

OKLAHOMA STATE UNIVERSITY

Graduate Student Manual

Department of Communication Sciences
and Disorders

2024-2025



Disclaimer

The material in this handbook supplements university academic regulations for students and faculty connected with the Department of Communication Sciences and Disorders graduate program. These requirements, academic standards, and procedures apply when duly published by the Department of Communication Sciences and Disorders. The Oklahoma State University Catalog also contains information on the university's rules, regulations, and procedures, College of Arts and Sciences, and the Graduate College. In the event that anything described in this document conflicts with a University or College rule, those rules will take precedence.

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I. INTRODUCTION

Welcome to Oklahoma State University. We are happy to have you as a graduate student in the Department of Communication Sciences and Disorders (CDIS). We hope that you will find your studies challenging and rewarding. This manual is intended to acquaint you with some of the procedures of the CDIS Department, the Graduate College, and the University.

Periodically throughout your graduate program, meetings will be scheduled to help familiarize you with various departmental procedures (e.g., orientation meeting at the beginning of your graduate program, etc.). However, any time you have questions or concerns, please feel free to talk to the Graduate Advisor or any other appropriate faculty member.

The Master of Science (M.S.) educational program in speech-language pathology at Oklahoma 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.

Our graduate program is a full-time residential program that is typically completed in five semesters. All graduate students are expected to be available to attend coursework and/or practicum Monday through Friday.

Fairness Statement

Oklahoma State University includes the values of honesty, respect, responsibility, fairness, and courage. We believe these fundamental values are the cornerstone of academic integrity.

Wellness Statement

The mission of Oklahoma State University is to provide opportunities that foster community, lifelong learning and wellness. The vision is to be the standard of excellence, leading the campus, state and nation through collaboration, engagement and service to grow and develop the OSU community.

