in telepractice and bilingual/multilingual language learning
- Evaluate clinical practicum and externship placements to assess their adherence to best practices in CSDs
- Expand training and research experience in the doctoral program and identify opportunities for strengthening and enhancing the overall experience
- Expand and promote specialized training opportunities (e.g., certificate programs)

## **PRIORITY D: DEVELOP AND ADVANCE OUTSTANDING, COLLABORATIVE, AND INCLUSIVE CLINICAL AND ACADEMIC FACULTY**

- Retain current faculty with adequate resources to promote/maintain success on an ongoing basis with less than 7% attrition.
- Recruit faculty with expertise in specialized areas to build strengths of the program
- Seek funding to develop and staff community collaborations and model demonstration programs
- Maintain high levels of research dissemination and increase externally-funded research support by 10% annually.
- Increase interdisciplinary collaborations with diverse faculty, disciplines, and institutions
- Increase collaborations among research and clinical faculty and community partners to promote translational research on an ongoing basis.
- Communicate the accomplishments of our faculty and staff, particularly those related to grantsmanship, publications, and awards, to the College regularly.

## PROGRAM AUTHORITY AND RESPONSIBILITY

FSU Graduate School Policies and Procedures. The Master of Science degree is awarded under the authority of the FSU Graduate School, <http://gradschool.fsu.edu>. For more information regarding FSU Graduate School Policies and Procedures, funding opportunities, and events for graduate students, navigate to the Grad School's webpage or the FSU Graduate School Handbook, <http://gradschool.fsu.edu/sites/g/files/upcbnu761/files/media/Files/2016-2017%20Graduate%20Student%20Handbook.pdf>.

SCSD is a School within the College of Communication and Information, under the leadership of Dean Michelle Kazmer. At the School level, the mission is administered under the leadership of the Director of the School, Carla Wood, its faculty, and staff. As a unit, the School seeks to implement its strategic plan and engage in collaborative decision making within committees. Students are integral to the administration of the School and participate actively as student members in various School committees.

The organizational structure of the School is as follows:

- Dean of the College of Communication and Information – Michelle Kazmer
- Director– Carla Wood
- Associate Director/Director of Audiology- Selena Snowden
- Assistant Director, Academic & Student Services – Jennifer Kekelis
- Director of Clinical Education – Tricia Montgomery
- Tallahassee Campus Master's Program Coordinator – Shannon Hall-Mills
- Distance Learning Master's Program Coordinator (Clinical) – Jinger Deason
- Distance Learning Master's Program Coordinator (Academic) – Kaitlin Lansford
- Doctoral Program Coordinator – Yun Kim
- Undergraduate Program Coordinator – Kim Crass

**Tallahassee Campus Master's Advising Team:** Shannon Hall-Mills, Tricia Montgomery, Carla Wood

**Distance Learning Master's Advising Team:** Jinger Deason, Tricia Montgomery, Kaitlin Lansford

**Student Review Committee:** Chris Constantino (Chair), Yunjung Kim, Michelle Therrien, Linda Sasser, Kristen Guynes

Other School committees and their members can be obtained by requesting the list from Dr. Carla Wood

## FSU EQUAL OPPORTUNITY AND NON-DISCRIMINATION STATEMENT

(Signed by FSU President John Thrasher, accessible at [http://www.hr.fsu.edu/PDF/Publications/diversity/EEO\\_Statement.pdf](http://www.hr.fsu.edu/PDF/Publications/diversity/EEO_Statement.pdf))

"The Florida State University (University) is an equal opportunity employer and educational provider committed to a policy of non-discrimination for any member of the University's community on the basis of race, creed, color, sex, religion, national origin, age, disability, veterans' or marital status, sexual orientation, gender identity, gender expression, or any other protected group status. This policy applies to faculty, staff, students, visitors, applicants, and contractors in a manner consistent with applicable federal and state laws, regulations, ordinances, orders and rules, and University's policies, procedures, and processes.

In pursuing its mission of excellence as a comprehensive, graduate-research university with a liberal arts base, the University strives to create and maintain a harmonious, high-performance work and educational environment.

It is my expectation that all members of our community are provided equitable opportunities to succeed and enrich the strength, skill, and character of the University. It is also expected that all members of our community will help create a work and educational environment that promotes fairness, respect, and trust, free from discrimination or harassment. Behavior that may be considered offensive, demeaning, or degrading to persons or groups will not be tolerated.

The University will continue to reinforce its commitment of non-discrimination to all groups protected by state and federal law. We will continue to monitor our methods of recruitment, retention, and advancement of qualified faculty, staff, and students and annually examine our affirmative action plan, as prescribed by federal guidelines, to measure whether our campus is reflective of the community we serve.

The University further recognizes that forms of discriminatory or harassing behavior may create an unwelcomed or hostile environment and lead to an uncomfortable situation. As a result, the University has established internal complaint procedures available to all who believe their experience on any of our campuses has been less than appropriate.

To facilitate or otherwise strive to ensure university-wide compliance, I have appointed Renisha Gibbs, Director of Human Resources/Office of Equal Opportunity and Compliance and University Title IX Coordinator, to develop, administer, and coordinate university-wide initiatives and complaint investigations. This will be accomplished through collaboration with the Dean of Students Department, the Athletics Department, the Office of the Dean of the Faculties; and all University divisions, colleges, and departments.

Questions regarding the above may be directed to your supervisor or Renisha Gibbs at (850) 644-8082 or [rgibbs@admin.fsu.edu](mailto:rgibbs@admin.fsu.edu)."

## SEXUAL MISCONDUCT

Sexual misconduct, including sexual harassment, sexual violence (rape, sexual assault, domestic violence, dating violence, & stalking), and all other forms of sex discrimination are violations of University policy and contrary to the University's values, which recognize the dignity and worth of each person. They are also illegal. Sexual misconduct will not be tolerated by Florida State University, whether by faculty, staff, students, visitors, or others.

The University's policy on sexual misconduct can be found at <https://regulations.fsu.edu/sites/g/files/upcbnu486/files/policies/president/FSU%20Policy%202-2.pdf>

To report a complaint against another student, contact the University's Title IX Director at <https://knowmore.fsu.edu/title-ix/title-ix-signed-statement/>. To report a complaint against an employee (i.e., faculty, on- or off-campus clinical instructor, staff, visitors to campus, contractors), contact the FSU Office of EOC: [http://hr.fsu.edu/?page=eoc/eoc\\_make\\_complaint](http://hr.fsu.edu/?page=eoc/eoc_make_complaint).

## RECORD OF COMPLAINTS

Students may file a complaint against the program with the SCSD School Director, the Dean of the College of Communication and Information (CCI), the Dean of the Graduate School at FSU, or with the

Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association.

If a student has a concern about academic or clinical practices which may affect compliance with accreditation standards (<http://www.asha.org/academic/accreditation/accredmanual/section3.htm>), he or she is encouraged to contact one of the graduate advisors, the School Director, or others within the university. Concerned students may also contact the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). The School Director maintains a confidential record of complaints, and these are reviewed on a regular basis to assess their impact on the School's compliance with CAA accreditation standards.

Contact information for filing complaints within FSU:

- SCSD School Director: Carla Wood, [carla.wood@cci.fsu.edu](mailto:carla.wood@cci.fsu.edu), 850-645-6566
- Dean of CCI: Michelle Kasmer, [mkazmer@fsu.edu](mailto:mkazmer@fsu.edu), 850-559-2421
- Dean of the Graduate School: Mark Riley, [mriley@fsu.edu](mailto:mriley@fsu.edu), 850-644-3501

Institutions of higher learning that offer graduate degree programs in audiology and/or speech-language pathology can voluntarily seek accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). Any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public may submit a complaint about any accredited program or program in candidacy status. All complaints must be signed and in writing to the Vice President for Academic Affairs (Vice President), American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville Maryland 20850. The burden of proof rests with the complaint. Complaints will not be accepted by email or facsimile. See the website below for additional information:

<http://www.asha.org/about/credentialing/accreditation/accredmanual/section8.htm>

## GRADE APPEALS

The purpose of the grade appeals system is to afford an opportunity for an undergraduate or graduate student to appeal a final course grade under certain circumstances. Faculty judgment of students' academic performance is inherent in the grading process and hence should not be overturned except when the student can show that the grade awarded represents a gross violation of the instructor's own specified evaluation (grading) statement and therefore was awarded in an arbitrary, capricious, or discriminatory manner. The evaluation (grading) statement utilized during the grade appeals process is the one contained in the instructor's syllabus at the beginning of the semester. This system does not apply to preliminary or comprehensive exams or to thesis or dissertation defenses; these issues are reviewed by the Faculty Senate Student Academic Relations Committee via the Office of Faculty Development and Advancement.

### STEP 1

Within 15 class days (Defined throughout the Grade Appeals System as Mondays through Fridays during regular fall, spring, and summer semesters, as noted in the FSU Academic Calendar maintained by the University Registrar. Class days are not dependent on whether an individual student has class on a particular day.) following the date that final grades are made available to students, the student must contact the instructor in question to discuss the grade and attempt to resolve any differences. The student should document any attempts to contact the instructor in order to establish that the appeal was begun within this 15-class-day period. In the event that the instructor is not available, the student should provide

that documentation to the instructor's program or department chair. It is expected that the student will first attempt to resolve the grade dispute with the instructor; however, either the student or the instructor may consult with the appropriate department chair, school director, or designee during this process.

## **STEP 2**

If no resolution is reached within this 15-class-day period, after the student's documented attempt, the student has an additional 10 class days to submit a written statement to the department chair, school director, or designee. This statement must include an account of attempts to resolve the issue, as well as the evidence that forms the basis for the appeal. Within 20 class days thereafter, the department chair, school director, or designee will set a date for a meeting of a grade appeals screening committee composed of three students enrolled in the academic unit offering the course to review the appeal. These students should be either undergraduate or graduate students, depending on the enrollment status of the student challenging the grade. The meeting should occur within that 20-class-day period, if practicable. Appropriate students who have no conflict of interest will be chosen to serve on this screening committee by a student organization associated with the program or department, if such an organization exists. If none exists or if members of such an organization are not available, the department chair, school director, or designee will select appropriate students who have no conflict of interest. Both the student and the instructor may attend the meeting, as may the department chair, school director, or designee. The role of the screening committee is solely to determine whether the student has presented sufficient evidence to warrant further review. Within five class days after this meeting, the screening committee will render its decision in writing (indicating that they recommend/do not recommend further review) to the department chair, school director, or designee, the student, and the instructor. A negative decision will end the appeal. A positive decision will trigger the next step in the process.

## **STEP 3**

Within 15 class days of a positive decision from the grade appeals screening committee, the department chair, school director, or designee will appoint and arrange for a meeting of a grade appeals board. The meeting should occur within that 15-class-day period, if practicable. The board is composed of three faculty members and two students other than those who served on the screening committee. These students should be either undergraduate or graduate students, depending on the enrollment status of the student challenging the grade. The purpose of this board is to determine whether or not to uphold the final grade assigned by the instructor. The board will consider only the evidence provided by the student and the instructor in making the determination. The student, the instructor, and the department chair, school director, or designee may attend the meeting. The grade will be upheld unless the evidence shows that the grade was awarded in an arbitrary, capricious, or discriminatory manner, as a result of a gross violation of the instructor's own evaluation (grading) statement. If the original grade is not upheld, the board will recommend that an alternative grade be assigned by the department chair, school director, or designee. If the student has evidence that this grade appeals process has deviated substantially from these established procedures, resulting in a biased decision, the student may consult with the Office of Faculty Development and Advancement regarding referral to the Faculty Senate Student Academic Relations Committee.

Additional information on Academic Policy & Grievances can be found at: <https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/grade-appeals-system>

## STUDENT OUTCOMES

FSU SCSD graduate students in both the Tallahassee Campus and Distance Learning programs maintain a strong record of achievement. Data for the last three years support the strength and efficiency of our programs can be found on our website: <https://commdisorders.cci.fsu.edu/about-the-school/student-outcomes/>.



# Chapter 3: Communication Science & Disorders Information

## FACULTY

FSU's SCSD academic and clinical faculty are recognized as leading experts in their areas of specialization, at regional, national, and international levels. Beyond their professional achievements, the faculty are routinely recognized by students as being open, accessible, and warm in their interactions. To access information about each of our faculty members, including a record of their achievements, go to <http://directory.cci.fsu.edu/scsd-directory/> and click on the faculty member's name to access their personal webpage.

Faculty mailboxes are located in Warren 105, and the official School mailing address is 201 W. Bloxham, Tallahassee, FL 32306-1200. The front desk number for the School is 850-644-2253 and faculty or their voice mail can be reached through this general number.

Students may submit materials for the faculty using their School mailboxes, email, course Canvas sites, or via U.S. mail. Faculty phone numbers and e-mail addresses may be accessed at <http://directory.cci.fsu.edu/scsd-directory/>. Faculty schedules and office hours are listed on class syllabi.

## LOCATION OF SCHOOL OFFICES, LABS, AND CLASSROOMS

Academic administration for the School of Communication Science and Disorders and the office of the Director of the School are located on the sixth floor of the Warren building. Faculty offices are located on the first, second, fourth, fifth, and sixth floors of Warren. Research laboratories may be located in the Warren building on the third, fourth, fifth, or sixth floor, and in the basement of the Diffenbaugh Building. Classrooms for graduate classes are located in the Warren building, but occasionally may be located in other campus buildings as assigned by central class scheduling.

## CLINICS, LABORATORIES, AND COMMUNITY PARTNERSHIPS

The founder of the LL Schendel Speech and Hearing Clinic, Dr. Lauren L. Schendel dedicated more than 35 years to Florida State University. He developed both the master's degree program and clinical services program, which qualified the clinic for accreditation by the American Speech Language and Hearing Association (ASHA). Described by his colleagues as a kind and compassionate man, Dr. Schendel devoted his career to educating students and helping individuals with communication disorders. He played an instrumental role in obtaining over one million dollars in federal grants to support training, research, and service for the clinic.

Dr. Schendel was known for his involvement in several community services programs and his professional accomplishments were many. He served as the president for the Florida Speech, Language, and Hearing Association (FLASHA) and the Florida Cleft Palate Association. We seek to maintain our commitment to his vision, and it is with great pride that the FSU clinical facilities are named in his honor.

The FSU Speech and Hearing Clinic is a state-of-the-art community-based clinic that provides multiple opportunities for Tallahassee Campus graduate student participation in the clinical requirements for the degree. Tallahassee Campus students typically complete the first three terms of practicum in the FSU Speech & Hearing Clinic.

Beyond the FSU Speech and Hearing Clinic, Tallahassee Campus graduate students will participate in clinical rotations in local school districts and medical settings during their second year. Experiences are available in early childhood, elementary, and middle/high school settings, as well as in a variety of medical placements encompassing inpatient and outpatient rehabilitation, as well as acute care. Community collaborations include the Leon & Wakulla County schools, regional hospitals, (Tallahassee Memorial Hospital, HCA Capital Hospital, and Archbold Memorial Hospital), skilled nursing facilities, outpatient clinics, and private practices.

Distance Learning graduate students are placed in schools, private practices, skilled nursing and long-term care facilities, and medical settings in their local areas. SCSD maintains over 800 affiliation agreements throughout the state of Florida to ensure that Distance Learning students have a broad range of clinical opportunities.

Students will also participate in many of the School's clinical research laboratories that are housed within the LL Schendel Speech & Hearing Clinic. These include:

Computer laboratories available to Tallahassee Campus students and faculty and are equipped with a full array of software and peripherals necessary for word processing, HIPAA secure clinical documentation, spreadsheet applications, database management, statistical and graphical analysis, language sample analysis, instructional material development, desktop publishing, and nonlinear video editing.

The **FSU Aphasia Research Laboratory** is directed by Dr. Elizabeth B. Madden, CCC-SLP. Research in the Aphasia Lab is focused on stroke and aphasia rehabilitation with a specific interest in developing and evaluating spoken and written language treatments for aphasia, as well as understanding and addressing stakeholder (people with aphasia, care partners, therapists) interests and needs.

The **School-based Practices, Effectiveness and Research (SPEAR) lab** is directed by Dr. Hall-Mills. Projects in this lab typically focus on assessment, identification, and treatment of spoken and written language disorders in school-age children and adolescents, and explore issues of policy, practice, and advocacy for the SLPs who serve them.

The **Arabic Language and Literacy (ALL) lab** is led by Dr. Sana Tibi. This lab focuses on investigating the cognitive and linguistic correlates of Arabic reading as well as developing literacy assessment tools with psychometric properties in collaboration with scientists from different national and international institutions. This lab also welcomes research on other languages, with a focus on morphological skills across languages.

The **Bilingual Child Language and Literacy lab** is directed by Dr. Carla Wood. The lab aims to improve language and literacy outcomes for children from diverse backgrounds including children with differing abilities as well as children from diverse socioeconomic, cultural, and linguistic backgrounds. To this end, lab members strive to engage in collaborative research and practice with scientists from interdisciplinary backgrounds; provide training and leadership development opportunities for next generation scholars; and disseminate evidence-based

practice to varied stakeholders including local educational agencies, practitioners, and families of children.

The **Motor Speech Disorders Lab (MSDLab)**, directed by Dr. Kaitlin Lansford, examines how communication partners understand and adapt to speech produced by people with dysarthria. Dysarthria is a motor speech disorder that arises from stroke, traumatic brain injury, and neurological diseases, such as Parkinson disease or amyotrophic lateral sclerosis and often results in intelligibility disorders. The primary goal of our NIH-funded work is to improve communication with individuals with dysarthria through training the listener to better understand the speaker with dysarthria.

The **AAC Connect** lab, directed by Dr. Michelle Therrien, focuses on building connections to enhance the quality of life of individuals who use AAC. With this focus, we have collaborated with faculty and students across many university departments. Previous projects have focused on understanding the experience of friendship and developing interventions to positively impact friendship experiences. We have also worked to support the connection between parents, speech-language pathologists, and teachers to increase participation of children who use AAC. This lab houses high-tech AAC systems such as iPads with a variety of AAC apps, and a Microsoft Surface with eye tracking/gaze technology.

The **Communication for Early Childhood – Research and Practice (CEC-RAP) Center** focuses on research and training activities for young children (birth to 3 years) with delays and disabilities and their parents, early care and education teachers and service delivery personnel. It includes equipment for recording, editing, and analyzing audio and video samples of speech and language and social interactions. Portable equipment is available for field recordings. <http://www.cec-rap.fsu.edu>

The **Children’s Literacy and Speech Sound (CLaSS) lab** is directed by Dr. Kelly Farquharson, PhD, CCC-SLP. The mission of the CLaSS Lab is to help children with speech and language impairments achieve classroom success. To this end, we have studies that explore child-level factors, such as speech sound production, word reading, language, working memory, and spelling. We also study therapy-level or clinician-level factors, such as the intensity and dosage of the sessions, SLPs’ caseload size, years of experience, and job satisfaction.

The **Language, Literacy and AAC Across the Lifespan (LangLitLife) lab**, directed by Dr. Andrea Barton-Hulsey conducts research to understand factors that support language and literacy development in individuals with intellectual and developmental disabilities. The work of the LangLitLife lab is inclusive of individuals who use Augmentative and Alternative Communication systems, and seeks to inform both theory and practice in reading instruction across the lifespan. Research in the lab is organized around three themes: 1) Characterizing intrinsic and extrinsic factors related to reading outcomes; 2) Determining developmental trajectories of reading skills; 3) Developing assessments and interventions inclusive of children with limited speech ability.

The **Language Sample Analysis Laboratory (LSA)**, housed within the student computer lab on the third floor of Warren, provides student clinicians with opportunities to learn about the use of computerized language sample analysis in the evaluation and assessment of children’s language performance. The facility includes computer workstations with popular software programs (e.g., SALT) that are useful for transcribing and analyzing the audio and video recordings of speech samples. Each workstation is also equipped with a universal transcription system for ease and efficiency of the transcription process. The laboratory also houses networked printers.

The **AACcess Lab** is currently under development and will be housed in the Warren building. This lab is being designed to provide students with opportunities to use cutting edge assistive technology for optimizing client outcomes and their own learning. The lab will include a range of augmentative and alternative communication (AAC) systems, including eye gaze technologies. It will also house virtual reality headsets to enhance student learning via simulation activities. Instruction and use of equipment will be tied to classroom, clinic, and research experiences.

The **Speech Laboratory** houses equipment used for the collection and analysis of speech samples from children and adults with typical and atypical speech. A professional grade wireless microphone system allows researchers and students to collect speech samples from mobile infants while wired systems allow us to collect samples from older children and adults. Multiple high-quality audio field recorders allow several researchers/students to be out in the field at the same time. The Speech Laboratory also houses computers that can be used for perceptual and acoustic analysis of speech. Perceptual analysis might include listening to a child's speech using high-quality headphones, transcribing the child's productions, and determining phonological process usage. Acoustic analysis might include the calculation of vowel durations and formant frequencies for an adult experiencing speech distortions following palatal surgery.

The **Speech Science Laboratory** has specialized equipment in Diffenbaugh enabling analyses of duration, intensity, spectral and fundamental frequency aspects of speech. Instrumentation and procedures for the forensic study of speech enable the detection of signals in noise and speaker identification from recorded speech samples.