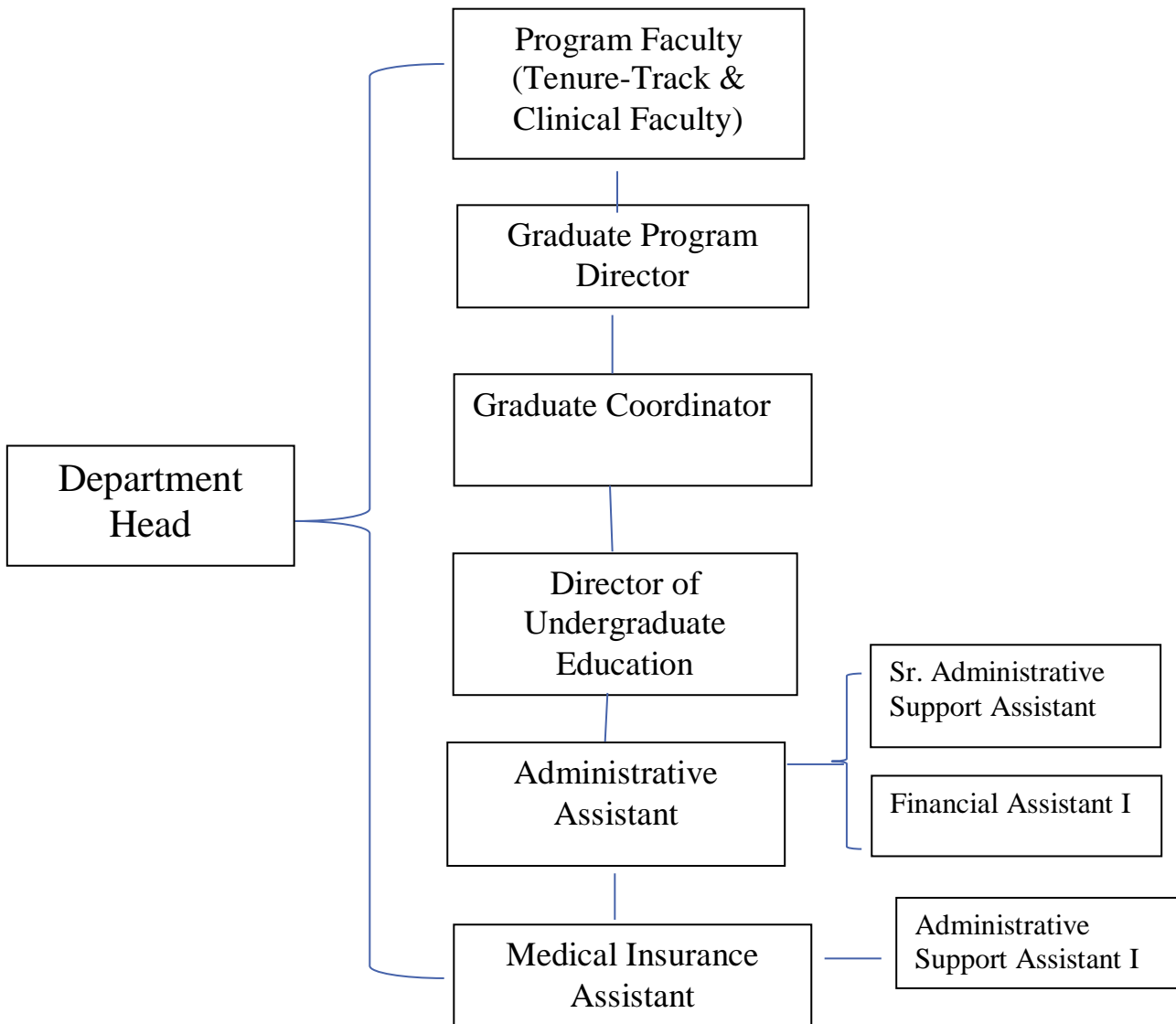
A. GOALS OF MASTER'S PROGRAM IN CDIS

- 1. Understand the normal processes of speech, language, and hearing development throughout life and across cultural/ethnic groups.**
- 2. Understand the nature of common communication disorders and how they affect the learning process.**
- 3. Understand the basic treatment philosophies for communication disorders and implement them.**
- 4. Analyze (diagnose) the nature of a communication disorder and develop appropriate remediation procedures.**
- 5. Be aware of the professional issues that impact the practice of speech-language pathology.**
- 6. Be aware of the socioeconomic/cultural forces which impact the delivery of speech-language pathology services.**

7. Be able to support his/her point of view with a theoretical and/or data-based rationale.
8. Be aware of current materials, equipment, programs, and evaluation procedures available for use with persons with communications disorders.
9. Be proficient in communication with other professionals in verbal and written form.
10. Be effective in working with family members, caregivers, and other professionals involved with communicatively disordered clients.
11. Be involved in educating the public to prevent communication disorders.
12. Be aware of and abide by ethical professional practices.
13. Become critical readers and/or participants in research related to communication and/or communication disorders.

B. Organizational Chart

The daily functions of the Department of Communication Sciences and Disorders are carried out through the hard work of many individuals. The organizational chart below provides an overview of the major areas.



C. Department Administration

Department Head

Dr. Ramesh Kaipa is the Head of the Department of Communication Sciences and Disorders. He is responsible for the daily functioning of the department and oversees all the administrative and curricular aspects of the program. If you have questions, you are encouraged to contact him. If you want to meet with Dr. Kaipa, you may make an appointment with his Administrative Assistant. His office is located at 026B Social Sciences and Humanities.

Graduate Program Director

Dr. Sabiha Parveen is the Graduate Program Director. She is responsible for ensuring that the department adheres to all ASHA standards as well as Graduate College standards. If you have questions regarding the program and cannot meet with the Graduate Advisor, you may speak or email Dr. Parveen directly. Her office is located at 016 Social Sciences and Humanities.

Clinic Manager

Mrs. Kristi Carpenter is the Clinic Manager. She is responsible for ensuring that all graduate students complete the clinical practicum in adherence to the ASHA Code of Ethics. If you have any questions regarding your clinical assignments and/or coursework, you may contact Mrs. Carpenter either in person or via email. Her office is located at 041 Social Sciences and Humanities.

D. Office Staff

Our hardworking office staff carries out the daily operations of our department. You will come to know them as well as your graduate coordinator/advisor, course instructors, and peers. They are happy to assist you as necessary, but please remember that they are responsible for many unseen tasks that ensure that our department runs smoothly. The responsibilities of each are as follows:

Administrative Assistant

Ms. Melody Cox serves as the Assistant to the Department Head and supervises all office staff. Some of her duties of specific interest to graduate students include checking out keys, petitions to be presented at faculty meetings, research subject reimbursement, departmental payroll, all HR process for new employees, students, faculty staff, office space/upgrades, coordination of Facilities Management work orders, coordination of course evaluation forms, and maintenance of OSU foundation accounts

Senior Administrative Support Assistant

Ms. Melody (Mel) Ladd is the individual in this position who is responsible for ordering textbooks, handling questions and problems with the photocopying machines, reserving rooms, handling repairs on office equipment and office space, and processing mail. She also provides clerical services for faculty members and graduate teaching assistants in our department.