The **Seminole Stuttering Center** studies ways to improve the speaker's experience of stuttering. We are particularly interested in challenging society's negative stereotypes of stuttering and helping people who stutter cultivate positive stuttering identities.

The **Voice Science Laboratory** has equipment for measuring physiologic, acoustic, and aeromechanical aspects of the larynx and vocal tract. Topics being studied by investigations in the lab include the interaction of physiologic and acoustics aspects of voice onsets and the use of acoustic measures to differentially diagnose dementia types.

The **American Sign Language (ASL) lab** and associated **Deaf and Hard of Hearing Educational Outreach Program** provide aspiring clinicians with supervised opportunities to facilitate ASL language development, while supporting the campus and the community. Participating students complete an associated research-based course that focuses on implementation of evidence-based strategies for facilitating first- and subsequent- language development.

## STUDENT COMMUNICATION

Upon acceptance to the program, students acquire an FSU e-mail address and are then enrolled in either the appropriate Canvas organizational sites depending on their cohort (e.g., Tallahassee campus or Distance Learning). These sites include a "Send Email" link for contacting other students and faculty, and contain links to access important documents and information. We expect all students to check email daily to facilitate receipt of information, program changes, and emergency notification (e.g. class cancellation, relocation and university closings). We also expect all students to use their FSU email address for communication with faculty.

Student mailboxes for students enrolled on the Tallahassee campus are located in 104 Warren. Faculty and staff use the student's mailbox to distribute notices and miscellaneous documents.

## NSSLHA

The National Student Speech, Language, and Hearing Association (NSSLHA) is a national organization for students at all levels who are interested in the study of communication science and disorders. It is recognized by the American Speech Language Hearing Association (ASHA). NSSLHA activities vary from year to year but traditionally include several general meetings featuring guest speakers, panel discussions, etc., hosting a spring professional conference, a spring picnic, a raffle at homecoming luncheon, social activities, and fundraising activities. A NSSLHA mailbox is maintained in the student mailroom. Both Tallahassee Campus and Distance Learning students are encouraged to join NSSLHA. Further, students who have been members of NSSLHA for two years prior to joining ASHA may be eligible for a discounted membership price through ASHA's Gift to the Grad program, <http://www.asha.org/students/gradgift/>.

## FINANCIAL AID OPPORTUNITIES

Financial aid opportunities unique to the School are posted on the School's website and advertised either in the admissions process or during the academic year. These opportunities include but are not limited to:

**Tuition waivers.** Each year, the School receives a limited number of tuition waivers from the College of Communication and Information for use with Tallahassee Campus students. The School uses these waivers to offset the costs of the first year of the graduate program on an availability basis. Students who are hired as graduate assistants receive tuition waivers with a 10 hour weekly assignment.

Tuition waivers are typically awarded for 9 credit hours of graduate tuition only (no fees are included in the waivers) at the in-state tuition rate. Students are responsible for the fees associated with these waivers along with tuition/fees for additional credits, and if an out-of-state student, for the difference in tuition between in- and out-of-state rates.

**Florida Department of Education Funding.** Distance Learning students have the option of applying for funding from the Florida Department of Education to support their studies. This funding requires a "payback" by working for a specified length of time in Florida schools following graduation. More information about this program can be obtained from the Distance Learning Canvas site, or from the Distance Learning advisor.

**Personnel Preparation Grants.** There are also several training grants available to graduate students. In the letter of admission, students are invited to apply to each of these training grants and are selected competitively from the pool of grant applicants. Each grant has a 10-work requirement during the graduate program for master's grants and 20 hours of research engagement for doctoral leadership grants. Federally funded training grants are considered forgivable loans that generally require some type of "payback" by working in specific environments or with specific populations following graduation (e.g., 2 years of working in the area trained for every one year of funding).

Numerous financial aid opportunities are available at the University and may be explored at <http://financialaid.fsu.edu/> or by visiting the Office of Financial Aid at Suite 4400 A University Center. The following university-wide awards are available for student application:

**The Delores Auzenne Fellowship for Minorities.** Consideration for this fellowship may be awarded to Auzenne recipients. Priority is given to continuing Auzenne fellows who meet eligibility requirements. Minority students who demonstrate outstanding academic performance in our School are encouraged to prepare an application for possible endorsement by the Director of the School. Application deadlines typically fall in February or early March with the award made by the end of March.

**Leslie N. Wilson Graduate Assistantship.** Announcements regarding this award are made by the Office of Graduate Studies. This assistantship is for Black American Graduate Students. The award includes a tuition waiver and a subsidy for health insurance. Although it is specifically for beginning graduate students, the committee does at times consider current graduate students when there are not qualified candidates meeting the first-enrollment criterion. Students from the School who present a strong academic performance in undergraduate studies and demonstrate strong academic performance at the graduate level are encouraged to prepare an application for possible endorsement by the Director of the School of Communication Science and Disorders. Typically, the application deadline for the School and the Office of Graduate Studies is in February.

**McKnight Fellowship.** Black/African American and Hispanic/Latine students accepted to the doctoral program should apply for the McKnight fellowship in the beginning of the spring semester of their second year. These fellowships provide up to five years of support with a \$12,000 annual stipend in addition to tuition waivers and a subsidy for health insurance. The deadline for applications is January 15 for funding during the following academic year. Applications are available on the FEF website. For more information regarding FSU application procedures, visit the website at: <https://ogfa.fsu.edu/about-us/mcknight-fellowships>.

**Presidential Fellowships.** Students accepted to the combined masters-doctoral program can apply for Presidential fellowships which are offered to graduate students who are newly admitted to the Ph.D. program. Stipends are for the first and fourth years of doctoral study and include a tuition waiver and a health insurance supplement. Applications are due each year in January for the following academic year. Master's students accepted to the doctoral program should apply during the spring of their second year.

**University Fellowship.** Students may visit the Fellowship website for information on eligibility requirements, procedures and timelines for applying for this monetary award (<http://www.gradstudies.fsu.edu/funding-awards>).

**Other Opportunities.** Students are also alerted to the Star Center (within the Financial Aid Office) as a potential source of scholarship and fellowship information. Students may call or visit the center at 644-4840 (4417 UCA (MC 2430). Students may also investigate funding opportunities at the website of the American Speech-Language-Hearing Association (ASHA), [www.asha.org](http://www.asha.org).

**International and Minority Students:** Scholarships for full-time international/minority graduate students studying communication science and disorders in the United States and demonstrating outstanding academic achievement are eligible to compete for a \$4,000 scholarship supported by the Kala Singh Memorial Fund. For more information, visit the ASHA Foundation Web site.

In addition to the University and College scholarships, the School has several honors and scholarships that are awarded annually. The Canvas Organization sites include a complete list of opportunities and the application requirements.

## **SCSD SOCIAL MEDIA POLICY**

Although social networking is fun and valuable, there are some risks that must be kept in mind when using these tools. In social media, lines are blurred between what is public or private, personal or professional.

Students must be aware that any information posted on a social networking site (e.g., Facebook, Twitter, LinkedIn, Instagram, etc.) may be shared, whether intended or not, with a larger audience. What is written may be taken out of context or remain publicly available online forever even if the poster thinks he or she has deleted a post.

When posting online, students must always remember that they are representing themselves, FSU, and the speech-language pathology profession as a whole. Students are expected to act professionally, and to be cautious about posting information that is ambiguous, that could be misconstrued, or that could be taken out of context.

Use good judgment.

Adhere to the same principles of professionalism online as those adhered to offline.

Regardless of privacy settings, it is safe to assume that all information shared via a social network is public information and can be seen by peers, faculty, clients, and prospective employers.

Keep personal and professional social networking sites separate.

Students should not use their FSU email addresses to log on to social networking sites. Instead, create and use a personal email address for this purpose. Others who view a professional email address attached to an online profile may misinterpret the poster's words/actions as representing the clinic and the larger FSU community.

Be clear and precise about credentials and observe their limits.

Students are graduate students in speech-language pathology, NOT a speech-language pathologist, a speech-language pathology assistant, or a speech therapist.

Students cannot, ethically or legally, give advice or make recommendations about an individual's communication disorder.

Students CAN offer to be helpful and ask whether the individual would like help in contacting a licensed speech-language pathologist or audiologist.

Comply with HIPAA/FERPA privacy laws at all times.

Students may NOT "friend" clients at any time.

Students may NOT post anything about a client at any time: no names, initials, pictures, or comments from sessions that would permit any sort of client identification.



Rule of thumb: If someone would be able to determine that a post relates to a client of the FSU Speech and Hearing Clinic, it CANNOT be posted.

Students may NOT ask clients for permission to post a photo taken with him/her.

Clients are clients of the speech and hearing clinic, not a student's personal client. Therefore, consent to post a picture has to be given to the clinic, not to the student, even if the intent is to post the picture on the student's personal social networking site.

Use of cell phone cameras, Google Glasses, or any other non-approved recording devices on clinic floors is forbidden.

Do not disclose another student's academic/clinical work, feedback, or grades in any manner, including via email or posting on a social networking site.

Be respectful.

Cyber-bullying is inappropriate, unprofessional, and will not be tolerated.

Cyber-bullying includes harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyber-stalking other students, faculty and staff, off-campus clinical educators, and clients and their families.

Don't be mean. Don't send emails, texts, tweets, or post comments/pictures/videos with the intent of scaring, hurting, or intimidating someone else.

Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in disciplinary action in accordance with Florida State University's Student Code of Conduct. In some cases, cyber-bullying can be a crime.

Remember that online activities are retained and can be accessed.

If a mistake is made...Immediately correct it and make clear to those involved what's been done to fix it.

Apologize.

If it's a MAJOR mistake (e.g., HIPAA violation, could be interpreted by another as cyber-bullying), inform a clinical educator, the Director of Clinical Education, or the School Director immediately so that proper steps can be taken to minimize the impact it may have.

Report any unprofessional behavior witnessed to a clinical educator, to the Director of Clinical Education, or to the Director of the School of Communication Science and Disorders. HIPAA/FERPA violations or cyber-bullying incidents will result in disciplinary action and may lead to removal from the graduate program.



# Chapter 4: Admissions

## DEGREES OFFERED

In addition to the undergraduate program leading to the Bachelor of Science (BS) or Bachelor of Arts (BA) degree, the School of Communication Science and Disorders offers programs leading to the Master of Science (MS) and the doctor of philosophy (PhD) degrees. The MS degree is available for completion via the Tallahassee Campus or Distance Learning programs.

## ADMISSION TO THE GRADUATE PROGRAM

Students applying to the School of Communication Science and Disorders graduate program must submit applications to both the University and the School. The Florida State School of Communication Science and Disorders requires an individual applying for a master's degree to hold a bachelor's degree in communication disorders or its equivalent. Admissions consideration to the master's degree programs are given to applicants who meet the University's minimum standard of a 3.0 upper division GPA. Meeting this minimum; however, does not assure acceptance for graduate study in the School, as admission is competitive. Three recommendations from previous professors or clinical supervisors, official copies of transcripts of all academic work completed to date, and GRE scores should be submitted as a part of the application. To submit applications, see the School website: <http://www.commdisorders.cci.fsu.edu/>.

## VERIFYING DISTANCE LEARNING STUDENT IDENTITY

The Florida State University Office of Distance Learning (ODL) and the Information Technology Services Center (ITS) develop, maintain and deploy technology and employ procedures that ensure the integrity of the university's course and program offerings. This includes procedures keyed to integrity and security that demonstrate that the student who registers in a distance education course or program is the same student as the one who participates in and completes the course or program and ultimately receives credit for those activities. These security measures include secure logins and unique pass codes.

**Username/Password Information:** Individuals requiring access to information login through either a single secure login process or through a terminal program. In both cases, the user is authenticated and then granted access to the data using industry-standard security protocols (unique identifiers and passwords). Access by students to these services is controlled via the secure login profile established by each eligible user. These profiles and unique identifiers are maintained in a secured database or server that follows the industry standard with regard to the creation of a username and password. The password must conform to industry standards with regard to length, type, and number of symbols or characters. When appropriate or necessary, data passed over the Internet through web applications for faculty, staff, or students are encrypted.

**FSUID:** A secure login and password is used to verify the identity of online students. The login name is the student's FSUID.

## ADMISSION WITHOUT A BACKGROUND IN COMMUNICATION SCIENCE AND DISORDERS

Most students entering the master's program will have an undergraduate degree in communication disorders. Students without a bachelor's degree in Communication Science and Disorders may be offered acceptance into the Tallahassee Campus master's program, but will need to extend the time of their program to include required courses in basic communication processes (i.e., Language Development, Clinical Phonetics, Communication Science/Acoustics, Intro to Audiology, Neuroanatomy, and Anatomy/Physiology of the Speech & Hearing Mechanism) at the undergraduate level. The length of the typical Tallahassee Campus master's program is 5 semesters. . Students missing some or all the basic communication processes courses should expect to take up to 8 semesters to complete the master's program and may be prevented from participating in certain practicum rotations until these courses are completed.

Distance Learning students without a background in communication disorders may also be offered admission but will not be allowed to matriculate into graduate coursework until they have completed the 6 undergraduate courses or their equivalents that comprise basic communication processes. We often recommend that the students who lack a background in communication disorders take the prerequisites at FSU, other schools in their area, or through on-line programs such as FSU's Bridge program prior to beginning the master's degree. For more information about course offerings and admissions procedures for the Bridge Prerequisite Program, see the School website: <http://commdisorders.cci.fsu.edu/academic-programs-admissions/graduate-prerequisites-bridge-program/>.

Students with undergraduate degrees in linguistics, special education, and other fields often have courses that satisfy some or all of the undergraduate requirements. The Academic Program Coordinator and advising team will evaluate applicant's transcripts upon request to evaluate whether previously taken courses are equivalent to those required.

Further, ASHA Certification requirements dictate that in addition to the coursework in basic communication processes, applicants for certification in speech-language pathology must have at least one life science course (e.g., biology), one physics or chemistry course, a college-level statistics course, and one applicable social science course (e.g., psychology) on their transcripts. Students do not have to have completed these courses prior to enrolling in the graduate program but must have these credits recorded prior to graduation for the School to recommend the graduate for ASHA certification. Failure to complete these courses before graduation will result in the student not being eligible to start counting hours for their Clinical Fellowship Year until the courses are successfully completed.

## ENGLISH LANGUAGE PROFICIENCY

As part of the requirements of the clinical program within the School of Communication Science & Disorders Sciences, students will participate in clinical practicum in a variety of on- and off-campus placements. Proficiency in both oral and written English language skills is expected, and a lack of proficiency can negatively impact the ability to successfully complete these requirements.

A passing score on the TOEFL exam is not necessarily proficient enough for working in an English-speaking clinical setting. International students (whose native language is not English) who are accepted to and progressing through the program may also be required to complete an intensive

English language program at Florida State University during the summer prior to their initial semester of classes in the Department of Hearing and Speech Sciences (<https://cies.fsu.edu/programs/summer-bridge-program>) or, later in their course of study, in the event that spoken English skills adversely affect academic/clinical performance. Information about Florida State University's English language program may be obtained at <https://cies.fsu.edu/programs>.

## **A GUIDE FOR FUTURE PRACTITIONERS IN AUDIOLOGY AND SPEECH-LANGUAGE PATHOLOGY**

Core Functions (Council of Academic Programs in Communication Sciences and Disorders (2023). A guide for future practitioners in audiology and speech-language pathology: Core functions. <https://www.capcsd.org/academic-and-clinical-resources/>)

This document is intended as a guide for educational programs in speech-language pathology or audiology and individuals seeking a career in these professions. It identifies the core functions that individuals of such programs typically are expected to employ in didactic and clinical experiences to acquire the knowledge and demonstrate the competencies that will lead to graduation and successful entry into professional practice. This document replaces the Essential Functions document created by the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) in 2008. The document was updated to differentiate core functions from individual program requirements and to be inclusive of differences in behavioral and learning preferences associated with race, ethnicity, culture, sexual orientation, gender identity, language, and sensory, physical, or neurological status.

### **INSTRUCTIONS FOR APPROPRIATE USE OF THIS DOCUMENT**

This document may be used when:

- informing individuals about the core functions associated with the professions of audiology and speech-language pathology
- initiating discussions between students and programs regarding student success
- empowering students to make informed choices regarding their pursuit of professions in audiology and speech-language pathology
- facilitating strategies to achieve student success
- assisting programs and students in identifying and advocating for appropriate resources and accommodations
- advancing the professions of audiology and speech-language pathology through the lens of justice, diversity, equity, and inclusion.

This document must not be used:

- to discriminate against individuals for any reason
- as a measure of acceptance or denial into an educational program
- as a tool to presumptively judge individuals' potential for success
- as a stand-alone student assessment or intervention plan
- to dismiss students from a program

Use of this document is not required by CAPCSD or any accrediting or credentialing body, including the Council on Academic Accreditation or the Council for Clinical Certification of the American Speech-Language-Hearing Association.

For the sake of this document, the term “core functions” refers to behavioral or cognitive functions that an individual must be able to perform with or without accommodations necessary to ensure equitable access. The document intentionally does not address how stated core functions are demonstrated, recognizing that there are multiple ways an individual can successfully meet the demands of clinical education and practice. The determination of possible accommodations exemplified in this document varies from institution to institution based on numerous factors not covered in the scope of this document. The degree to which accommodations are determined is under the governance of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973. It is the responsibility of the institution and the individual to work together to identify possible services and accommodations.

To ensure the integrity of the messaging in this document, a glossary of terms is included at the end of the document.

## **COMMUNICATION**

Statements in this section acknowledge that audiologists and speech-language pathologists must communicate in a way that is understood by their clients/patients and others. It is recognized that linguistic, paralinguistic, stylistic, and pragmatic variations are part of every culture, and accent, dialects, idiolects, and communication styles can differ from general American English expectations. Communication may occur in different modalities depending on the joint needs of involved parties and may be supported through various accommodations as deemed reasonable and appropriate to client/patient needs. Some examples of these accommodations include augmentative and alternative communication (AAC) devices, written displays, voice amplification, attendant-supported communication, oral translators, assistive listening devices, sign interpreters, and other non-verbal communication modes.

Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies

Adapt communication style to effectively interact with colleagues, clients, patients, caregivers, and invested parties of diverse backgrounds in various modes such as in person, over the phone, and in electronic format.

## **MOTOR**

Statements in this section acknowledge that clinical practice by audiologists and speech-language pathologists involves a variety of tasks that require manipulation of items and environments. It is recognized that this may be accomplished through a variety of means, including, but not limited to, independent motor movement, assistive technology, attendant support, or other accommodations/modifications as deemed reasonable to offer and appropriate to client/patient needs.

Engage in physical activities at a level required to accurately implement classroom and clinical responsibilities (e.g., manipulating testing and therapeutic equipment and technology,

client/patient equipment, and practice management technology) while retaining the integrity of the process

Respond in a manner that ensures the safety of clients and others

## **SENSORY**

Statements in this section acknowledge that audiologists and speech-language pathologists use auditory, visual, tactile, and olfactory information to guide clinical practice. It is recognized that such information may be accessed through a variety of means, including direct sensory perception and /or adaptive strategies. Some examples of these strategies include visual translation displays, text readers, assistive listening devices, and perceptual descriptions by clinical assistants.

Access sensory information to differentiate functional and disordered auditory, oral, written, and visual communication

Access sensory information to correctly differentiate anatomical structures and diagnostic imaging findings

Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests

## **INTELLECTUAL/COGNITIVE**

Statements in this section acknowledge that audiologists and speech-language pathologists must engage in critical thinking, reasoning, and comprehension and retention of information required in clinical practice. It is recognized that such skills may be fostered through a variety of means, including assistive technology and /or accommodations/modifications as deemed reasonable and appropriate to client/patient needs.

Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies

Employ informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the client/patient's needs

Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills

Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care

## **INTERPERSONAL**

Statements in this section acknowledge that audiologists and speech-language pathologists must interact with a diverse community of individuals in a manner that is safe, ethical, and supportive. It is recognized that personal interaction styles may vary by individuals and cultures and that good clinical practice honors such diversity while meeting this obligation.

Display compassion, respect, and concern for others during all academic and clinical interactions

Adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies

Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities

## **CULTURAL RESPONSIVENESS**

Statements in this section acknowledge that audiologists and speech-language pathologists have an obligation to practice in a manner responsive to individuals from different cultures, linguistic communities, social identities, beliefs, values, and worldviews. This includes people representing a variety of abilities, ages, cultures, dialects, disabilities, ethnicities, genders, gender identities or expressions, languages, national/regional origins, races, religions, sexes, sexual orientations, socioeconomic statuses, and lived experiences.

Engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provision of services.

Demonstrate the application of culturally responsive evidence-based decisions to guide clinical practice

This document should be considered a living document and therefore reviewed by CAPCSD at regular intervals to ensure that current terminology, practice, and ideas are reflected.

## **GLOSSARY**

Cultural responsiveness involves “understanding and respecting the unique cultural and linguistic differences that clients bring to the clinical interaction” (ASHA, 2017) and includes “incorporating knowledge of and sensitivity to cultural and linguistic differences into clinical and educational practices”.

Evidence-based practice involves “integrating the best available research with clinical expertise in the context of patient characteristics, culture, and preferences” (Evidence-Based Practice in Psychology, n.d.).

## **MASTERS-TO-DOCTORAL PATHWAY PROGRAM**

The School offers a master's to doctoral degree pathway program for those students who are certain they want to pursue a Ph.D. This option is not a traditional one and is recommended for students who enter the master's program with exceptional academic qualifications and a high degree of interest in research and motivation to conduct research. Clinical Fellowship opportunities have limited availability within the doctoral program and must be carefully coordinated with the student's committee and the Director of Clinical Education. The pathways program is not available to Distance Learning students.

Students choosing the master's-to-doctoral pathway program must apply and be accepted to both the master's and doctoral programs and fulfill the master's program requirements along with the requirements of the doctoral program delineated in the Doctoral Handbook. It is strongly recommended that students who are in the master's-to-doctoral pathway program complete the requirements for certification awarded by ASHA, including the Clinical Fellowship, during the program.

Generally, coursework for the first year of the master's or master's-to-doctoral pathway program will not differ significantly. During year two, master's and doctoral coursework can be taken simultaneously, and the student can complete requirements for graduation with a master's if desired. Students in the master's-to-doctoral pathway program need to coordinate carefully with the Director of Clinical Education to ensure that the clinical supervision needs and timelines for clinical practicum opportunities are anticipated.

# Chapter 5: Requirements for Master of Science Degree

## UNDERGRADUATE PREREQUISITES

In accordance with ASHA's Council For Clinical Certification (CFCC) 2014 standards for certification in speech-language pathology (<http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>), students must have a prerequisite knowledge of the biological sciences, physics or chemistry, statistics, and the social/behavioral sciences as demonstrated by the transcript credit (which could include course work, advanced placement, CLEP, or examination of equivalency). Typically, these requirements are completed in students' undergraduate programs. Students may elect to complete the coursework requirements for teacher education and receive Florida Teacher/Speech Impaired endorsement and the National Council for Accreditation of Teacher Education (NCATE) upon graduating with a master's degree.

In addition, the School recommends that students complete the following courses prior to admission to the undergraduate program: computer literacy and language requirement and child/adolescent development.

At FSU, the following courses are typically completed by the students in the undergraduate program:

SPA 2001	(3 credits)	Introduction to Communication Science and Disorders
SPA 4004	(4 credits)	Language Development and Disorders
SPA 4011C	(4 credits)	Acoustics for Speech & Hearing
SPA 4056	(3 credits)	Clinical Methods
SPA 4101C	(4 credits)	Anatomy & Physiology of the Speech Mechanism
SPA 4112	(4 credits)	Clinical Phonetics
SPA 4302	(3 credits)	Introduction to Clinical Audiology
SPA4302L	(1 credit)	Introduction to Clinical Audiology Lab
SPA 4104	(3 credits)	Neurological Bases of Communication
SPA 4255	(3 credits)	Developmental Communication Disorders
SPA 4321	(3 credits)	Aural Rehabilitation
SPA 4257	(3 credits)	Acquired Communication Disorders
SPA 4800	(3 credits)	Research Evaluation
SPA 4930	(1 credit)	Undergraduate Seminar in Observation



Students who have completed their undergraduate degrees in communication disorders at other universities or via a post-baccalaureate “leveling” program such as the FSU Bridge program must complete course equivalents with transcript credit for:

- Language Development and Disorders
- Anatomy & Physiology of the Speech and Hearing Mechanism
- Introduction to Clinical Audiology
- Clinical Phonetics
- Acoustics for Speech & Hearing
- Neurological Bases of Communication

## FSU CONDUCT CODE

Once admitted to FSU, all students are obligated to abide by the FSU Student Conduct Code. The Code can be found at [https://dos.fsu.edu/srr/localDocuments/FSU-ER15-3\\_Student\\_Conduct\\_Code-BOT-Approved-6-2016.pdf](https://dos.fsu.edu/srr/localDocuments/FSU-ER15-3_Student_Conduct_Code-BOT-Approved-6-2016.pdf), and details the expectation that students will exercise “responsible freedom” in their actions, as directed by “ethical behavior.” The Code also informs students of their rights and responsibilities as members of the FSU Student Body.

## PARTICIPATION IN ORIENTATION

All graduate students newly admitted to the master’s program are required to participate in mandatory orientation to the program. For Tallahassee Campus students, this orientation is traditionally held face-to-face the week prior to the first week of classes of the first semester of enrollment. The mandatory orientation is arranged for Distance Learning students and delivered online. Notification of orientation dates and the agenda will be provided in late May for July and August Orientation sessions. For students receiving funding from the School in the form of graduate assistantships or tuition waivers, the University also requires attendance at a workshop during the same week as the School’s orientation.

During the School’s orientation, students are given information on the program’s structure, curriculum, advising process, clinical practicum rotations, expectations (Appendix B). Tallahassee Campus students will also participate in several trainings (e.g., HIPAA, Bloodborne pathogen, using CALIPSO to track clock hours, etc.).

## GRADUATE PROGRAM MINIMUM CREDIT HOURS

The program offers courses of study leading to the Master of Science degree (thesis or non-thesis options). The non-thesis option requires a minimum of 61 hours for completion (academic + clinical credit hours); the thesis option will require a minimum of 64. A student’s undergraduate background influences the time required to complete the graduate degree. Students obtaining masters degrees via the Tallahassee Campus program generally graduate from the program in five semesters. Distance Learning is a part-time program and requires at least 8 semesters for completion.

General course requirements include:

Required Academic courses = 40 credit hours

Required Clinical courses = 4 credit hours

Clinical Practicums = 17 credit hours

## TRANSFER OF GRADUATE CREDITS & CLOCK HOURS

According to FSU Graduate School policy, master's students may petition to transfer up to 6 credit hours from another institution. A grade of B or better must be earned to consider the course for transfer. A student may also petition to transfer up to a maximum of 50 graduate clock hours earned elsewhere; up to 50 undergraduate clock hours may also be transferred but undergraduate hours do not require a petition for approval.

If a student wishes to submit a petition for transfer of graduate credits or graduate clock hours, he or she should contact the appropriate Graduate Coordinator for the Tallahassee Campus or Distance Learning programs. The Graduate Coordinator will discuss the student's rationale and assist the student in preparing the petition form and circulating it to the appropriate committee for review and approval.

## GRADUATE ACADEMIC SEMESTER LOAD

According to the FSU Graduate Bulletin, a full-time academic load for graduate students who do not hold graduate assistantships is 12 credit hours per semester. If the graduate assistant's appointment is at least 10 hours per week, 9 semester hours is defined as a full-time load. The maximum number of semester hours that can be taken in any one semester without seeking special permission from the Dean is 15, and the minimum number of semester credit hour enrollment to receive financial aid is 6 credits. For more information, see the FSU Graduate Bulletin, ([http://registrar.fsu.edu/bulletin/graduate/information/graduate\\_degree/](http://registrar.fsu.edu/bulletin/graduate/information/graduate_degree/)).

## CONTINUOUS ENROLLMENT

Continuous enrollment at Florida State University is defined as enrollment without an interruption of two or more consecutive semesters (including Summer term). Credits earned at other institutions during any semester while not registered at Florida State University will not constitute continuous enrollment at the University. Students who are not enrolled at the University for two or more consecutive semesters must apply for readmission before resuming their studies.

## ADVISING AND PLAN OF STUDY

The graduate advising team for Tallahassee Campus students is composed of the Director of the School, the Tallahassee Campus Graduate Program Coordinator, and the Director of Clinical Education. The graduate advising team for students in the Distance Learning program is composed of the Chair of the Distance Learning Committee, the Distance Learning Graduate Advisor, and the Director of Clinical Education.

Students are welcome to consult with any member of their respective advising team at any time during their program. While the role of the graduate advising team is primarily to help the student plan and execute their academic and clinical program, students are welcome to contact any member of the advising team if they are having academic difficulties or other problems that influence academic or clinical performance.

Upon admission, the graduate advising teams help students review the undergraduate prerequisites needed for ASHA certification, based on the most current CFCC standards (<https://www.asha.org/certification/2020-slp-certification-standards/>) Students will be notified in

their admissions letters which pre-requisite courses must be taken, and are expected to meet with a member of the advising team or the School's Academic Coordinator during orientation to plan for these courses.

During their graduate programs, students will complete a course of study according to the SCSO Plan of Study (Appendix C). Specific cohort course sequences for the Tallahassee Campus and Distance Learning programs are available on the graduate student Canvas sites. Students are referred to these sites for their cohort's sequence.

Between undergraduate prerequisites and graduate courses/practicum, the FSU graduate curriculum is designed to ensure graduates meet ASHA's CFCC curriculum requirements for coursework in:

CFCC Required Curricular Area	Courses
Prerequisite coursework in biological sciences, physics/chemistry, statistics, and social/behavioral sciences	Undergraduate coursework, CLEP exam, specific coursework in these areas taken during graduate program in addition to traditional graduate coursework
Basic communication and swallowing processes	Undergraduate coursework, "leveling" coursework taken prior (Distance Learning, Tallahassee Campus) or during (Tallahassee Campus) graduate enrollment
Speech, language, hearing, communication, and swallowing disorders and differences	Required courses SPA 5252, 5460, 5254, 5462 and elective coursework
Contemporary professional issues and advocacy	SPA 5055-I, -II, -III
Research	SPA 5055-II and the School's Research Requirement
Principles and methods of prevention	Required courses SPA 5460, SPA 5305L, SPA 5941, SPA 5505
Clinical skills and processes	Required courses: SPA 5941, 5942, 5505, 5526L, and 5305L

Before course registration opens each semester, students will participate in a group advising session conducted by their respective (Tallahassee Campus or Distance Learning) graduate advising team. At that time, students will receive basic information about the courses being offered for the next term, what they should register for, and how to register (using <https://my.fsu.edu>). Any student who wishes to have an individual meeting with a member of the advising team may schedule an appointment.

All students will undergo a formal, individual mid-program review with a graduate advisor. These reviews take place during the summer prior to second year for Tallahassee Campus students, and in the summer term of the second year for Distance Learning students. The mid-point review encompasses the student's academic and clinical performance, progress in meeting the research requirement, and observations regarding the student's growth in professionalism.

## **LEARNING OUTCOMES**

Learning outcomes have been developed for each academic and clinical practicum course. These outcomes align with ASHA CFCC standards to ensure that students are meeting requirements for future clinical certification. A student may receive a passing grade in a course without having satisfied all of the learning outcomes associated with the course, which means that the student may need to remediate work in order to achieve the learning outcome. Remediation plans will be designed and implemented when needed, involving the student and course instructor. The Graduate Coordinator for the student's program (i.e., Tallahassee or Distance Program) will be notified when a remediation is initiated and again when it is completed.

## **CREDIT/NO CREDIT AND AUDITING COURSES**

All graduate courses must be taken for credit and for the appropriate grade (i.e., letter grade or, in some cases, S/U [SPA 5941, SPA 5944]). The FSU Graduate Bulletin states that students are permitted to audit courses on a space-available basis for no credit with instructor permission after registration has closed for the course. Auditing fees will be charged, however, which are equivalent to the regular tuition and fees for the course. The audited course will not show up on the student's transcript.

## **COURSE REPETITION**

A graduate student may not repeat a course more than one time for which a grade (letter, pass/fail, or satisfactory/unsatisfactory) has been given. The repetition of the course does not remove the previous grade from the student's transcript; both grades will be included in the GPA calculation. The credit hours will count only once toward meeting the minimum credit hour requirements for graduation.

## **RESEARCH REQUIREMENT**

All master's students must complete a research option. This requirement ensures all students have experience with the research process. These experiences also may help students to meet the KASA knowledge and skills outside of or in addition to specific coursework, and all have a dissemination (i.e., presentation or written product) requirement.

For students enrolled on the Tallahassee campus or DL program, the research options are: Thesis (Option A) or Non-thesis (Options B or C).

### **THESIS OPTION (OPTION A)**

Students obtaining master's degrees in the Tallahassee Campus and Distance Learning programs have the option to complete a graduate thesis.

The subject of the thesis must be within the major field and must reveal independent investigation and knowledge of the methods of scholarship. Students who desire to write a Master's Thesis should begin exploring research options during their first semester in graduate study within their research requirement. While not required, a thesis is valuable prior to initiating doctoral studies and is an excellent first step for the combined master's doctoral program. A master's degree supervisory committee must be designated for all thesis students. The supervisory committee consists of at least three (3) members; the major professor; the minor professor (if the student has a minor area); and one or two additional members from the major School or department. Additional members may be appointed if deemed desirable. All members of the committee must hold graduate faculty status. You should ensure that your desired committee members hold graduate faculty status before asking them to join your committee. The School's Assistant Director of Academic and Student Services should receive from you a list of your thesis committee's faculty members to verify faculty eligibility.

The minimum number of thesis credit hours for completion of a master's degree is 6 hours. To help offset the additional credits required for the thesis option, the student may choose to opt out of one 3-credit course in the course sequence. Opting out of one course is an option, not a requirement, and must be reflected in the student's master's plan of study by the mid-program review. The student may only drop one of the following courses: SPA5230: Motor Speech Disorders, SPA5211: Voice Disorders, SPA5432: Autism and Severe Communicative Disabilities, SPA 559: AAC, or SPA5554: Counseling. These courses are provided as options for course opt out based on a curriculum audit of all courses in the program and alignment with KASA standards across the Big 9 areas. Any course opt-out plans that deviate from these options must be petitioned through the curriculum committee.

Thesis students should enroll in 2 hours of thesis credits across three consecutive semesters. For the Tallahassee cohort, this would equate to 2 hours of thesis credits in the fall, spring, and summer of the second year. For the Distance Learning cohort, thesis credits could be taken in the second or third year, as long as the student also enrolls in 2 thesis credits during semesters in which the major work is conducted on the thesis, and 2 thesis credits during the semester of graduation. The university requires thesis students must register for at least 2 hours of thesis credit each term in which a substantial amount of work is being done on the thesis including the final graduating term even if the student has defended in a previous semester. A waiver of the final two 2 credits may be possible if the student completes manuscripts and submits it to The Graduate School the first day of their graduating semester. Students must also register for a zero credit hour section of Thesis Defense during the semester in which they defend their thesis. See the FSU Graduate School website for more information. <http://gradschool.fsu.edu>

Students who are interested in writing a thesis should access the Manuscript Clearance information posted on the Graduate School's website to read and download specific information about thesis preparation and due dates. <http://gradschool.fsu.edu/Information-For/New-Current-Students/Manuscript-Clearance>. The thesis topic, scope of work and timeline is determined with the collaboration of the thesis mentor, thesis student, and thesis committee members.

## **NON-THESIS OPTION B**

Graduate students choosing Option B will work with a faculty member on his/her project (e.g., conducting a literature search, developing stimuli, collecting data, analyzing data) for a minimum of 40 hours, culminating with a presentation of their work (e.g., at research conference or

symposium). Specific responsibilities will vary depending on the needs of the research. Timelines will vary according to the project, faculty participating, and the availability of resources.

Sponsoring faculty members will hold lab or individual meetings with their non-thesis students to a) advise them on the role(s) they can take on a research project, and b) advise them of possible resources for assignments they are completing in the Tools course sequence – see below (e.g., sample references for a literature review, the general method used in the larger research project), etc. This work will culminate with a presentation of their work (e.g., Inservice presentation on topic at practicum site or at the Spring Research Symposium).

## **NON-THESIS OPTION C**

Graduate students choosing Option C will complete an independent research project, in which they identify a topic of interest (e.g., assessment or treatment practices for specific communication/ swallowing disorders) and conduct a thorough review of the literature on this topic. This work will culminate with a presentation of their work (e.g., Inservice presentation on topic at practicum site or at the Spring Research Symposium).

### **Research Requirement Timeline and Program Supports**

**Tools I.** The TLH and DL Academic Advisors will formally introduce the Research Requirement during the Tools I course (Year 1, Fall term, both cohorts). The instructor of Tools I solicits possible research projects (Option B) from the School of Communication Science and Disorders faculty and provides that information to enrolled students. By the end of the Tools course, students pursuing Options A and B must have established a research collaboration with a faculty member. Students pursuing Option C should have a topic of interest identified.

**Tools II.** Before enrolling in Tools II (Year 1, Spring term), the student should have a firm understanding of the research project that they will complete to satisfy the research requirement (Options A, B, and C). The instructor of Tools II will guide the students on research evaluation topics related to searching and reviewing the literature and creating an annotated bibliography to support their understanding of their research topic.

Importantly, Faculty members supporting students pursuing Options A and B will not be responsible for overseeing the assignments required for any of the Tools courses but provide resources as appropriate related to the research collaboration.

## **RESEARCH REQUIREMENT PRESENTATION**

All projects will culminate in a final presentation. The timing and venue of the presentation is flexible, but all students will have the opportunity to present their research in person or virtually at the annual NSSLHA Research Rounds (in the spring). Thesis (Option A) students will satisfy this requirement through the oral defense of their master's thesis. Non-thesis Option B students will satisfy this requirement through the dissemination of their findings through participation at a School, College, University, state, or national conference or continuing education activity such as the NSSLHA or other professional conference (e.g. FLASHA, ASHA). The dissemination may include an oral or a poster presentation. Sponsoring faculty members will oversee their students' preparation for this requirement. Non-thesis Option C students should prepare a presentation on their research project (e.g., in-service presentation on assessment or treatment practices for a specific communication/swallowing impairment informed by their independent research). Options

for satisfying the presentation requirement include, delivering a professional in-service presentation on their topic at their practicum site, presenting the findings from their project at the SCSD Virtual Research Symposium or the NSSLHA Research Rounds. The student is responsible for uploading a copy of their presentation into their shared folder on Teams.

## RESEARCH REQUIREMENT DOCUMENTATION

A shared spreadsheet stored in Teams will be used for research requirement documentation. It is the student's responsibility to update the spreadsheet with their research requirement plan (Options A, B, or C) and faculty advisor (if applicable) by the end of the Tools 1 course. This spreadsheet will be updated periodically, in accordance with advising guidelines. Satisfaction of the research requirement must be fully documented on this spreadsheet prior to graduation.

## INCOMPLETE GRADES

A student who is passing a course but has not completed all of the required work in the course at the end of the term may, in exceptional cases and with the permission of the instructor, be assigned a grade of "I" and a default grade based on the actual work completed in the class to date. This may include excused absences from final examinations.

FSU's university-wide policy on incompletes is that they only may be offered to students who are already in good standing in the course.

The determination of "good standing" is made by each instructor.

Grades of "I" are not assigned to any courses if a student withdraws from the University.

Unless the instructor notifies the Office of the University Registrar of an extension in time, an "I" or an "NG" not removed by the end of the next term in which the student is enrolled will be recorded as "IE" or "GE;" both "IE" and "GE" are computed as an "F" in the student's overall GPA.

An "I" will be changed to a final grade at the time the student completes the required work.

Updated grades will not be reflected on the transcript until after grades post for the current semester.

Students may not re-register for courses in which an incomplete grade ("I") or no grade ("NG") is pending.

If they do so, the original "I" or "NG" will automatically be changed to "F." This "F" grade is not repeatable and is so indicated on the student's permanent record.

A grade of "I" or "NG" in a course that is approved for "S" or "U" grades only that is not removed by the end of the next term in which the student is enrolled will automatically become "U," unless the instructor notifies the Office of the University Registrar that there is to be an extension of time.

## STUDENT REVIEW COMMITTEE

When a student's (a) academic and/or clinical performance in more than one course in a semester is lower than B-, OR (b) when a student demonstrates multiple grades lower than B- over multiple



terms but is maintaining a GPA above Florida State's required 3.0, the student's status in the program will be determined by the Student Review Committee. The committee will review the student's entire graduate record and meet with the student. At the meeting, the student will be expected to discuss the reasons for his/her performance and the plan for making needed changes. A quorum (2/3 of the Student Review Committee) must be present, either in person or via telecommunication, at this meeting. Following the meeting, the committee will determine whether the student should be permitted to continue in the program, whether other changes or supports are needed, or whether the student should be suspended/dismissed. If a student earns more than one grade lower than B- during the program, it is grounds for dismissal. The committee must vote unanimously to recommend dismissal from the program.

## ACADEMIC PROBATION

Graduate programs are rigorous and it is not uncommon for students to experience academic and/or clinical challenges at some point during the course of their program. FSU's policy on academic probation states that it will be triggered when a graduate student whose cumulative grade point average for courses taken at Florida State University falls below 3.0 at the end of a term (not counting courses for which "S" or "U" grades may be given). The student will be considered not in good standing by the University and will be placed on academic probation. If a 3.0 cumulative grade point average is not attained by the end of the next full term of enrollment, the student will not be permitted to register for graduate study, including registering as a special student. However, at that time the major professor may petition the academic dean for consideration of special circumstances that the professor thinks constitute justification for an exception to this regulation, but under no circumstances will a student be allowed more than one additional term of probation.

Consistent with this policy, the School of Communication Science and Disorders further requires that students maintain a minimum GPA of 3.00 throughout each semester of the student's graduate program. Students who fail to maintain a GPA of 3.00 will be placed on Academic Probation. Further, students receiving a grade lower than B- for any academic or clinical coursework will be placed on academic probation. Students receiving a grade lower than B- for any clinical course will not be able to count the clinical clock hours accumulated in that course. Academic courses with grades lower than B- must be repeated for credit. For more information about the FSU Graduate School's academic regulations and procedures, please refer to <http://registrar.fsu.edu/bulletin/grad/info>.

Further, the School's expectation is that students maintain clock hour progression commensurate with academic credits. As such, the Advising team for each cohort will periodically evaluate each student's clock hour and academic status at designated points within the graduate program to determine whether concerns exist regarding clock hour accumulation vs. academic credit accumulation. These reviews will take place at the student's formal mid-point advising session. If the Advising team perceives a significant discrepancy exists between proportion of academic credits and clinical clock hours earned towards the degree in light of each student's particular circumstances, clinical progress concerns will be documented via a letter from the Advising team. If a student receives 2 of these letters during his or her enrollment, a meeting will be scheduled to discuss the student's status and strategies to be implemented to address the concern.

After being placed on academic probation, the student must notify the advising team, in writing, of any changes the student wishes to make to his/her program (including withdrawal of



enrollment from a course). The student must not earn a grade lower than a B- in any semester subsequent to the attainment of probationary status; this will be regarded as grounds for a recommendation of dismissal. Although the university has guidelines related to GPA and graduate student status, we attempt to work to support students prior to university intervention.

## **CLINICAL AND ACADEMIC SUPPORT PLANS AND REMEDIATION PROCESS**

### **FOR FINAL COURSE GRADES BELOW B-**

If the student earns a grade lower than B- in any course, the student is placed on (1) an Academic Support Plan, and (2) academic probation. As part of the plan, students will meet with a member of the advising team each semester until removal from plan.

If the student earns a grade below B- in more than one course or in the same course twice, the Student Review Committee will meet with the student to discuss options. Among these options may be a recommendation for possible dismissal from program.

If the grade below B- is earned in a core course, the student must retake the course.

### **FOR GRADES BELOW B- IN CLINIC PRACTICUM (MANAGEMENT, DIAGNOSTICS, INTERNSHIP)**

If the student earns a grade below B- in clinic practicum, the student will be placed on (1) a Clinical Education Support Plan, and (2) academic probation.

If students are placed on a Clinical Education Support Plan, they are not allowed to participate in SPA 5942 (Community practicum) or SPA 5944 (Internship) until all competencies on the CESP have been met.

For more information on Clinical Education Support Plans, see Chapter 6 of this handbook or the Clinical Practicum Menu of the Program Canvas sites.

### **IF CLINIC GRADE IS ADEQUATE BUT THERE ARE OTHER CONCERNS (MANAGEMENT, DIAGNOSTICS, INTERNSHIP)**

If the student earns a satisfactory grade in clinic but is identified “at risk” by failing to perform satisfactorily in clinic for any reason, the student will be placed on a Clinical Education Support Plan.

If students are placed on a Clinical Education Support Plan, they may not be permitted to participate in SPA 5942 (Community practicum) and are not permitted to participate in SPA 5944 (Internship) until all competencies on the CESP have been met.

If the student elects not to complete additional/alternate work for remediation or fails to complete this work successfully, it is grounds for dismissal from the program. The academic dean, or appropriate designee, must also be notified of the situation, the deficiencies, and the remediation steps presented to the student.

## REMOVAL FROM PROBATIONARY STATUS

Students who are placed on academic probation because of a cumulative grade point average for courses taken at Florida State University falling below 3.0 at the end of a term can regain regular graduate status and be removed from academic probation by obtaining a 3.0 cumulative grade point average by the end of the next full term of enrollment. Students who are placed on academic probation because of final academic course or clinical practicum grades lower than B- can regain regular graduate status and be removed from academic probation by earning a B- or higher in the course(s) or practicum/practica in which the grade(s) lower than a B- were originally earned. If the academic course was an elective and the student chooses not to retake the course and instead take a different elective course, the student can regain regular graduate status and be removed from academic probation by obtaining grades of B- or higher in all academic courses and clinical practica taken during the next full term of enrollment. The student will be notified in writing when the student regains regular status.

## PETITION TO EXTEND PROBATION

Students who fail to gain regular graduate status after one semester or 12 hours on probation may petition for an additional semester or 12 hours of probationary status. Students must write a letter of petition to the Director of the School requesting an additional semester of probationary status with justification for the request. Within two weeks the Student Review Committee will have a meeting to discuss the petition. The student may present his/her case at this meeting. A quorum (2/3 of the Student Review Committee) must be present, either in person or via telecommunication, at this meeting. The Committee can recommend extending the probationary status of a student for 12 semester hours or one semester. The following are examples of some extenuating circumstances that may be taken into consideration:

- Demonstration of excellence by the student either clinically or academically by grades of "A's" on the exams or clinical work from a variety of instructors.
- Extended illness, which prevents the student from completing courses in which s/he was otherwise passing with a grade of B- or better.
- Illness, death, or other extenuating circumstances in the family which prevented the student from completing satisfactory performance.

A majority of the Student Review Committee present must concur to extend the probationary period. The student will be notified in writing if the petition has been granted or denied.

## FORMATIVE & SUMMATIVE ASSESSMENT

The FSU graduate program utilizes multiple types of assessment to evaluate each student's progress towards developing knowledge and skills needed for a career as a speech-language pathologist. Student learning outcomes are available in all School syllabi. Two major categories of assessment of learning outcomes are required by ASHA's CAA, formative and summative assessment.

**Formative Assessment.** Formative assessment is designed to provide students with feedback on their acquisition of knowledge and skills at any given moment in time. Methods used for formative assessment should offer students enough information on their performance that they can then reflect on their own strengths, needed changes, and consider strategies for change in conjunction with the faculty member.

In academic courses, students typically have multiple opportunities for formative assessment in each course, via both small group discussions, individual and group projects, and individual and group assignments, to receive corrective feedback on their acquisition of knowledge and skills.

Formative assessment in clinical practicums occurs by providing regular feedback using both verbal and written means while seeing clients. In off-campus placements, feedback is more likely to be verbal in nature, with supervisors modeling desired behaviors/skills as necessary. Students are graded at mid-term and then again during finals week using the same grading system (form and standards).

**Summative Assessment.** In contrast to formative assessment, summative assessment should reflect the student's comprehensive acquisition of knowledge and skills. Final grades in courses and clinical practicums, passing the School's Summative Exam, and passing the nationally-administered PRAXIS exam are all examples of summative assessment.

## SCSD SUMMATIVE EXAM POLICY

Summative assessment refers to forms of assessment that focus on the outcome of a program. With the goal of evaluating students' learning at the end of their graduate programs, SCSD requires that students in the master's program demonstrate their knowledge by passing a summative written exam at the end of their final semester of coursework. Students will review case studies and respond to questions designed to test knowledge acquired from clinical and academic training based on the SCSD curriculum. Graduate students (Distance Learning and Tallahassee Campus) will be asked to attend a testing center or utilize FSU's online proctoring service to complete the exam electronically, given randomly selected items from a large pool of cases and questions. Students must obtain a score of 70% or better to pass the summative exam. If a student does not achieve a passing score on the first attempt, the student will be allowed one additional attempt to obtain a passing score. To prepare for the summative assessment, students are encouraged to synthesize notes from academic and clinical training; reflect on application and use; and review general case study reference materials.

## REGISTERING FOR THE PRAXIS SPEECH-LANGUAGE PATHOLOGY EXAM

SCSD graduate policy is that prior to graduation, students must register and take the computerized national PRAXIS exam for speech-language pathology at least once, reporting his or her scores to the School and to ASHA. It is recommended that students schedule to take the PRAXIS near the same time as the summative exam. The preparation for the summative exam will facilitate preparation for the PRAXIS.

Students will find more information about registration, costs, test dates and centers at the ETS website, <https://www.ets.org/praxis/register>. Students can apply for fee waivers/reductions and testing accommodations on ETS's website.

Passing the PRAXIS is required by ASHA as part of earning the Certificate of Clinical Competence. FSU SCSD uses students' pass rates on the PRAXIS as an indicator of our program effectiveness, which is why students are required to report their scores to the School. The specific test code for the speech-language pathology exam is 5331. The recipient code for ASHA is R5031, and the recipient code for FSU SCSD is RA0050.

A passing score on the PRAXIS exam is 162 or better. In most states, including Florida, graduates can begin their Clinical Fellowships (CFs) without having taken the PRAXIS, but some states require that it must be passed prior to seeking provisional/temporary licensure. Students are advised to check licensure/certification requirements in specific states regarding their regulations related to the PRAXIS.

## **DEGREE COMPLETION REQUIREMENTS**

Before the final internship, students should contact the advising team to ensure that all academic coursework requirements have been met. The advising team will check the student's Plan of Study Form in the student's file to be sure that a total of all prerequisite and graduate courses has been completed in the appropriate areas to make the student eligible for future ASHA Certification as a speech-language pathologist and for provisional licensure within the State of Florida.

There are five overall requirements for graduation from the program:

- Successfully completing academic and clinical coursework with an overall GPA of 3.0 or better;
- Earning a passing grade on the SCSD summative assessment, obtaining a score of 60% or better;
- Completing an electronic contract and evidence of completion of the research requirement;
- Taking the PRAXIS exam at least once prior to graduation with an official score report sent to the program (see the link under ASHA Certification and Licensure on registering for the PRAXIS); and,
- Completion of clinical clock hours required for ASHA certification and initiation of the Clinical Fellowship.

## **TIME ALLOWED TO COMPLETE THE GRADUATE DEGREE**

According to the Graduate Policies of Florida State University, degree requirements must be met within 7 years unless an extension of time is approved by the Graduate School Dean on the recommendation of the School Director.

## **APPLYING FOR GRADUATION**

In their final term in the program, students must apply for graduation, even if not planning to attend commencement. The application window is typically open during the first three weeks of the term; specific dates are posted on the Registrar's website, <http://registrar.fsu.edu/graduation/calendar/>. Students will receive a reminder via a Canvas announcement to apply during the open window, and the application process is completed through Student Central, <http://sc.my.fsu.edu/Students/How-To/Apply-to-Graduate>. If students fail to apply during the appropriate time period, it can delay their graduation until the following semester.

## **ORDERING TRANSCRIPTS**

Graduated students will most likely need to send an official transcript to state licensing agencies. Degrees typically post to transcripts approximately 4 weeks following the date of commencement.

For more information on how to order official transcripts from FSU, go to the Registrar's website at <http://registrar.fsu.edu/records/transcripts/>.

## REMOVAL FROM THE PROGRAM

The University reserves the right to terminate enrollment in an academic program and dismiss a student whose academic performance is below the standards of the program, regardless of GPA, or whose conduct is deemed improper or prejudicial to the interest of the University community. Dismissed students will not be permitted to register for graduate study, including registering as a non-degree student.

Program terminations (dismissal for a reason other than GPA) are determined by the faculty at the academic program/departmental level and may occur for a number of different reasons, including but not limited to:

- Inability to conduct independent research in a fashion appropriate with the accepted norms of a discipline,
- Inability to function within a team environment to the degree that it negatively affects the learning, practice and/or research of fellow graduate students,
- Behavior that does not meet the professional standards of a discipline (typically clinical, social work or school settings, but also including Motion Picture Arts),
- Failure to meet one or more major milestone requirements,
- Inability to pass the diagnostic/preliminary examination/comprehensive examination (note that university policy limits preliminary examination attempts to two),
- Failure to complete the doctoral degree/make timely progress towards the dissertation, or
- Extensive petitions for candidacy extension.

The Student Review Committee, under the leadership of the Director of the School, may vote to recommend dismissal of a student for academic reasons if:

- A student on probationary status fails to gain regular status.
- A student fails to gain regular status after petitioning and being granted an extension of one semester.
- A student earns more than one grade lower than B- in academic and/or clinical coursework.
- A student's professional behavior is unacceptable, including but not limited to:
  - Deception or falsification of statements in the admission application;
  - Unauthorized periods of absence in the graduate program;
  - Seriously compromising the relations of the School with the public;
  - Breaches of ethical judgment or professional responsibility;
  - Breaches of academic or scientific honesty (e.g., plagiarism, falsification or distortion of research data);
  - Breaches of HIPAA/HiTECH/FERPA and other confidentiality standards;
  - Serious instances of personality or character traits inappropriate for the professional roles for which the student is attempting to prepare him-/herself
  - Serious misuse of School or university facilities and materials, or misuse of university keys/swipe card access.

The Student Review Committee will consult with the academic dean (or designated individual) regarding their plan to dismiss. The consultation will include the handbook language, the remediation steps taken, the student's efforts to date to resolve or address the deficiencies, and the grounds for the program termination. Then, the student will be notified in writing that the student is being recommended for removal from the program.

After receiving the notice of dismissal, a student has the right to appeal the decision. Should the student choose to appeal the decision, he/she will need to submit the appeal in writing to the School of Communication Science & Disorders Appeals Committee within fourteen (14) calendar days of the date of the notice of dismissal.

For information on the University Policy for suspension, dismissal, reinstatement, readmission or withdrawal please visit the Registrar's website at:

[http://registrar.fsu.edu/bulletin/graduate/information/academic\\_regulations/](http://registrar.fsu.edu/bulletin/graduate/information/academic_regulations/)

## **READMISSION FOLLOWING DISMISSAL**

Students who wish to be readmitted to the graduate program following (a) non-enrollment for two consecutive semesters, or (b) dismissal must re-apply using the typical admissions process. Readmission to the university does not guarantee readmission to the program. The application will be reviewed by the School's admissions committee.

## **STUDENT RECORDS RETENTION**

At the time of enrollment, the School creates an advising file for each student for advising purposes. Students also purchase a subscription to CALIPSO, an online program that permits recording of student clock hours and practicum grades. Once the student graduates, all electronic documentation is printed and submitted to the student's hard-copy folder. Records within CALIPSO are maintained for 7 years.

Student records are available upon request of the student. Depending on the type of record, the School may have them on file or they may be requested through FSU's Office of the Registrar or Office of Admissions. At a minimum, the School of Communication Science and Disorders retains academic records in accordance with Florida State University's Records Retention Policy, which is in-compliance with applicable federal and state laws, and in accordance with retention schedules developed by the Department of State, Bureau of Archives and Records Management. Retention schedules are as follows (<http://policies.vpfa.fsu.edu/bmanual/records.html>):

Admissions Records for Denied/Unregistered Students – 5 fiscal years after application submitted

Admissions Records for Registered Students – 5 anniversary years after attendance provided applicable audits have been released

Class Rolls – 3 fiscal years provided applicable audits have been released

Course and Program Records: Descriptions and Requirements – Retained until obsolete, superseded, or administrative value is lost

Drop/Add Request Records – 1 semester after posted

Enrollment Records – Permanent, accessible through the Office of the Registrar

Grade Records: Data Input Forms – 1 semester provided posted to Student Record

Student Advisement/Counseling Records: Graduate – 1 anniversary year after graduation

Student Education Records: Permanent Academic File – Permanent, accessible through the Office of the Registrar

# Chapter 6: CLINICAL EDUCATION

## BECOMING CREDENTIALLED AS A SPEECH-LANGUAGE PATHOLOGIST

To work as a speech-language pathologist following graduation, the FSU graduate program prepares students for:

- Future eligibility for the American Speech-Language-Hearing Association's (ASHA's) Certificate of Clinical Competence in speech-language pathology (CCC-SLP)
- Florida state provisional licensure as a speech-language pathologist from the Florida Department of Health,
- Florida state certification as a Teacher of the Speech-Language Impaired (K-12) from the Florida Department of Education, and,
- Provisional/temporary or full licensure in most other states, with a few exceptions. Students interested in pursuing licensure outside of the state of Florida should notify the Graduate Advising Team, particularly the Director of Clinical Education, of their intentions early in the program so that every effort can be made to assist the student in meeting licensure requirements in states other than Florida.

## ASHA CERTIFICATION

Earning the credential CCC-SLP from ASHA is a several step process administered by ASHA's Council on Clinical Certification (CFCC). Detailed information for seeking the Certificate of Clinical Competence in speech-language pathology can be found at <http://www.asha.org/certification>. In brief summary, the process includes:

Completing required coursework, typically at the undergraduate or post-baccalaureate levels, including (1) normal communication development; (2) neuroanatomy; (3) anatomy of the speech and hearing mechanism; (4) intro to audiology; (5) communication science; and, (6) phonetics. Additionally, applicants for the CCC are required to complete a (7) social science course (e.g., sociology, human development, psychology); (8) a physics or chemistry course; (9) a life science course (e.g. biology); and (10) a college-level statistics course. High school IB or AP courses with qualifying scores on exams count, as does passing a CLEP exam for these credits.

Graduating from an accredited program with a Master's degree.

Earning a minimum of 375 clock hours + 25 observation hours (400 hours total) across the age span and across the speech-language pathology scope of practice. Of the 375 hours, 325 must be earned at the graduate level, and no more than 20% (70 hours) may be earned through alternative clinical experiences such as simulations or standardized patients. *Note that not all state licensure boards recognize alternative clinical experiences as clock-hour earning opportunities. It is important to check with each state to determine whether these hours may be counted towards the minimum required for licensure in the state in question.*

Passing the nationally-administered PRAXIS exam for speech-language pathology.



Completing a Clinical Fellowship (CF) AFTER graduation. The CF is 1,260 hours of paid employment as a speech-language pathologist. The speech-language pathology clinical fellowship (CF) is the transition period between being a student enrolled in a communication sciences and disorders (CSD) program and being an independent provider of speech-language pathology clinical services. The CF involves a mentored professional experience after the completion of academic coursework and clinical practicum.

### **CLINICAL FELLOWSHIP REQUIREMENTS INCLUDE:**

36 weeks of full-time (35 hours per week) experience (or the equivalent part-time experience), totaling a minimum of 1,260 hours. Part-time work can be completed, as long as the clinical fellow works more than 5 hours per week. Working more than 35 hours per week will not shorten the minimum requirement of 36 weeks.

Mentoring by an individual holding ASHA certification in speech-language pathology. It is the responsibility of the clinical fellow to verify certification of the mentoring SLP, and it can be done through the online ASHA Certification Verification System or by contacting the ASHA Action Center at 1-800-498-2071.

A score of "3" or better on the core skills in the final segment of the experience, as rated by the Speech-Language Pathology Clinical Fellowship (SLPCF) mentor using the SLP Clinical Fellowship Skills Inventory (CFSI) form.

80% of time must be spent in direct clinical contact (assessment/diagnosis/evaluation, screening, treatment, report writing, family/client consultation, and/or counseling) related to the management of disorders that fit within the ASHA Speech and Language Pathology Scope of Practice.

Submission of an approvable CF Report and Rating Form.

The American Speech Language and Hearing Association's website is the best resource for the most current information related to Certification standards and procedures for the Clinical Fellowship (CF) <http://www.asha.org/certification>.

## **STATE LICENSURE/CERTIFICATION**

### **FLORIDA STATE PROVISIONAL LICENSURE**

The Florida Board of Speech-Language Pathology & Audiology, a licensure Board under the Florida Department of Health, was legislatively established to ensure that every speech-language pathologist and audiologist practicing in Florida meets minimum requirements for safe practice. The Florida Board of Speech-Language Pathology & Audiology is responsible for licensing, monitoring, disciplining and educating speech-language pathologists and audiologists to assure competency and safety to practice in Florida. The most current information regarding obtaining a Florida Provisional Speech-Language Pathologist license immediately following graduation can be found at: <http://floridasspeechaudiology.gov/licensing/>

## FLORIDA DEPARTMENT OF EDUCATION CERTIFICATION

The Florida Department of Education offers a certificate as a Teacher of The Speech-Language Impaired (K-12) for SLPs working in a school setting. The most current information in obtaining this certification can be found at:

<http://www.fldoe.org/teaching/certification/administrative-rules/6a-4-0176.stml>

ASHA State-by-State. Information related to state requirements for working in schools and for licensure outside of the state of Florida can be found on the ASHA website:

<http://www.asha.org/advocacy/state/>

## ADHERING TO THE ASHA CODE OF ETHICS

All students participating in clinical practicum, whether via the Tallahassee Campus or Distance Learning graduate programs, are expected to adhere to the ASHA Code of Ethics, found in Appendix A of this graduate handbook. Although ethics charges may not be brought forth for the student with the ASHA Board of Ethics, the School's expectation is that each student follows the Code during his or her enrollment in the graduate program. Students found to be in violation of one or more aspects of the Code of Ethics will face disciplinary action with the School, including but not limited to possible dismissal from the graduate program.

## PRACTICUM SEQUENCE & REGISTRATION

Students complete a series of clinical courses designed to provide diverse opportunities for clinical experience and competence. FSU clinical practicums are sequenced in a manner that includes practice in a minimum of three sites, evaluation and treatment of clients across the age span, and across the disorder types delineated by ASHA in the Scope of Practice for Speech-Language Pathology. The clinical education process is designed to ensure students are ready to begin the Clinical Fellowship following graduation.

All clinical practicums are associated with enrollment in a corresponding practicum course. Students cannot earn clock hours without being simultaneously enrolled in a practicum course, with the exception of clock hours earned while participating in a grant experience for which clock hour accumulation has been previously approved by the Director of Clinical Education. In some extenuating circumstances, distance learning students may be permitted to extend a practicum placement either prior to or at the end of a term, but special permission must be obtained in order to do so. By the end of the graduate program, each student will have earned a minimum of 23 practicum credits in order to fulfill degree requirements.

Clinical practicum courses and sequences vary slightly between the Tallahassee Campus and Distance Learning programs. For specific details on sequence of enrollment and credit hours associated with each course, refer to the Tallahassee Campus or Distance Learning Canvas sites for more information. Advising sessions are conducted each term to provide students with feedback regarding their progress towards meeting clock hours requirements, including assistance with obtaining clinical placements, courses and registration dates for subsequent semesters. This information can be found on the Tallahassee Campus and the Distance Learning Canvas sites. The posted registration guides including the initial and drop/add registration

windows for each semester that is also available to students via the university registrar's website: <https://registrar.fsu.edu/registration-guides>.

## TALLAHASSEE CAMPUS SEQUENCE

In the fall of 2024, the incoming cohort will have two course sequence options: a 5-semester track and a 6-semester track (includes full-time internship). Students must select their track by the end of the Drop/Add period in Fall 2024 and will not be able to switch to the 5-semester track after this period, as the additional clinical course hours begin in the first semester.

Guided Observations: Must have 25 before starting clinic in first semester

Clock Hour goals per year:

**First Year:** 125-150 clock hours by end of summer

**2nd Year:** 250-225 clock hours earned in the 2nd year (375 by end of spring)

If 375 clock hours are not earned by the end of the fifth semester, they will be required to enroll in SPA5944 during the summer and will not graduate in five semesters; however, a full-time placement will not be required.

Tallahassee Campus students are enrolled in a clinical practicum each semester in the program. The first year of graduate school (Fall 1 and Spring 1), students complete rotations in the L. L. Schendel Speech and Hearing Clinic for both intervention and diagnostics. The summer between the first and second years (Summer 1), several students may be permitted to participate in their first off-campus placement. All other students will complete a third practicum that includes diagnostic opportunities in the L.L. Schendel Clinic during Summer 1.

The second year in the program, all students will complete one semester of clinical practicum in a public-school setting, and one semester in a private practice or medically-based setting such as a hospital, skilled nursing, long-term care facility, or in outpatient rehabilitation (SPA5942). If the students have met the clock hours requirements with adults in the FSU Speech & Hearing Clinic and they do not wish to spend a semester in an adult medical setting, they may be placed in a pediatric private practice.

- In the 2nd year, students will be expected to attend the community site for at least 18-20 hours per week (3-4 days per week).
- The goal will be for the student to spend an average of 12-15 hours per week in direct client contact (this will allow for students to earn between 120-150 hours each semester)
- Students should continue to report to the off-campus placement site through finals week

**Thesis Option:** Students who select the Thesis option will likely not be able to complete the program in 5 semesters. IF they decide to pursue a thesis, they will be able to opt out of a clinical practicum in one semester and add those credit hours to the summer along with thesis credit hours. This will allow them to complete the 375 clock hour requirement and enroll in thesis hours in the last semester.

## DISTANCE LEARNING SEQUENCE

In the fall of 2024, the incoming cohort will have two course sequence options: an 8-semester track and a 9-semester track (includes part- or full-time internship). Students must select their track by the end of the second semester. They will not be able to switch to the 8-semester track after the Drop/Add period in the third semester, as the additional clinical course hours begin in the third semester. Distance Learning students do not begin practicum experiences until their first summer in the program.

If students cannot meet the 375 clock hour requirement by the end of the eighth semester, they will be required to enroll in SPA5944 (internship) during summer 3 and will not graduate in eight semesters; however, a full-time internship will not be required. This means you can opt to do a part-time internship, if that is your preference and circumstances and clock-hour needs allow. You will complete 6 clinical rotations (12+ hours/week on site) with a CCC-SLP in your local area during semesters 3 through 8. If you choose the 8-semester track and meet the following components by the 8th semester, you will graduate in May of your 3rd year and will not have to complete an internship during semester 9:

- 25 guided observation hours + 375 clinical clock hours
- Should have a minimum of 10 hours in each Big 9 area (FSU requirement)
- Must have a minimum of 70 hours in each age group across the age span - CHILD (pediatric and school-age) AND ADULT (younger adult and geriatric). (FSU requirement) Includes both assessment and treatment experiences
- Minimum of 50 hours in at least 3 different clinical settings (with at least 3 different supervisors in total)
  - Private Practice/Community Program/Facility (clinic, preschool, in-home)
  - Public School
  - Medical (skilled nursing, rehab center, hospital) Please note, most hospital acute care rotations require a full-time practicum experience/internship and are generally reserved for the final semester for the students who opt to graduate in 9 semesters.

### Special Notes:

With approval from the DL Committee, you may opt out of one semester of practicum. This may, however, extend your time in the program in order to meet the clinical requirements for graduation.

You can have practicum rotations at your place of employment and continue to be paid while earning clock hours. However, clock hours can only be earned when supervised by a qualifying SLP for at least the minimum time outlined by ASHA (at least 25% direct supervision for each session and 100% of the time in the building during session).

You will work with the Clinical Placement Team to secure placements for school and medical sites. You will secure your pediatric private practice site (with assistance as needed; can choose from our databank of contracted sites housed in Exxat Prism).

Some adult neuro rotations (particularly of the hospital variety) require full-time students. If approved, you can complete a full-time practicum experience during Summer 2 as a way to meet

your adult clock hour requirements and avoid extending to a 9th semester. If opportunities for adult clock hours require you to commit to a full-time practicum experience and you do not want to complete this during Summer 2 while simultaneously taking coursework, you must complete a full-time practicum/internship during Summer 3 (the 9th semester; no simultaneous academic courses).

Please know there are many factors that impact the availability of clinical placement opportunities throughout Florida. Counties with limited placements vary from term to term and are unpredictable more than 2 semesters out. If your area is limited in the clinical opportunities needed to earn the experiences and clock hours required for graduation, you may, though rare, need to extend your time in our program beyond the standard three years.

### **How Do We Help You Get There?**

**Focus for Year 1 – Academic:** The first year of graduate school, (Fall 1 and Spring 1), students complete academic coursework designed to prepare them for their first practicum experiences with children. The summer between the first and second years (Summer 1), students participate in pediatric placements in settings designed to assist them in gaining competencies in working with children with a variety of communication disorders.

**Focus for Year 2 – Child:** The second year in the program, all students will complete one semester of clinical practicum in a public school setting (SPA 5500) in the Fall term (FA2). Students may extend that schools placement in the spring term (SP2) or go back to the previous summer placement. Academic courses in the second year of the DL program are designed to provide students knowledge that prepares them for their second summer placement (SU2) in a skilled nursing facility (SNF) or other adult medical placement. Remember, most hospital acute care rotations require a full-time practicum experience/internship and are generally reserved for the students who opt to graduate in 9 semesters.

**Focus for Year 3 – Adult:** In FA3 and SP3, adult placements may be extended or the student may find placement in another setting. Students work closely with the Distance Learning Clinical Placement Team to make decisions about placements during Year 3. Advising regarding third year site selection begins in Spring 2 and will continue throughout the third year of the program.

In Summer 3, students can complete a part- or full-time internship (SPA 5944), if clock hours and/or experiences are needed. This can be a facility of their choice or a facility that meets clockhour deficits (if applicable). In order to participate in an internship, students must have earned a minimum of 300 clock hours prior to this final experience and not be on an Academic or Clinical Education Support Plan.

## **CLINICAL DOCUMENTATION**

Clinical documentation for earned clock hours, meeting clinical competencies, and clinical grading is achieved using the online program, CALIPSO. Student contact information and compliance documentation (e.g., professional liability insurance policy) is also stored in EXXAT.

Each student is required to purchase a subscription to CALIPSO prior to beginning his or her first clinical practicum. The CALIPSO user manual for student users is stored on both program Canvas sites, under the Clinical Education menus, as well as on the FSU Speech and Hearing Clinic Canvas

site. Clinical supervisors are sent a corresponding supervisor manual for the system when students are assigned to them for practicum.

Documenting clock hours and clinical grading. Clock hours are entered into the system by the student and then submitted to his or her clinical supervisor for approval. Regular entry of clock hours in the system allows the student to keep up to date on progress towards meeting clinical competencies and the 400-clock hour minimum requirement for graduation. Students and supervisors will complete mid-term and final grade evaluations using the Evaluation form in CALIPSO.

Meeting clinical competencies and clinical education requirements. Using the Cumulative Evaluation feature, students can track which clinical requirements have been met. An average of 3.0 must be earned in each of the three major sections of the Cumulative Evaluation form (1- Evaluation Skills; 2-Treatment Skills; and 3- Preparedness, Interaction, & Personal Qualities) for students to be judged as having met clinical competencies. Cumulative evaluation Using the My Checklist feature, students can track whether they have met the FSU's requirements for minimum clock hours for the Big 9 Scope of Practice and age categories.

## **KASA COURSE CHECKLIST**

Under the KASA menu, students can view which courses they've taken to meet KASA requirements for ASHA's CFCC. At the end of each term, the Graduate Coordinator of the student's respective program, Tallahassee Campus or Distance Learning, contacts instructors to determine whether the student has met course competencies or is in remediation. The student's KASA checklist is updated accordingly. At any time, the Graduate Coordinators or the student can print a spreadsheet of KASA competencies to determine where the student lacks knowledge and/or skills.

## **ASHA CFCC CLOCK HOUR REQUIREMENTS**

ASHA's CFCC sets minimum guidelines for clock hours that students must earn prior to graduation, described earlier in the section on ASHA Certification. Although there is a minimum number of clock hours necessary for graduation (i.e., 375 + 25 observation hours), students are encouraged to view clinical practicums as an opportunity to learn about the work of being a speech-language pathologist, versus simply accumulating hours towards a minimum. Many practicum experiences require more time on site and engagement in activities that are part of the profession of speech-language pathology but may not necessarily translate to earning clock hours for the time spent.

## **WHAT COUNTS AS A CLOCK HOUR?**

According to ASHA's 2020 (effective January 1, 2020) CFCC standards, a clock hour = 60 minutes. Time reported in clinical contact must be exact; rounding up is not permitted. Further, activities that count towards clock hours are limited to:

Direct client contact interacting with a client in treatment, evaluation or counseling

What activities fit into this?

- Screenings (includes formal and informal observations of clients/patients)
- Evaluations

- Treatment
- Counseling with caregivers and family
- Student must be working with the patient/student, not observing

Up to 5 hours a semester can be counted for activities that include: Interpreting, integrating, and synthesizing core concepts & knowledge; Critical thinking and decision-making skills while engaged in identification, evaluation, diagnosis, planning, implementation or intervention. Time spent in meetings with the patient/family present, when the student is actively reporting evaluation results, treatment plans, progress, etc., can be counted since that is considered advising, educating, and training caregivers and family. **However, activities such as planning, paperwork, consulting with allied professionals in the absence of clients/family, cannot be counted.**

What fits into this when patient/family is present, and the student is actively participating?

- IEP meetings
- Parent Meetings
- Interpreting Evaluation Results
- Treatment Planning based on Evaluation Results
- Evaluation Report/Treatment Plan writing

**Alternative Clinical Experiences:** Up to 20% of all hours can be in this category (i.e., 75 hours [.20 x 375])

What fits into this?

- Standardized patients & simulated cases (i.e., SimuCase)

ASHA's CFCC does not set mandatory minimum requirements for clock hours earned in specific age or disorder categories; however, clock hours must be distributed to show that the student has demonstrated competencies in evaluation and intervention for a variety of disorders across all age ranges, from pediatric to geriatric.

## FSU'S CLOCK HOUR REQUIREMENTS

FSU has chosen to set additional minimum requirements for how students will earn clock hours to sufficiently demonstrate competencies across the age span and scope of practice disorder areas.

Students should earn a minimum of 10 clock hours (can be evaluation only, intervention only, or combined from both evaluation and intervention experiences )per each of the Big 9 disorder areas:

- AAC & Alternative Modalities
- Speech Sound Production
- Cognitive Aspects of Communication
- Feeding & Swallowing
- Fluency & Fluency Disorders
- Hearing
- Receptive & Expressive Language
- Social Aspects of Communication
- Voice and Resonance



Students should earn a minimum of 70 hours (can be evaluation only, intervention only, or combined from both evaluation and intervention experiences) across each of 2 age span groups:

- Young child, ages 0-5 years; School-age child, ages 6-17 years;
- Adults, ages 18-64 years; Geriatrics, ages 65 years+.

Students must earn a minimum of 50 clock hours (can be evaluation only, intervention only, or combined from both evaluation and intervention experiences ) across 3 different practice settings:

- University clinic
- Private practice, or community clinic;
- School setting; and
- Medically-based setting such as hospital acute care, hospital or skilled nursing facility inpatient or outpatient rehabilitation, long-term care, or home health.

## SUPERVISION

Supervision of clinical practicum is conducted by members of the faculty of the School of Communication Science and Disorders or approved off campus supervisors. Off campus facilities have contractual arrangements with FSU to provide supervision to students. Off-campus supervisors are provided with a copy of the FSU Off-Campus Clinical Supervision Handbook when a student is assigned to an off-campus site. The Handbook provides details on FSU policies and procedures and emphasizes ASHA and FSU supervision requirements. Supervision requirements reflect those set by ASHA's CFCC. Supervisors must:

- Hold a current ASHA Certificate of Clinical Competence (CCC) in Speech-Language Pathology;
- ASHA requires that supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession and who, after earning the CCC-A or CCC-SLP, has completed (1) a minimum of 9 months of full-time clinical experience, and (2) a minimum of 2 hours of professional development in clinical instruction/supervision.
- Hold state licensure in speech-language pathology from the Florida Department of Health (DOH) or teacher certification as a Teacher of the Speech-Language Impaired (K-12) from the Florida Department of Education, and provide a copy of their current license or teacher certification to the Director of Clinical Education;
- Be physically onsite while the student is performing diagnostics or treatment, providing direct supervision of these activities at a level commensurate with the student's level of clinical training, but no less than 25% of each diagnostic or therapy session;
- Approve clock hours submitted by the student under his/her supervision;
- Perform mid-term and final grade evaluations using the established grading form in CALIPSO;
- Provide regular, formative feedback to the student either verbally or in writing

Students are never to see clients without a licensed, ASHA-certified professional physically on site during the time the students are in contact with clients. Students are not permitted to cover a



supervisor's leave from a facility without having another licensed, certified professional on site. In situations where a supervisor must be absent, it is preferred that students observe another speech-language pathologist or allied professional (e.g., physical therapy, occupational therapy, physician, special educator, social worker, etc.) for the day. These observations may only be counted as observation hours if the individual observed exhibits a communication disorder. Otherwise, these experiences are considered as part of learning about the range of services and professional relationships in the various settings where speech-language pathologists work.

## CLIENT CONFIDENTIALITY

All practicum placements will require students to adhere to client confidentiality guidelines at all times. In most situations, the guidelines are not simply guidelines but instead, federal law. The two most common federal confidentiality laws are the Health Information Portability and Accountability Act (HIPAA; most often applicable in private practices, community clinics, hospitals, and other healthcare environments) and the Family Educational Rights and Privacy Act (FERPA; applicable in educational settings). If a healthcare facility uses or stores protected health information (PHI) in an electronic format such as in an electronic health record, that facility is also subject to another federal law that goes hand-in-hand with HIPAA, the HiTech Act.

All of these laws protect clients/patients from having their protected health information (PHI) or educational records from being disclosed to individuals who have no purpose in accessing this information. The ASHA Code of Ethics (2016) also provides for client confidentiality, specifically Principle

1, Rules O and P:

O. Individuals shall protect the confidentiality and security of records of professional services provided, research and scholarly activities conducted, and products dispensed. Access to these records shall be allowed only when doing so is necessary to protect the welfare of the person or of the community, is legally

authorized, or is otherwise required by law.

P. Individuals shall protect the confidentiality of any professional or personal information about persons served professionally or participants involved in research and scholarly activities and may disclose confidential information only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.

Therefore, violations of client confidentiality represent both legal and ethical violations. SCSD graduate students are expected to uphold client confidentiality at all costs as a result.

When working with client documentation in a non-HIPAA or –FERPA secured environment, students are expected to de-identify all documents, including voice or video recordings or other biometric measures. The following types of information must be removed for a document to be considered de-identified:

Client's name or Parent/Guardian/Spouse's names

Clinic or student file/record numbers

Any and all dates (except the year) directly relating to the individual, including birth date, service date, and date of death

Geographic subdivisions smaller than a state, including street address, city, county, precinct, or zip code	Any other unique identifying number, characteristic, or codes
Social Security numbers	Biometric identifiers, including fingerprints, voice or video recordings, or photographs
Telephone/fax numbers	Health plan beneficiary numbers
Email addresses	Driver's license numbers
Device and serial numbers (e.g., alternative communication device, hearing aid, assistive listening device)	Vehicle and license plate registration numbers
	Account numbers

**HIPAA Training.** All students are required to participate in annual SCSD HIPAA training as part of their clinical training. Each year, instructions will be posted with a deadline for completing the training. Students must earn an 80% on the HIPAA training in order to be cleared to participate in clinical practicum. Note that off-campus practicum sites may require students to do additional HIPAA training beyond what they've completed for SCSD, as HIPAA is a federal requirement of any facility that obtains protected health information (PHI) from its clients/patients, and training should be specific to the work setting. If a SCSD student is found to have breached HIPAA requirements, either at the FSU Speech and Hearing Clinic or at an off-campus site, sanctions will apply and are related to the seriousness of the violation. These sanctions can range from re-training on HIPAA information, to restriction from clinical practicum, to dismissal from the program, depending on the grievousness of the violation. For more information on the School's HIPAA Sanctions policy, refer to either of the Graduate Program Canvas sites, under the Clinical Education menu. There is no cost to students completing HIPAA training for the School, but off-campus sites may require students to pay a fee as part of the clearance process for the site.

**FERPA Training.** Students will be required to participate in FERPA training when placed in practicum sites dealing with confidential educational information (i.e., school placements). The FERPA training students receive in these environments is the responsibility of the facility; SCSD does provide FERPA training to students during orientation. A good rule of thumb, however, is to consider any information gained in a school setting and the privacy rules related to that information, to be equivalent to HIPAA information and treated as such.

## LEGAL & FINANCIAL ASPECTS OF CLINICAL PRACTICUM

There are a number of requirements associated with engaging in clinical practicum that protect students and the School from certain types of legal action. Students must meet all requirements by specified deadlines or their clinical placements can be in jeopardy. Some of the requirements are internal and required either by FSU or SCSD, and some are external and required by off-campus practicum sites. Some have costs associated with them, and these costs are borne by the student placed at a site and not by the School.

## HEALTH AND IMMUNIZATION STATUS

For Tallahassee Campus students, evidence of health status is required by the FSU Graduate School prior to enrollment. Forms are available at <http://healthcenter.fsu.edu/forms/forms.html>. This information must be provided or a registration hold will be placed on the student's account, preventing class registration.

## PROFESSIONAL LIABILITY INSURANCE

All students are required to purchase a professional liability insurance policy that covers their practicum enrollment for the duration of their graduate program. Proof of insurance must be provided to the Director of Clinical Education by submitting a copy of the student's Memorandum of Insurance prior to the first day on site at a practicum setting. The Memorandum of Insurance will be uploaded to Exxat as evidence of compliance with this requirement. Information about purchasing liability insurance will be distributed at New Graduate Student Orientation for Tallahassee Campus students, and in the semester preceding Distance Learning student's first semester of practicum enrollment. Information can also be found under the Clinical Education menu of the Graduate Program Canvas sites. Typically, the policy is effective for one year and must be renewed for one additional period to cover participation in practicum experiences and internship. A copy of the Memorandum of Insurance provided by the insurance company is adequate for verification. For further information on this topic, students are referred to the FSU SCSD Clinic Handbook.

## BLOODBORNE PATHOGEN TRAINING

Students are required to complete bloodborne pathogen training prior to beginning clinical practicum. The FSU Environmental Health & Safety department offers this course to Tallahassee Campus students during orientation. Distance Learning students take this course online and submit their certificate. Information will be provided to students via the Canvas module on ways to obtain this training.

## MEDICAL INSURANCE COVERAGE

A copy of each student's most recent health insurance card must be provided to the Director of Clinical Education or Clinical Placement Coordinator. This documentation will be required for all clinical practicum experiences. The copy of the health insurance card will be uploaded to Exxat.

## LEVEL II FDLE BACKGROUND CHECK

All students will be required to pass a Level II Florida Department of Law Enforcement background check at least once during their graduate program, and it's possible that multiple checks will need to be performed for various clinical placements. There is a fee for these background checks, ranging from approximately \$60.00 to \$95.00. Students should expect to spend as much as \$300.00 in total on background checks prior to graduation, as these are legal requirements for most facilities. Additionally, background results provided to one facility (e.g., a school system) are typically not available for release to another facility (e.g., a hospital), thus necessitating an additional screening and additional payment. Students will be provided instructions for getting fingerprinted and submitting information for the background check by either the Director of Clinical Education, Clinical Placement Coordinator, or by the facility itself.

## CPR TRAINING

While CPR training is not required for work in the FSU Speech and Hearing Clinic, many off-campus sites require that students are trained in CPR. Most sites prefer the Basic Life Support training offered via the American Heart Association (or courses sanctioned by the American Heart Association):

[http://cpr.heart.org/AHA/ECC/CPRAndECC/Training/HealthcareProfessional/UCM\\_473185\\_Healthcare-Professional.jsp](http://cpr.heart.org/AHA/ECC/CPRAndECC/Training/HealthcareProfessional/UCM_473185_Healthcare-Professional.jsp). Students can complete this training prior or during enrollment in the graduate program. If students have completed training, it is recommended that they supply a copy of their CPR card to the Director of Clinical Education by uploading it to Exxat.

## STUDENT ATTENDANCE EXPECTATIONS FOR CLINICAL PRACTICUM

**Mandatory First-Class Meeting Attendance Policy.** Effective Fall 2003, Florida State University-wide policy requires all students to attend the first day of class meeting of all classes for which they are registered. Students who do not attend the first-class meeting of a course for which they are registered will be dropped from the course by the academic department that offers the course. This policy applies to all levels of courses and to all campuses and study centers. It remains the student's responsibility to verify course drops and check that fees are adjusted.

**University Attendance Policy.** Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

**SCSD Clinical Practicum Addendum to FSU Attendance policy.** Practicum attendance is mandatory and follows the schedule described in the practicum course's syllabus. Excused absences are only those that meet the definition of the university's attendance policy: documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

In the event that a student misses more than one day due to illness, the clinical practicum supervisor and/or course instructor may require a doctor's note as evidence of the illness and fitness for return to duty.

**Off-campus practicum attendance expectations.** Off-campus practicum attendance will be monitored by both the off-site supervisor and the university instructor associated with the practicum course. Practicum facilities may have specific attendance and time commitments for students. Our policy is that the student should treat this placement as "employment" and be prepared to follow all guidelines for attendance as expected. The practicum supervisor must excuse any absence; the student is responsible for and must report ALL absences to the course instructor. Hours of attendance at the community sites vary across sites. Hours of attendance should be established prior to initiating the practicum experience. Off-site supervisors will establish specific attendance and time commitments in conjunction with the student's schedule; community facilities may have specific attendance and time commitments.

**Practicum absences (excused or unexcused) must be cleared with both the community supervisor and the university instructor.** Students must also provide, when possible, advance notice of absences as well as relevant documentation regarding absences to the instructor as soon as possible following the illness or event that led to an absence.

In accordance with the University attendance policy regarding excused absences, the only reasons an absence would be considered excused are for (1) illness – more than 1 day missed time for illness must be documented by a doctor's note submitted to the supervisor and the course instructor; (2) extreme family emergency; and (3) significant religious events. All other absences, including for weddings, family celebrations, etc. will be considered unexcused.

More than ONE unexcused absence may result in (a) the reduction of up to a full letter grade from the total earned on the student's midterm or final practicum evaluation, and/or (b) termination of the practicum experience. Students may be required to make up any absences.

## REQUIRED & RECOMMENDED EQUIPMENT

Although most practicum sites (i.e., the FSU Speech and Hearing Clinic and other off-campus sites) will have most of the materials needed for practicum, such as diagnostic and therapy materials, there are a few items that SCSD recommends each student purchase. Costs for this equipment are the responsibility of the student.

### CALIPSO

CALIPSO is the student documentation system SCSD students and faculty use for entry/approval of clock hours and KASA tracking. This subscription is required and is a one-time fee that the student pays directly to the company. The 2024 subscription fee is \$125.00. Information about subscribing to CALIPSO is provided to students during the orientation process.

### SIMUCASE

SimuCase is a patient simulation service that permits students to earn supervised clock hours by completing patient simulation activities assigned by their supervisors. Subscriptions to SimuCase are based on an annual calendar, and most students will be required to purchase a yearlong subscription one time during their graduate program. The 2024 cost for SimuCase is \$110.00 per student, paid directly to the company. More information about subscribing to CALIPSO will be given during orientation and advising sessions.

### EXXAT

Exxat is the database that we use to manage clinical placements and compliance documentation. Students will pay a \$100 one-time fee to enroll in PRISM and \$35 each year for Approve paid directly to the company. More information about subscribing to Exxat will be given during orientation and advising sessions.

## CLINICAL SESSION ITEMS

**Stopwatch.** Many smartphones have a stopwatch application embedded in the phone's operating system, however, having a phone in the therapy session promotes distraction for both the

clinician and client. Therefore, SCSD recommends that students purchase an inexpensive stopwatch to have on hand because cell phones will not be allowed to be used for this purpose.

**Penlight and digital voice recorder.** It is a HIPAA violation to use a personal cell phone, iPad, or laptop to record clients. Digital voice recorders, while also a risk for violating HIPAA, are less likely to contain protected health information that would easily identify a client in settings outside of the therapy environment. Therefore, SCSD requires that each student purchase a digital voice record. High-quality yet affordable digital voice recorders can be purchased from most major electronics retailers such as Best Buy and Amazon. A reasonable price to pay for a good recorder is probably around \$50.00-\$60.00.

## PERSONAL APPEARANCE REQUIREMENTS

Clients will vary in age, background, and culture. Students should be aware of how their appearance impacts others. In addition, clients may vary in their tolerance for smells, colors, and sounds that also need consideration. Students are expected to appear neat, well-groomed, and dressed comfortably and professionally in accordance with site requirements when engaged in clinical activities. Students should exhibit excellent personal hygiene at all times. Each practicum site will have its own personal appearance guidelines and the costs associated with these guidelines are the responsibility of the student. No matter the setting, students should ensure that their personal appearance is professional and does not distract the client from participating effectively in clinical services.

The purpose of considering how we present to others is to support our ability to effectively perform within our scope of practice and to cultivate an environment of mutual respect. It is important that student clinicians consider all of the following questions when making decisions about their personal presentation whenever they are providing diagnostic or therapy services.

- Will my personal presentation support the perception of a clean and sanitary clinical environment?
- Will my clothing allow for safe and easy range of movement needed for my scope of practice?
- Will my personal presentation support the building of a positive rapport with my clients and their family?
- Does anything on my person communicate potential disrespect for other individuals or groups (particularly those who have been historically oppressed and/or marginalized)?
- Will anything in my bodily presentation distract me or my clients from working effectively?
- Have you considered potential allergies or sensitivities (e.g., scented lotions, perfume, cologne) that might be present in clients with respiratory issues and/or sensory differences?

If at any time your clinical supervisor has questions or concerns regarding your appearance or personal presentation while you are providing services in our on-site clinic, these questions will be used to facilitate a discussion to ensure the safety and comfort of your clients, their families, your peers, your supervisor, and you.

FSU SCSD Scrubs purchased via the online store link provided at orientation are the required attire when providing services in the FSU Speech & Hearing Clinic. We have 2 colors to choose from (Wine & Pewter). Students must wear a matching set (i.e., top/pants must be the same color). When it is cold, a long sleeve undershirt is permitted in white, grey or black. An FSU SCSD polo may be worn for community engagement events or in the clinic when you are not in a treatment/diagnostic session. The FSU SCSD Polo must be worn with khaki or black pants. In addition, jeans with no holes may be permitted with supervisor approval.

Students are encouraged, but not required, to purchase one (or more) FSU SCSD polo shirts to wear during clinical practicum in sites where street clothing/business casual wear is appropriate. All other clothing must be clean, in good repair, and of appropriate size/length. Clothing must cover shoulders, back, chest/cleavage, midriff, buttons, and undergarments at all times regardless of body movement or position.

When participating in an off-campus placement, students must adhere to the guidelines set forth by that placement (e.g., scrubs, closed-toe shoes, etc.). Students are expected to ask about the site's personal appearance guidelines before beginning a placement and to follow the guidelines at all times. Students are expected to represent the FSU SCSD in a professional and welcoming manner at all times.

FSU SCSD name badges must be worn at all times, at all sites, unless the site has a different required name badge. They should be worn chest-high, readable, and should clearly indicate "graduate student clinician" status. If a student loses his or her FSU SCSD name badge, it must be replaced at the student's own expense.

Hair should be groomed and well-maintained, and hair longer than shoulder length should be pulled back into a single ponytail or other style that keeps hair from falling onto the face and/or causing a distraction to either the clinician or the client. Makeup should be neat, moderate, and professional in color and application. Nails should be well-groomed, kept to a length that is not detrimental to client safety, or distracting in any way. Cologne, perfume, and aftershave are not recommended due to the allergies/sensitivities of many clients.

All accessories should be tidy and clean. No head coverings, including head scarves or hats, are permitted unless they are part of the student's religious requirements or to cope with a medical condition. In the event of a medical condition, the practicum site or SCSD may request that the student registers with the Student Disability Resource Center to receive official accommodations.

Cell phones should not be worn on the student's body during a clinical session unless permission is first obtained from a clinical educator. In the event that permission is granted, all cell phones should be set to "vibrate" or "silent," and should not be visible to clients during a session unless permission is first obtained from a clinical educator.

Bottles of water, coffee cups, and/or sodas are not permitted in any clinical session unless it is part of the lesson plan or the student has a doctor's note stating that the beverage is required.

If a student is unsure whether his or her appearance is appropriate, the student should consult his or her supervisor or the practicum instructor for the course.

Students found in violation of personal appearance requirements will receive verbal and or written feedback from his or her clinical supervisor. In the event that a student's interpretation of the personal appearance policy comes into question, the clinical supervisor, practicum instructor,



Director of Clinical Education, and/or Distance Learning Advisor have the authority to remove the student from the placement at her/his discretion. Multiple violations will result in a grade reduction and in extreme instances, implementation of a Clinical Education Support Plan and /or removal from clinical practicum for the remainder of the semester.

## CLINICAL EDUCATION SUPPORT PLANS

At any time during a practicum term, if a supervisor is concerned about a student's clinical performance, that supervisor will formally identify the student clinician as being "at risk". "At risk" is defined as performing at a grade of B- or lower, and/or receiving a supervisor's notation "areas of concern that require additional support" on the student's practicum evaluation form. The identified "at risk" performance can be related to any competency addressed in the ASHA 2020 Certification Standards.

Following formal identification, the supervisor(s) with concern(s) will contact the student and schedule a meeting. The supervisor(s) will complete an evaluation using the CALIPSO grading form and/or the ASHA 2020 Certification Standards. Areas of weakness will be formally identified using the ASHA 2020 Certification Standards as a guide. A Clinical Education Support Plan will be completed during the scheduled evaluation or within one week following the evaluation. The plan will be signed and a copy will be placed in the student's cumulative folder in the School office. A sample plan can be found on the Graduate Program Student Canvas sites under the Clinical Education menu.

The Director of Clinical Education, Graduate Program Coordinator for the student's respective program (Tallahassee Campus or Distance Learning), and academic advisor will be notified if a student clinician requires a Clinical Education Support Plan.

During the remainder of the semester the student and supervisor(s) will participate in the actions/strategies outlined in the Clinical Education Support Plan. They will also meet on a consistent basis (no less than every other week) through the remainder of the semester to discuss the targeted competencies.

The following are examples of student experiences that might be included to improve clinical competence. Additional activities may be designed and incorporated, depending on individual need:

- Working as a principal clinician
- Recording and analyzing treatment sessions with assistance from supervisor or department faculty member with related clinical experience
- Working as a peer clinician (student will be paired with a "primary" clinician to practice skills identified in the Clinical Education Support Plan)
- Completing clinical observations and written summaries
- Writing additional treatment plans including rationale, objectives, procedures and expectations
- Writing additional diagnostic reports including histories, impressions, summaries, and recommendations

As part of the Clinical Education Support Plan process, a second supervisor or department faculty member with related clinical experience may be asked to review the improvement plan, observe clinical sessions and/or provide assistance requested by the primary supervisor. The second



supervisor's feedback will be routed to the primary supervisor, with appropriate information forwarded to the student.

At the end of the semester, the student's performance on the CESP will be reviewed by the Director of Clinical Education, the supervisors, and another member of the advising team. There are three possible outcomes:

- I. The student has met all goals on the CESP and it is discontinued;
- II. The student has met some of the goals on the CESP and it is renewed for another term; CESP's may only be renewed twice after the initial plan is established. In other words, if a student begins a plan in Spring term, does not meet all goals at the end of Spring and the plan is continued for Summer, then again for Fall, the student will either meet all goals on the plan by the end of that Fall term or will be removed from clinical education.
- III. The student has failed to meet more than 75% of the goals on the CESP. At this point, the student will be referred to the SCSD Student Review Committee for review of whether continued enrollment in the program is warranted.

Students who are on an active CESP will not be assigned to community sites/supervisors until the Clinical Education Support Plan is successfully met.

Students will not be able to count clock hours earned in a practicum if a final grade of C or below is posted for the practicum. In some circumstances, the CESP will be combined with an Academic Support Plan. For example, if a student has been placed on academic probation due to grades earned in clinic that are below "C" or due to a cumulative GPA below 3.0, then academic competencies may be incorporated into CESP documentation.

## **EXPECTATIONS FOR ACCOUNTABILITY AND ACTIVE PARTICIPATION IN THE SUPERVISORY PROCESS**

Different from other academic experiences students may have had prior to graduate school, being supervised and given feedback about interaction skills, rather than conveying knowledge about a topic, may feel foreign and uncomfortable. Understanding the student's own role in the process and learning to work collaboratively with clients, their families, and with other professionals requires a level of active participation in the learning process and conscious work towards developing professional accountability.

In the event that students receive feedback, oral or written, that they are unsure how to interpret, the expectation is that they will seek out their clinical educators for clarification. Students should inform their clinical supervisors about how they learn best, ask questions, and act on the feedback they receive. Considerations for initial supervisory conferences should include open and detailed conversations about the:

- Purpose of supervisory conferences and how they will contribute to the supervisory process
- Roles of supervisors, supervisees
- Expectations for supervisors, supervisees and what exactly the outcomes of supervision should be
- Learning style preferences
- Anxiety of supervisees, supervisors

## RESPONSIBILITY & ACCOUNTABILITY

Developing and exhibiting both responsibility and accountability are critical to the development of professionalism. Many students interpret that responsibility and accountability is most important in clinical settings, but SCSD also encourages these traits to be developed in the academic and research settings as well.

The Merriam Webster dictionary defines responsible as “having the job or duty of dealing with or taking care of something or someone; able to be trusted to do what is right or to do the things that are expected or required.” Accountability, on the other hand, is defined as “an obligation or willingness to accept responsibility or account for one’s actions.”

Students can demonstrate accountability in a variety of ways, most of which stem from self-reflection on a situation and considering the student’s own role in the process. Accountability traits include:

Seeking the perspective of others regarding an interaction or situation;

Being open and candid in communication;

Asking for and offering feedback;

Hearing hard things so that one can openly see the reality of the situation;

Being personally invested in an outcome;

Learning from both successes and failures;

Acting on feedback that is received;

Constantly asking of self and others, “What else can I do?”

Collaborating across functional boundaries;

Creatively dealing with obstacles;

Taking necessary risks;

Doing what I say I’ll do;

Not blaming others;

Tracking progress with proactive and transparent reporting; and,

## BUILDING AN ENVIRONMENT OF TRUST.

Besides examining these traits, students may also wish to review the grading form in CALIPSO by logging in to the system, then clicking on the “Self-Evaluation” menu to pull up the grading form. When reviewing the form, consider how personal responsibility and accountability are represented in each of the grading items. In other words, what actions would reflect responsibility and accountability for each item assessed?

## DEVELOPING PROFESSIONALISM

Wolter, Blaiser, and Elswiler (2012) reported on a rubric to grade students' development of professionalism, correlating each dimension of professionalism with ASHA CFCC standards. SCSD does not currently use this rubric to provide regular feedback to students on development of professionalism skills but may occasionally introduce it as part of a Clinical Education Support Plan. Students may find it helpful, however, to review the rubric because it better defines the constructs of professionalism as they apply to speech-language pathology and how one might observe growth in professionalism skills.

Construct	Advanced	Proficient	Needs Improvement	Inadequate
Attitude (CFCC V-B-3a)	Always has a constructive attitude	Usually has a constructive attitude	Rarely has a constructive attitude	Never has a constructive attitude
Communication Style Interactions (CFCC V-B-3a, b, d)	Always demonstrates skills and knowledge of when to say what to whom and how much	Consistently demonstrates skills and knowledge of when to say what to whom and how much	Rarely demonstrates skills and knowledge of when to say what to whom and how much	Does not demonstrate skills and knowledge of when to say what to whom and how much
Nonverbal Aspects of Communication Interactions (eye contact, facial expression, body posture) (CFCC V-B-3a)	Always demonstrates natural and appropriate use of nonverbal aspects of communication, reflecting affiliation with and interest in partner	Consistently demonstrates natural and appropriate use of nonverbal aspects of communication, reflecting affiliation with and interest in partner	Rarely demonstrates natural and appropriate use of nonverbal aspects of communication, reflecting affiliation with and interest in partner	Current usage of nonverbal aspects of communication is inappropriate and detracts from the content of the message
Social Register (CFCC Standard V-B-3a)	Adeptly, consistently, and appropriately changes style, formality, and professionalism of language based on the listener	Consistently and appropriately changes style, formality, and professionalism of language based on the listener	At times, appropriately changes style and formality of language based on the listener	Does not appropriately change style and formality of language based on the listener

Physical Preparedness (CFCC V-B-3a, d)	Comes with all assigned tasks/materials, a plan of action completed and goes above and beyond that which is assigned	Comes with all assigned tasks/materials, a plan of action completed	Comes with all assigned tasks/materials, a plan of action completed but misses deadlines and needs reminders	Does not complete all assigned tasks
Mental Preparedness (CFCC V-B-3a, d)	Actively reflects upon, thinks beyond one topic or client, and independently takes initiative to solve a problem	Independently problem-solves and reflects upon a topic/client before seeking direction	Looks for direction without independent reflection or problem-solving	Does not problem-solve or seek direction
Construct	Advanced	Proficient	Needs Improvement	Inadequate
Follow-Through (CFCC V-B-3a, d)	Does what says will do and goes above and beyond the expected	Does what says will do	Does what says will do, but misses deadlines and need reminders	Does not do what says will do
Participation (CFCC V-B-3a)	Participates frequently in a relevant/meaningful way	Offers some information with most of it relevant	Offers little information relevant to the topic	Does not offer relevant information
Client Welfare (CFCC V-B-3a, d)	Consistently anticipates, considers, and quickly adjusts to the needs of the client in consideration of best practices	Appears sensitive to the needs of the client and adjusts accordingly	Appears aware of the needs of the client without appropriate adjustments or modifications	Appears unaware and is insensitive to the needs of the client
Personal Responsibility (CFCC V-B-3a, d)	Places importance of professional duties, tasks, and problem-solving above one's own convenience	Takes personal responsibility for all actions, decisions, and ultimate consequences	Takes personal responsibility for some actions and decisions, but frequently places own convenience over that of others	Complete reliance on others for responsibility; gives excuses and displays helplessness
Response to Authority (CFCC V-B-3a)	Consistently responds graciously and appropriately to	Most of the time, responds appropriately to constructive critiques	Responds to constructive feedback in a	Responds to constructive feedback with

	constructive critiques and advice		manner that is defensive	anger and emotional displays
Application of Feedback (CFCC V-B-3a)	Applies and incorporates constructive feedback in an effective and strategic manner	Applies and incorporates constructive feedback	Applies and incorporates feedback with reminders	Does not incorporate feedback
Resource Management (CFCC V-B-3a, d)	Appears to value, anticipate, and accommodate resources (e.g., time, space, materials) required to perform duties	Accommodates for resources (e.g., time, space, materials) required to perform duties	Rarely accommodates for resources (e.g., time, space, materials) to perform duties	Does not accommodate for resources (e.g., time, space, materials) required to perform duties
Self-Improvement/Reflection (CFCC V-B-3a, d)	Continually and independently modifies, reflects on, and improves in consideration of best practices	Periodically modifies in consideration of best practices	Slightly modifies without rationale	Continually makes the same mistakes without any consideration for improvement
Professional Image (CFCC V-B-3a)	Exhibits a professional image (e.g. confidence, personal appearance, appropriate clothing, hygiene, and identification) so that the client/family feels safe, confident, and comfortable	Exhibits an appropriate appearance when interacting with the client/family	Appearance is sometimes inappropriate and does not consistently abide by professional appearance guidelines of facility	Appearance is regularly inappropriate and does not consistently abide by professional appearance guidelines of facility
Cultural Awareness (CFCC V-B-3a, d)	Always considers and respects client's/other's cultural background (e.g., uses culturally sensitive terms and examples) as part of clinical practice	Appears to respect client's/other's cultural background/differences but is inconsistent with functional and clinical application	Does not incorporate cultural awareness or sensitivity into treatment	Is insensitive to cultural differences and uses inappropriate examples and terms

# Chapter 7: STUDENT SUPPORT SERVICES

## EMERGENCY PHONES

Emergency phones are located across campus, including outside the front door of the Warren Building. These phones are mounted on garnet-colored poles marked “emergency” with a blue light on top. To use the phone, just press the button and talk into the speaker.

FSU Police Department                      850-644-1234

Leon County Emergency Services                      911

## UNIVERSITY PARKING SERVICES

All students are required to have an FSU-issued parking permit during all academic terms. More information about obtaining a permit and dealing with citations can be found on the Parking Services website: <https://transportation.fsu.edu>.

## STUDENTS WITH DISABILITIES

The Office of Accessibility Services (OAS; <https://dsst.fsu.edu/oas>) serves as an advocate for FSU students with disabilities and ensures that reasonable accommodations are provided. By providing support services at no cost to students with disabilities, the OAS offers an opportunity for students to achieve their academic and personal goals.

The OAS works with faculty and staff to provide accommodations for the unique needs of students both in and out of the classroom. Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with learning disabilities are guaranteed certain protections and rights to equal access to programs and services. In order to access these rights, an individual must present documentation indicating that the disability substantially limits some major life activity, including learning.

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Office of Accessibility Services; (2) bring an accommodation letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

For more information about services available to FSU students with disabilities, contact the Office of Accessibility Services, 874 Traditions Way, 108 Student Services Building, (850) 644-9566 (voice), (850) 644-8504 (TDD), or [oas.fsu.edu](https://oas.fsu.edu).

## CLINICAL AND ACADEMIC SUPPORT FOR LINGUISTIC MINORITIES/ACCENTED SPEECH

(based on American Speech-Language-Hearing Association. (2011). The clinical education of students with accents [Professional Issues Statement]. <http://www.asha.org/policy/pi2011-00324.htm>)

Students who speak with accents and/or dialects can effectively provide speech, language, and audiological services to person with communication disorders as long as they have the expected level of knowledge in the normal and disordered communication, the expected level of diagnostic and clinical case management skills, and if modeling is necessary, are able to model the target phoneme, grammatical feature, or other aspect of speech and language that characterizes the client's particular problem.

To provide services to persons with communication disorders, students in the School of Communication Science and Disorders must demonstrate the ability to:

- share and to elicit information from patients/clients, supervisor, peers, and other health professions verbally and in a recorded format
- effectively, confidently, and sensitively converse with patients and their families
- read and comprehend technical and professional materials
- prepare papers, produce reports, and complete documentation for patient records
- assimilate information from written sources (texts, journals, medical/school records)

Students who do not demonstrate the above essential competencies but exhibit limited English proficiency as a result of learning English as a second language, will be required to pass the SPEAK (Speaking Proficiency English Assessment Kit) test prior to providing services. SPEAK is a test of evaluating the English-speaking ability of non-native speakers of English. At FSU, the SPEAK test is administered by the Center for Intensive English Studies.

A Clinical Education Support Plan will be considered for students who do not demonstrate the communication competencies. The plan may include the following:

- enrolling in clinical services as a client to improve oral and receptive communication skills
- participating in clinical practicum as a practicum assistant to gain entry level experience while having mentorship support to interact with the client
- providing services to persons with communication disorders as a practicum student with an assigned mentor
- outlining a plan with the faculty advisor to regularly monitor and assess the student's English proficiency

## UNIVERSITY LIBRARY SERVICES

Florida State University has a robust library system, permitting students the ability to access materials physically by going to one of the libraries on campus (most speech-language pathology materials are housed either in Dirac Science Library or CCI Goldstein Library; search databases for journal articles; and request materials unavailable on the FSU Campus through interlibrary loan. Librarians are available to meet individually with students by appointment, and quiet rooms are available in the Grad Space area in the basement of Strozier Library. For more information on services, materials, or hours, check the FSU Libraries webpage at <https://www.lib.fsu.edu>. If you

are off-campus, you will need to click on the Off-Campus Access icon on the upper corner of the libraries' home page.

## UNIVERSITY HEALTH SERVICES

As part of the student fee assessment, students have access to the University Wellness Center, located at 960 Learning Way, 850-644-4567. The Wellness Center offers a variety of primary care services, including women's care, immunizations, and psychiatry. More information on hours, making appointments, using your own insurance, etc. can be obtained at <http://uhs.fsu.edu>. University Health Services are also available to Distance Learning students; contact the Wellness Center for more information.

## UNIVERSITY COUNSELING CENTER

Earning a graduate degree can be one of the most stressful times in a student's life, and stress can trigger changes in mental health. In fact, the most common time for someone to be diagnosed with a mental health problem such as anxiety disorder, depression, or an eating disorder is between the ages of 18-25. Some of the most common symptoms of change in mental health include:

### In General

- Noticing a significant change in personality over time, such as wanting to stay at home or getting angry much easier than before;
- Having confused thinking or difficulty concentrating;
- Having severe feelings of depression or anxiety; maybe even experiencing extreme highs/lows;
- Withdrawal socially from friends, family, and classmates;
- Being scared to admit to having some of these problems, or not wanting help from others even though concerned that help may be needed;
- Having dramatic persistent changes in eating/sleeping habits
- Beginning or increasing substance abuse;
- Thinking or talking about suicide at school
- Being consistently late or absent;
- Being disorganized about completing School work or study habits;
- Having a hard time cooperating or communicating with others;
- Experiencing an increase in fatigue or having unexplained pain that doesn't improve with rest and relaxation;
- Having problems concentrating, making decisions, or remembering;
- Missing deadlines, delaying completing assignments, or turning in poor quality work;
- Experiencing decreased interest or involvement in class topics or academics in general

These changes can impact academics by making information retrieval difficult and affecting the student's ability to concentrate, leading to inconsistent school performance. Not doing well in school may then feed into anxiety or depression and make matters worse. If a student experiences one or more of these symptoms for at least three weeks, he or she may need help, but may be reluctant to tell others about feeling down or anxious. Please tell a faculty member, a friend, a peer, a family member, or a healthcare worker if you are feeling different from normal. The good news about mental health problems is that treatment is available and it works.



FSU has a Student Counseling Center on the second floor of the Student Life Center. Their services are confidential and free. Distance Learning students can also access counseling services in their local communities, coordinated by the University Counseling Center. Call 850-644-2003, or go to <http://counseling.fsu.edu>. Other options for students on campus include the FSU Crisis Management Unit (850) 644-1234, or going to the Tallahassee Memorial Hospital Emergency Room at the corner of Magnolia & Miccosukee.

## HELP DESK

There are a number of ways students can obtain information technology support.

If your question pertains to computers/printers/the secure HIPAA system within the Warren Building, submit a Help Ticket to <http://helpdesk.cci.fsu.edu>.

If your question is related to Canvas access, contact the Canvas Help Desk using the “Submit Ticket” feature on the Canvas menu, or call 850-644-8004.

If your question is related to your FSUID login and password or other campus IT accessibility issues, contact FSU IT Services at 850-644-4357 or navigate to their web page at <http://its.fsu.edu/Students>.

## FREE TUTORING

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact [tutor@fsu.edu](mailto:tutor@fsu.edu) for more information. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

## FSU WRITING CENTER

The Florida State University Reading-Writing Center and Digital Studio (FSU RWC/DS) offers writing support to all FSU students, including first-year undergraduates, students in all majors, international and other ELL students, CARE students, student athletes, and graduate students across the disciplines. Such support typically takes three forms: (1) tutoring; (2) workshops; and (3) faculty consultations. In the tutoring context—whether in the RWC or the Digital Studio (designed for Distance Learning students) --tutors act as a practice audience for students' ideas and writing, helping them develop their writing in many areas. Among them are:

**Process:** tutors focus on students' process of writing and support students' composing throughout all facets of that process;

**Rhetorical awareness:** tutors support students' development of writing expertise in all writing genres and media employed across campus;

**Reflective Practice:** tutors model and encourage habits of reflection that prompt students to be more critically aware of their own writing practices; and

**Transfer:** tutors foster the use of techniques and strategies that students can apply and re-purpose in multiple writing contexts.

In addition, the FSU RWC/DS provides education in both writing theory and practice and tutoring theory and practice for graduate and undergraduate students who wish to become tutors; supports local and national efforts to promote writing in its various genres and media; and facilitates research in writing and tutoring.

# APPENDIX A: ASHA Code of Ethics



# CODE OF ETHICS

Reference this material as: American Speech-Language-Hearing Association. (2016). Code of Ethics [Ethics]. Available from [www.asha.org/policy](http://www.asha.org/policy).

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## PREAMBLE

The American Speech-Language-Hearing Association (ASHA; hereafter, also known as “The Association”) has been committed to a framework of common principles and standards of practice since ASHA’s inception in 1925. This commitment was formalized in 1952 as the Association’s first Code of Ethics. This Code has been modified and adapted as society and the professions have changed. The Code of Ethics reflects what we value as professionals and establishes expectations for our scientific and clinical practice based on principles of duty, accountability, fairness, and responsibility. The ASHA Code of Ethics is intended to ensure the welfare of the consumer and to protect the reputation and integrity of the professions.

The ASHA Code of Ethics is a framework and focused guide for professionals in support of day-to-day decision making related to professional conduct. The Code is partly obligatory and disciplinary and partly aspirational and descriptive in that it defines the professional’s role. The Code educates professionals in the discipline, as well as students, other professionals, and the public, regarding ethical principles and standards that direct professional conduct.

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by audiologists, speech-language pathologists, and speech, language, and hearing scientists who serve as clinicians, educators, mentors, researchers, supervisors, and administrators. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose and is applicable to the following individuals:

- a member of the American Speech-Language-Hearing Association holding the Certificate of Clinical Competence (CCC)
- a member of the Association not holding the Certificate of Clinical Competence (CCC)
- a nonmember of the Association holding the Certificate of Clinical Competence (CCC)
- an applicant for certification, or for membership and certification

By holding ASHA certification or membership, or through application for such, all individuals are automatically subject to the jurisdiction of the Board of Ethics for ethics complaint adjudication. Individuals who provide clinical services and who also desire membership in the Association must hold the CCC.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics. The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas: (I) responsibility to persons served professionally and to research participants, both human and animal; (II) responsibility for one’s professional competence; (III) responsibility to the public; and (IV) responsibility for professional relationships. Individuals shall honor and abide by these Principles as affirmative obligations under all conditions of applicable professional activity. Rules of Ethics are specific statements of minimally acceptable as well as unacceptable professional conduct.

The Code is designed to provide guidance to members, applicants, and certified individuals as they make professional decisions. Because the Code is not intended to address specific situations and is not inclusive of all possible ethical dilemmas, professionals are expected to follow the written provisions and to uphold the spirit and purpose of the Code. Adherence to the Code of Ethics and its enforcement results in respect for the

professions and positive outcomes for individuals who benefit from the work of audiologists, speech-language pathologists, and speech, language, and hearing scientists.

## TERMINOLOGY

ASHA Standards and Ethics – The mailing address for self-reporting in writing is American Speech-Language-Hearing Association, Standards and Ethics, 2200 Research Blvd., #313, Rockville, MD 20850.

**advertising** – Any form of communication with the public about services, therapies, products, or publications.

**conflict of interest** – An opposition between the private interests and the official or professional responsibilities of a person in a position of trust, power, and/or authority.

**crime** – Any felony; or any misdemeanor involving dishonesty, physical harm to the person or property of another, or a threat of physical harm to the person or property of another. For more details, see the “Disclosure Information” section of applications for ASHA certification found on [www.asha.org/certification/AudCertification/](http://www.asha.org/certification/AudCertification/) and [www.asha.org/certification/SLPCertification/](http://www.asha.org/certification/SLPCertification/).

**diminished decision-making ability** – Any condition that renders a person unable to form the specific intent necessary to determine a reasonable course of action.

**fraud** – Any act, expression, omission, or concealment—the intent of which is either actual or constructive—calculated to deceive others to their disadvantage.

**impaired practitioner** – An individual whose professional practice is adversely affected by addiction, substance abuse, or health-related and/or mental health-related conditions.

**individuals** – Members and/or certificate holders, including applicants for certification.

**informed consent** – May be verbal, unless written consent is required; constitutes consent by persons served, research participants engaged, or parents and/or guardians of persons served to a proposed course of action after the communication of adequate information regarding expected outcomes and potential risks.

**jurisdiction** – The “personal jurisdiction” and authority of the ASHA Board of Ethics over an individual holding ASHA certification and/or membership, regardless of the individual’s geographic location.

**know, known, or knowingly** – Having or reflecting knowledge.

**may vs. shall** – May denotes an allowance for discretion; shall denotes no discretion.

**misrepresentation** – Any statement by words or other conduct that, under the circumstances, amounts to an assertion that is false or erroneous (i.e., not in accordance with the facts); any statement made with conscious ignorance or a reckless disregard for the truth.

**negligence** – Breaching of a duty owed to another, which occurs because of a failure to conform to a requirement, and this failure has caused harm to another individual, which led to damages to this person(s);

failure to exercise the care toward others that a reasonable or prudent person would take in the circumstances, or taking actions that such a reasonable person would not.

***nolo contendere*** – No contest.

***plagiarism*** – False representation of another person’s idea, research, presentation, result, or product as one’s own through irresponsible citation, attribution, or paraphrasing; ethical misconduct does not include honest error or differences of opinion.

***publicly sanctioned*** – A formal disciplinary action of public record, excluding actions due to insufficient continuing education, checks returned for insufficient funds, or late payment of fees not resulting in unlicensed practice.

***reasonable or reasonably*** – Supported or justified by fact or circumstance and being in accordance with reason, fairness, duty, or prudence.

***self-report*** – A professional obligation of self-disclosure that requires (a) notifying ASHA Standards and Ethics and (b) mailing a hard copy of a certified document to ASHA Standards and Ethics (see term above). All self-reports are subject to a separate ASHA Certification review process, which, depending on the seriousness of the self-reported information, takes additional processing time.

***shall vs. may*** – Shall denotes no discretion; may denotes an allowance for discretion.

***support personnel*** – Those providing support to audiologists, speech-language pathologists, or speech, language, and hearing scientists (e.g., technician, paraprofessional, aide, or assistant in audiology, speech-language pathology, or communication sciences and disorders).

***telepractice, teletherapy*** – Application of telecommunications technology to the delivery of audiology and speech-language pathology professional services at a distance by linking clinician to client/patient or clinician to clinician for assessment, intervention, and/or consultation. The quality of the service should be equivalent to in-person service.

***written*** – Encompasses both electronic and hard-copy writings or communications.

## PRINCIPLE OF ETHICS I

Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities, and they shall treat animals involved in research in a humane manner.

## RULES OF ETHICS

- A. Individuals shall provide all clinical services and scientific activities competently.
- B. Individuals shall use every resource, including referral and/or interprofessional collaboration when appropriate, to ensure that quality service is provided.

- C. Individuals shall not discriminate in the delivery of professional services or in the conduct of research and scholarly activities on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect.
- D. Individuals shall not misrepresent the credentials of aides, assistants, technicians, support personnel, students, research interns, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services.
- E. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, support personnel, or any other persons only if those persons are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- F. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.
- G. Individuals who hold the Certificate of Clinical Competence may delegate to students tasks related to the provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- H. Individuals shall obtain informed consent from the persons they serve about the nature and possible risks and effects of services provided, technology employed, and products dispensed. This obligation also includes informing persons served about possible effects of not engaging in treatment or not following clinical recommendations. If diminished decision-making ability of persons served is suspected, individuals should seek appropriate authorization for services, such as authorization from a spouse, other family member, or legally authorized/appointed representative.
- I. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if participation is voluntary, without coercion, and with informed consent.
- J. Individuals shall accurately represent the intended purpose of a service, product, or research endeavor and shall abide by established guidelines for clinical practice and the responsible conduct of research.
- K. Individuals who hold the Certificate of Clinical Competence shall evaluate the effectiveness of services provided, technology employed, and products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.
- L. Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.
- M. Individuals who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.
- N. Individuals who hold the Certificate of Clinical Competence shall not provide clinical services solely by correspondence, but may provide services via telepractice consistent with professional standards and state and federal regulations.
- O. Individuals shall protect the confidentiality and security of records of professional services provided, research and scholarly activities conducted, and products dispensed. Access to these records shall be



allowed only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.

- P. Individuals shall protect the confidentiality of any professional or personal information about persons served professionally or participants involved in research and scholarly activities and may disclose confidential information only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.
- Q. Individuals shall maintain timely records and accurately record and bill for services provided and products dispensed and shall not misrepresent services provided, products dispensed, or research and scholarly activities conducted.
- R. Individuals whose professional practice is adversely affected by substance abuse, addiction, or other health-related conditions are impaired practitioners and shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.
- S. Individuals who have knowledge that a colleague is unable to provide professional services with reasonable skill and safety shall report this information to the appropriate authority, internally if a mechanism exists and, otherwise, externally.
- T. Individuals shall provide reasonable notice and information about alternatives for obtaining care in the event that they can no longer provide professional services.

## PRINCIPLE OF ETHICS II

Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.

## RULES OF ETHICS

- A. Individuals who hold the Certificate of Clinical Competence shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their certification status, education, training, and experience.
- B. Members who do not hold the Certificate of Clinical Competence may not engage in the provision of clinical services; however, individuals who are in the certification application process may engage in the provision of clinical services consistent with current local and state laws and regulations and with ASHA certification requirements.
- C. Individuals who engage in research shall comply with all institutional, state, and federal regulations that address any aspects of research, including those that involve human participants and animals.
- D. Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.
- E. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's certification status, competence, education, training, and experience.
- F. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct clinical activities that compromise the staff member's independent and objective professional judgment.

- G. Individuals shall make use of technology and instrumentation consistent with accepted professional guidelines in their areas of practice. When such technology is not available, an appropriate referral may be made.
- H. Individuals shall ensure that all technology and instrumentation used to provide services or to conduct research and scholarly activities are in proper working order and are properly calibrated.

### PRINCIPLE OF ETHICS III

Individuals shall honor their responsibility to the public when advocating for the unmet communication and swallowing needs of the public and shall provide accurate information involving any aspect of the professions.

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#### RULES OF ETHICS

- A. Individuals shall not misrepresent their credentials, competence, education, training, experience, and scholarly contributions.
- B. Individuals shall avoid engaging in conflicts of interest whereby personal, financial, or other considerations have the potential to influence or compromise professional judgment and objectivity.
- C. Individuals shall not misrepresent research and scholarly activities, diagnostic information, services provided, results of services provided, products dispensed, or the effects of products dispensed.
- D. Individuals shall not defraud through intent, ignorance, or negligence or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants and contracts for services provided, research conducted, or products dispensed.
- E. Individuals' statements to the public shall provide accurate and complete information about the nature and management of communication disorders, about the professions, about professional services, about products for sale, and about research and scholarly activities.
- F. Individuals' statements to the public shall adhere to prevailing professional norms and shall not contain misrepresentations when advertising, announcing, and promoting their professional services and products and when reporting research results.
- G. Individuals shall not knowingly make false financial or nonfinancial statements and shall complete all materials honestly and without omission.

### PRINCIPLE OF ETHICS IV

Individuals shall uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.

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#### RULES OF ETHICS

- A. Individuals shall work collaboratively, when appropriate, with members of one's own profession and/or members of other professions to deliver the highest quality of care.
- B. Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative mandate, referral source, or prescription prevents keeping the welfare of persons served paramount.

- C. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
- D. Individuals shall not engage in any form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
- E. Individuals shall not engage in dishonesty, negligence, fraud, deceit, or misrepresentation.
- F. Applicants for certification or membership, and individuals making disclosures, shall not knowingly make false statements and shall complete all application and disclosure materials honestly and without omission.
- G. Individuals shall not engage in any form of harassment, power abuse, or sexual harassment.
- H. Individuals shall not engage in sexual activities with individuals (other than a spouse or other individual with whom a prior consensual relationship exists) over whom they exercise professional authority or power, including persons receiving services, assistants, students, or research participants.
- I. Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.
- J. Individuals shall assign credit only to those who have contributed to a publication, presentation, process, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
- K. Individuals shall reference the source when using other persons' ideas, research, presentations, results, or products in written, oral, or any other media presentation or summary. To do otherwise constitutes plagiarism.
- L. Individuals shall not discriminate in their relationships with colleagues, assistants, students, support personnel, and members of other professions and disciplines on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, dialect, or socioeconomic status.
- M. Individuals with evidence that the Code of Ethics may have been violated have the responsibility to work collaboratively to resolve the situation where possible or to inform the Board of Ethics through its established procedures.
- N. Individuals shall report members of other professions who they know have violated standards of care to the appropriate professional licensing authority or board, other professional regulatory body, or professional association when such violation compromises the welfare of persons served and/or research participants.
- O. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation; the Code of Ethics shall not be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.
- P. Individuals making and responding to complaints shall comply fully with the policies of the Board of Ethics in its consideration, adjudication, and resolution of complaints of alleged violations of the Code of Ethics.
- Q. Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.
- R. Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice, research ethics, and the responsible conduct of research.
- S. Individuals who have been convicted; been found guilty; or entered a plea of guilty or nolo contendere to (1) any misdemeanor involving dishonesty, physical harm—or the threat of physical

harm—to the person or property of another, or (2) any felony, shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the conviction, plea, or finding of guilt. Individuals shall also provide a certified copy of the conviction, plea, nolo contendere record, or docket entry to ASHA Standards and Ethics within 30 days of self-reporting.

- T. Individuals who have been publicly sanctioned or denied a license or a professional credential by any professional association, professional licensing authority or board, or other professional regulatory body shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the final action or disposition. Individuals shall also provide a certified copy of the final action, sanction, or disposition to ASHA Standards and Ethics within 30 days of self-reporting.

# APPENDIX B: SCSD Student Contracts



## **Welcome to the School of Communication Science & Disorders!**

We are excited to welcome you to our FSU family! You are a member of a select group of people who have worked hard to get here. We look forward to working with you to attain the graduate education and professional goals you set for yourself.

Attached are a list of student responsibilities that are important for you to read and follow, as they will facilitate your success as a graduate student at FSU. Your signature on this document indicates that you understand these responsibilities and will abide by them. By following these guidelines, you will greatly enhance your opportunities for success.

Carla Wood, Ph.D., CCC-SLP, Program Director

Shannon Hall-Mills, Ph.D., CCC-SLP, Main Campus Graduate Program Director

Tricia Montgomery Ph.D., CCC-SLP, Director of Clinical Education

## SCSD Main Campus Student Responsibilities

### ***Global Responsibilities***

- \_\_\_\_\_ I will follow the ASHA Code of Ethics at all times and understand that ethical violations may result in my dismissal from the program.
- \_\_\_\_\_ I will demonstrate professional behavior in all aspects of my interactions with SCSD faculty, staff, peers, and off-campus supervisors.
- \_\_\_\_\_ I will adhere to academic and clinical deadlines.
- \_\_\_\_\_ I understand that the faculty strongly recommends I join the national NSSLHA organization, as it represents the first step in affiliating with others in my future profession. It also will afford me a significant discount for joining ASHA when I complete my graduate program.

### ***Academic & Advising Responsibilities***

- \_\_\_\_\_ I will attend all scheduled advising meetings and provide documentation as requested.
- \_\_\_\_\_ I will work to become eligible for future ASHA certification as a speech-language pathologist by (1) earning passing grades in courses and practicum, and (2) demonstrating acquisition of necessary knowledge and skills (KASA competencies). I understand that I will not be eligible for certification if I am unable to meet **both** grade and KASA competency expectations.
- \_\_\_\_\_ I will use the student website, "*TALLAHASSEE CAMPUS GRAD STUDENTS*" as my first step in answering program questions. It has important information about my program (e.g., the Graduate and Clinic Handbooks, program requirements, information on internships, etc.) and most questions can be answered by searching the site.
- \_\_\_\_\_ I will check class, clinic, and the graduate student course sites on a regular (i.e., weekly) basis for program announcements. Additionally, I will refer to the Graduate and Clinic Handbooks for guidance on policies and procedures.
- \_\_\_\_\_ I will enroll in classes on time following directions given in advising meetings and posted on the Canvas Grad Student site.
- \_\_\_\_\_ I will use the book lists posted on the Canvas site as well as the College web site in order to buy my books in advance of the semester. I understand that graduate study depends heavily on textbook/journal material in addition to lecture content and that my grades will suffer if I do not have **and** use these materials.
- \_\_\_\_\_ I will turn in assignments by their deadlines. I understand that falling behind on academic and clinical work reflects negatively on my professionalism and will be costly to my final grade and may jeopardize my status in the program.
- \_\_\_\_\_ I am aware that taking an Incomplete in a course is an option in only the most extenuating circumstances, and that FSU's university-wide grading policy states (1) Incompletes can only be used if I am already in good academic standing in the course/clinic, and (2) that extension of an Incomplete beyond one semester may result in academic suspension.

\_\_\_\_\_ If my academic/clinical performance is found to be in question, I will participate in any required meetings to discuss my performance.

### ***Communication Responsibilities***

\_\_\_\_\_ I will use my FSU email address to communicate with faculty and staff and will sign my emails.

\_\_\_\_\_ If I am having difficulty problem-solving an interaction with an instructor, client, or peer, I will first talk with that individual and state my frustration or confusion. I will attempt to resolve the problem with that person first; only when the issue cannot be resolved will I go to that person's direct supervisor. I recognize that it is also inappropriate to discuss my frustrations with other instructors/supervisors/students.

\_\_\_\_\_ I am sensitive to the fact that faculty have responsibilities other than my enrollment in their classes and/or on their clinical teams. I will attempt to set appointments during their office hours, use email whenever possible (and will be patient for responses), and communicate with them as soon as issues arise.

### ***Clinical Responsibilities***

\_\_\_\_\_ I will follow HIPAA regulations at all times and am aware that sanctions will be imposed for any violations. These sanctions range from written reprimand to dismissal from the graduate program.

\_\_\_\_\_ I will keep my health and liability insurances up to date and am responsible for providing this information annually to the School. I understand that my practicum placements depend on having current information on file.

\_\_\_\_\_ I will complete any security clearances and health clearances required by my practicum placements and will provide evidence of these clearances as required. I understand that there typically are fees associated with obtaining clearances and that these fees are my financial responsibility.

\_\_\_\_\_ I will enter my clock hours into the CALIPSO database accurately and on a weekly basis, so that practicum placement and academic advising decisions can be made with accurate information.

\_\_\_\_\_ I will purchase and maintain required equipment as specified by the Supplies list distributed prior to orientation, including a metal FSU name badge.

\_\_\_\_\_ I agree to follow all timelines and requests for information regarding practicum placements, as I understand that successfully obtaining and completing these placements is a joint responsibility between me, the supervisor(s), sites, Director of Clinical Education, and the Advising team.

**I have read and agree to abide by this list of expectations/responsibilities.**

\_\_\_\_\_  
**Student First & Last Name (printed)**

**Student Signature** \_\_\_\_\_

**Date** \_\_\_\_\_





## **Welcome to the School of Communication Science & Disorders!**

We are excited to welcome you to our FSU family! You are a member of a select group of people who have worked hard to get here. We look forward to working with you to attain the graduate education and professional goals you set for yourself.

Attached is a list of student responsibilities that are important for you to read and follow, as they will facilitate your success as a graduate student at FSU. Your signature on this document indicates that you understand these responsibilities and will abide by them. By following these guidelines, you will greatly enhance your opportunities for success.

Carla Wood, Ph.D., CCC-SLP, Program Director

Tricia Montgomery Ph.D., CCC-SLP, Director of Clinical Education

Kaitlin Lansford, Ph.D, Distance Learning Graduate Program Academic Advisor

Jinger S Deason, Distance Learning Graduate Program Coordinator

## SCSD Distance Learning Student Responsibilities

### ***Global Responsibilities***

- \_\_\_\_\_ I will follow the ASHA Code of Ethics at all times and understand that ethical violations may result in my dismissal from the program.
- \_\_\_\_\_ I will demonstrate professional behavior in all aspects of my interactions with SCSD faculty, staff, peers, and off-campus supervisors.
- \_\_\_\_\_ I will adhere to academic and clinical deadlines.
- \_\_\_\_\_ I understand that the faculty strongly recommends I join the national NSSLHA organization, as it represents the first step in affiliating with others in my future profession. It also will afford me a significant discount for joining ASHA when I complete my graduate program.

### ***Academic & Advising Responsibilities***

- \_\_\_\_\_ I will attend all scheduled advising meetings and provide documentation as requested.
- \_\_\_\_\_ I will work to become eligible for future ASHA certification as a speech-language pathologist by (1) earning passing grades in courses and practicum, and (2) demonstrating acquisition of necessary knowledge and skills (KASA competencies). I understand that I will not be eligible for certification if I am unable to meet **both** grade and KASA competency expectations.
- \_\_\_\_\_ I will use the student website, "*DISTANCE LEARNING GRAD STUDENTS*" as my first step in answering program questions. It has important information about my program (e.g., the Graduate and Clinic Handbooks, program requirements, information on internships, etc.) and most questions can be answered by searching the site.
- \_\_\_\_\_ I will check class and the graduate student web sites on a regular (i.e., weekly) basis for program announcements. Additionally, I will refer to the Graduate and Clinic Handbooks for guidance on policies and procedures.
- \_\_\_\_\_ I will enroll in classes on time following directions given in advising meetings and posted on the Canvas Grad Student site.
- \_\_\_\_\_ I will use the book lists posted on the Canvas site as well as the College web site in order to buy my books in advance of the semester. I understand that graduate study depends heavily on textbook/journal material in addition to lecture content and that my grades will suffer if I do not have **and** use these materials.
- \_\_\_\_\_ I will turn in assignments by their deadlines. I understand that falling behind on academic and clinical work reflects negatively on my professionalism and will be costly to my final grade and may jeopardize my status in the program.
- \_\_\_\_\_ I am aware that taking an Incomplete in a course is an option in only the most extenuating circumstances, and that FSU's university-wide grading policy states (1) Incompletes can only be used if I am already in good

academic standing in the course/clinic, and (2) that extension of an Incomplete beyond one semester may result in academic suspension.

\_\_\_\_\_ If my academic/clinical performance is found to be in question, I will participate in any required meetings to discuss my performance.

### ***Communication Responsibilities***

\_\_\_\_\_ I will use my FSU email address to communicate with faculty and staff and will sign my emails.

\_\_\_\_\_ If I am having difficulty problem-solving an interaction with an instructor, client, or peer, I will first talk with that individual and state my frustration or confusion. I will attempt to resolve the problem with that person first; only when the issue cannot be resolved will I go to that person's direct supervisor. I recognize that it is also inappropriate to discuss my frustrations with other instructors/supervisors/students.

\_\_\_\_\_ I am sensitive to the fact that faculty have responsibilities other than my enrollment in their classes. I will attempt to set appointments during their office hours, use email whenever possible (and will be patient for responses), and communicate with them as soon as issues arise.

### ***Clinical Responsibilities***

\_\_\_\_\_ I will follow HIPAA regulations at all times and am aware that sanctions will be imposed for any violations. These sanctions range from written reprimand to dismissal from the graduate program.

\_\_\_\_\_ I will keep my health and liability insurances up to date and am responsible for providing this information annually to the School. I understand that my practicum placements depend on having current information on file.

\_\_\_\_\_ I will complete any security clearances and health clearances required by my practicum placements and will provide evidence of these clearances as required. I understand that there typically are fees associated with obtaining clearances and that these fees are my financial responsibility.

\_\_\_\_\_ I will enter my clock hours into the CALIPSO database accurately and on a weekly basis, so that practicum placement and academic advising decisions can be made with accurate information.

\_\_\_\_\_ I will purchase and maintain required equipment as specified by the Supplies list distributed prior to orientation, including a metal FSU name badge.

\_\_\_\_\_ I agree to follow all timelines and requests for information regarding practicum placements, as I understand that successfully obtaining and completing these placements is a joint responsibility between me, the supervisor(s), sites, Director of Clinical Education, and the Advising team.

\_\_\_\_\_ I am aware there are many factors that impact the availability of clinical placement opportunities throughout Florida. Counties with limited placements vary from term to term and are unpredictable more than 2 semesters out. I am also aware that if my area is limited in the clinical opportunities needed to earn the experiences and clock hours required for graduation, I may, though rare, need to extend my time in this program beyond the standard three years.

**I have read and agree to abide by this list of expectations/responsibilities.**

\_\_\_\_\_  
**Student First & Last Name (printed)**

**Student Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

# APPENDIX C: SCSD Program of Study

**TLH Master's Program of Study Timeline 2024-2026**  
**6 Semester Progression**

Year 1 Semester	1: Fall	Cr	2: Spring	Cr	3: Summer	Cr
Required Academic courses		3	5401: Communication Intervention: Infants and Preschoolers	3	SPA 5646 Deaf and Hard of Hearing	3
	6231: Seminar in Neuropathologies - Aphasia		5254: Acquired Neurolinguistic and Cognitive Disorders	3	5565: Dysphagia	3
	SPA 5204: Artic and phonology	3	5462: Developmental Communication Disorders: School-Age Issues	3	SPA 6930r. Seminar in Special Topics (Multicultural Issues)	1
Required Professional/Clinical Courses	SPA 5055: Professional Tools 1	1			SPA 5055: Professional Tools 2	1
	5553: Seminar in Clinical Differential Diagnosis	2				
Practicum	5941: Beg. SPCH Practicum	1	5941: Beg. SPCH Practicum	1	5505: Adv. Clinical Practicum	1
	5526L Child Diagnostics, SPA 5528L Adult Diagnostics OR 5305L: Measurement & Management of Hearing	1	5526L Child Diagnostics, SPA 5528L Adult Diagnostics OR 5305L: Measurement & Management of Hearing	1	5526L Child Diagnostics, SPA 5528L Adult Diagnostics OR 5305L: Measurement & Management of Hearing	1
<b>Total:</b>		<b>11</b>		<b>11</b>		<b>7</b>

Year 2 Semester	4: Fall	Cr	5: Spring	Cr	6: Summer	Cr
Required Academic courses	5230: Motor Speech Disorders	3	5211: Voice disorders	3		
	5225: Stuttering	3	5432: Autism and Severe Communicative Disabilities	3		
	5559: Augmentative Comm. Systems	3	5554: Counseling	3		
Required Professional/Clinical Courses	5055: Professional Tools 3	1				
Practicum	5942r: Community Clinical Practicum	2	5942r: Community Clinical Practicum	2	5944, Internship - Full time placement, outside of Tallahassee	6
<b>Total:</b>		<b>12</b>		<b>11</b>		<b>6</b>

**SUMMARY OF GRADUATION REQUIREMENTS**

Required Academic Courses = 40 cr

Clinical/Professional Coursework (5055 1, 2, 3, 5553) = 5 cr

Clinical Practica Courses = 16 cr

Total = 61 cr

+ 400 clock hours (includes 25 observation hours)

+ Passing comprehensive exams (Last spring term)

**Proposed PILOT PROGRAM for 2024: TLH Master's Program of Study Timeline 2024-2026**  
**5 Semester Progression**

Year 1 Semester	1: Fall	Cr	2: Spring	Cr	3: Summer	Cr
Required Academic courses		3	5401: Communication Intervention: Infants and Preschoolers	3	SPA 5646 Deaf and Hard of Hearing	3
	6231: Seminar in Neuropathologies - Aphasia		5254: Acquired Neurolinguistic and Cognitive Disorders	3	5565: Dysphagia	3
	SPA 5204: Artic and phonology	3	5462: Developmental Communication Disorders: School-Age Issues	3	SPA 6930r. Seminar in Special Topics (Multicultural Issues)	1
Required Professional/Clinical Courses	SPA 5055: Professional Tools 1	1			SPA 5055: Professional Tools 2	1
	5553: Seminar in Clinical Differential Diagnosis	2				
Practicum	5941: Beg. SPCH Practicum	2	5941: Beg. SPCH Practicum	2	5505: Adv. Clinical Practicum	3
	5526L Child Diagnostics, SPA 5528L Adult Diagnostics OR 5305L: Measurement & Management of Hearing	1	5526L Child Diagnostics, SPA 5528L Adult Diagnostics OR 5305L: Measurement & Management of Hearing	1	5526L Child Diagnostics, SPA 5528L Adult Diagnostics OR 5305L: Measurement & Management of Hearing	1
<b>Total:</b>		<b>12</b>		<b>12</b>		<b>12</b>

*\*5526L/5305L - take in either fall or spring; need 2 credits of 5526L AND 1 cr. 5305L to graduate*

Year 2 Semester	4: Fall	Cr	5: Spring	Cr	6: Summer	Cr
Required Academic courses	5230: Motor Speech Disorders	3	5211: Voice disorders	3	<b>NOTE: If 375 clock hours are not earned by the end of spring, student will be required to enroll in SPA5944 Internship to complete clock hour requirement</b>	
	5225: Stuttering	3	5432: Autism and Severe Communicative Disabilities	3		
	5559: Augmentative Comm. Systems	3	5554: Counseling	3		
Required Professional/Clinical Courses	5055: Professional Tools 3	1				
Practicum	5942r: Community Clinical Practicum	3	5942r: Community Clinical Practicum	3		
<b>Total:</b>		<b>13</b>		<b>12</b>		

**SUMMARY OF GRADUATION REQUIREMENTS**

Required Academic Courses = 40 cr

Clinical/Professional Coursework (5055 1, 2, 3, 5553) = 5 cr

Clinical Practica Courses = 16 cr

Total = 61 cr

+ 400 clock hours (includes 25 observation hours)

+ Passing comprehensive exams (Last spring term)

### DL Master's Program of Study Timeline 2024-2027

Year 1 Semester	1: Fall	Cr	2: Spring	Cr	3: Summer	Cr
Required Academic courses	SPA 5204: Articulation and Phonology Disorders	3	SPA 5462: School Aged Issues	3	SPA 5432: Autism	3
	6231: Seminar in Neuropathologies - Aphasia	3	SPA 5401: Communication Intervention for Infants & Preschoolers	3		
Required Professional/Clinical Courses			SPA 5055: Professional Tools 1 (Ethics & Professional Issues)	1	SPA 5553: Seminar in Clinical Differential Diagnosis	2
Practicum					SPA 5941: Beginning Speech-Language Practicum: (Pediatrics/School-age)	2
<b>Total:</b>		<b>6</b>		<b>7</b>		<b>7</b>

Year 2 Semester	4: Fall	Cr	5: Spring	Cr	6: Summer	Cr
Required Academic courses	SPA 5211: Voice	3	SPA 5254: Acquired Neurolinguistic and Cognitive Disorders	3	SPA5554: Counseling	3
	SPA 5225: Fluency	3			SPA 5565: Dysphagia	3
Required Professional/Clinical Courses			SPA 5055: Professional Tools 2 (Research Requirement)		SPA 6930r. Seminar in Special Topics (Multicultural Issues)	1
Practicum	SPA 5526L: Child Dx Lab	1	SPA 5528L: Adult Diagnostics Lab	1		
	SPA 5505: Advanced Clinical Practicum: (Public School/Pediatrics/School-age)*	1	SPA 5505: Advanced Clinical Practicum: (Public School/Pediatrics/School-age)*	2	SPA 5942: Community Practicum: (Adult /Geriatric Skilled Nursing Facility/Long Term Care)	1
<b>Total:</b>		<b>8</b>		<b>7</b>		<b>8</b>

Year 3 Semester	7: Fall	Cr	8: Spring	Cr	9: Summer	Cr
Required Academic courses	SPA 5559: AAC	3	SPA 5646 Deaf and Hard of Hearing	3	SPA 5944: Internship (Full time/40 hours per week on site)	6
	SPA 5230: Motor Speech Disorders	3				
Required Professional/Clinical Courses	SPA 5055: Professional Tools 3 (Ethics & Preparing for Employment)	1				
Practicum	SPA 5942: Clinical Practicum: (Adult /Geriatric Skilled Nursing Facility/Long Term Care)*	1	SPA 5942: Clinical Practicum (Any setting needed to fulfill Big 9 and Age Span requirements)*	2		
			SPA 5305L: Measurement and Management of Hearing	1		
<b>Total:</b>		<b>8</b>		<b>6</b>		<b>6</b>

#### **SUMMARY OF GRADUATION REQUIREMENTS**

**Required Academic Courses** = 40 cr

**Clinical/Professional Coursework** (5055 1, 2, 3, 5553) = 5 cr

**Clinical Practica Courses** = 16 cr (18 cr offered, must enroll in 6 credits for Internship, \*IF clock hours are on track, can opt out of up to 2 credits of practicum with approval in semesters 4, 5, 6, 7 or 8)

**Total** = 61 cr

**+ 400 clock hours (includes 25 observation hours)**

**+ Passing comprehensive exams (Last spring term)**



### DL Master's Program of Study Timeline 2024-2027

Year 1 Semester	1: Fall	Cr	2: Spring	Cr	3: Summer	Cr
Required Academic courses	SPA 5204: Articulation and Phonology Disorders	3	SPA 5462: School Aged Issues	3	SPA 5432: Autism	3
	6231: Seminar in Neuropathologies - Aphasia	3	SPA 5401: Communication Intervention for Infants & Preschoolers	3		
Required Professional/Clinical Courses	SPA 5553: Seminar in Clinical Differential Diagnosis	2	SPA 5055: Professional Tools 1 (Ethics & Professional Issues)	1		
Practicum			SPA 5528L: Adult Diagnostics Lab	1	SPA 5526L: Child Dx Lab	1
					SPA 5941: Beginning Speech-Language Practicum: (Pediatrics/School-age)	3
Total:		8		8		7

Year 2 Semester	4: Fall	Cr	5: Spring	Cr	6: Summer	Cr
Required Academic courses	SPA 5211: Voice	3	SPA 5254: Acquired Neurolinguistic and Cognitive Disorders	3	SPA5554: Counseling	3
	SPA 5225: Fluency	3			SPA 5565: Dysphagia	3
Required Professional/Clinical Courses			SPA 5055: Professional Tools 2 (Research Requirement)	1	SPA 6930r. Seminar in Special Topics (Multicultural Issues)	1
Practicum	SPA 5505: Advanced Clinical Practicum: (Public School/Pediatrics/School-age)*	2	SPA 5505: Advanced Clinical Practicum: (Public School/Pediatrics/School-age)*	3	SPA 5942: Community Practicum: (Adult /Geriatric Skilled Nursing Facility/Long Term Care)	1
Total:		8		7		8

Year 3 Semester	7: Fall	Cr	8: Spring	Cr	9: Summer	Cr
Required Academic courses	SPA 5559: AAC	3	SPA 5646 Deaf and Hard of Hearing	3		
	SPA 5230: Motor Speech Disorders	3				
Required Professional/Clinical Courses			SPA 5055: Professional Tools 3 (Ethics & Preparing for Employment)	1		
Practicum	SPA 5942: Clinical Practicum: (Adult /Geriatric Skilled Nursing Facility/Long Term Care)*	2	SPA 5942: Clinical Practicum (Any setting needed to fulfill Big 9 and Age Span requirements)*	2		
			SPA 5305L: Measurement and Management of Hearing	1		
Total:		8		8		

<b>SUMMARY OF GRADUATION REQUIREMENTS</b>
Required Academic Courses = 40 cr
Clinical/Professional Coursework (5055 1, 2, 3, 5553) = 5 cr
Clinical Practica Courses = 16 cr
Total = 61 cr
375 clock hours (+ 25 guided observation hours)
+ Passing comprehensive exams (Last spring term)