Financial Assistant

Ms. Kerry Canada serves as the bookkeeper of Department accounts, including the Departmental budget, travel requests, reimbursements, research participant payments,

P-Card accounts, and client billing.

Clinic Office Supervisor and Medical Billing Specialist

Ms. Errin Hanshew serves as the supervisor of the clinic office and medical billing specialist. She is responsible for billing and filing insurance claims for clients receiving audiological and speech-language services at the OSU Speech-Language-Hearing clinic. In addition, she supervises the clinic staff, and is responsible for outreach for the Audiology clinic.

Clinic Receptionist

Ms. Brooke Grossman currently serves as the OSU Speech-Language-Hearing Clinic's receptionist. She is the first point of contact for all our patients as they check in to our clinic. She is also responsible for scheduling patients for the clinic.

E. Academic Advisors

Graduate Advisor

Ms. Kristi Carpenter advises and serves as a resource for all graduate and leveling students in the Department. She provides all orientation materials and arranges the orientation program for new students. The Academic Advisor assists graduate students with enrollment, Plans of Study, graduation checklists and maintains the graduate student personnel files. Additionally, she functions as a support center for the students and is readily available to meet with students as needed. She also supervises clients at the clinic. Her office is located at 041 Social Sciences and Humanities.

Director of Undergraduate Education in CDIS

Dr. Valerie Freeman serves as the Director of Undergraduate Education in CDIS. She works with the CDIS undergraduate advisors (both in Stillwater and Tulsa) to facilitate advising services, monitors the CDIS certificate and the minor's program, and works with the curriculum committee to make sure the undergraduate program reflects the needs of trends in the profession. Her office is located at 007 Social Sciences and Humanities.

Undergraduate Advisor

Ms. Leslie Baldwin is a full-time undergraduate advisor assisting all undergraduate students in the department with enrollment and graduation, and instructor assignments. Her office is located at 003 Social Sciences and Humanities.

F. Staff Directory

Name:	Phone:	Room/Lab:
Ashley, Lisa	4-8943	004
Baldwin, Leslie	4-8009	003
Canada, Kerry	4-8922	042
Carpenter, Kristi	4-8939	043
Courouveau, Tori	4-8946	006
Cox, Melody	4-8938	026
Freeman, Valerie	4-2996	007/022

Hanshew, Errin	4-8945	014
Harris, Mandie	4-7952	002
Hennen, Caryl	4-8947	009
Kaipa, Ramesh	4-7226	026/014
Kaipa, Roha	4-7956	017/072
Kraybill, Brooke	4-6021	042
Ladd, Melody	4-7515	042
Shenbagavalli, Mahalingam		
Norton, Sherri	4-8942	001
Parveen, Sabiha	4-5116	016/023
Richtsmeier, Peter	4-8030	018/020
Taylor, Rachelle	4-7840	005
Tetnowski, John	4-9638	011/013
Zhang, Yu	4-4838	019/021

Other Important Numbers

Other Offices/Rooms:	Phone:	Office:
Audiology Clinic	4-8937	073
Stillwater Clinic Fax	4-8070	042
Administrative Assist Fax	4-1694	026A

Tulsa Faculty and Staff

Name:	Phone:	Office:
OSU Tulsa Clinic Main Number	918-594-8573	NH 391
Whitehead, Megan	918-594-8199	NH 370
Faculty Office	918-594-8325	NH 372
Tulsa Clinic Fax	918-594-8113	NH 391
Faculty Office	918-594-8473	NH 372

II. Academic Program in Communication Sciences and Disorders

A. Admission Requirements and Program Components

Students who have a bachelor's degree from an accredited college or university and wish to pursue a master's degree in communication sciences and disorders at OSU may apply for admission to graduate college. We require that you have taken undergraduate courses in Speech Science and Neural Anatomy and Physiology before starting the graduate program at OSU. It is not necessary to have an undergraduate degree in communication sciences and disorders to pursue a master's degree; however, prerequisite course work must be completed before admission to the graduate program is considered. Students with an undergraduate degree in a discipline other than communication sciences and disorders should apply to the graduate school to complete the "Communication Sciences and Disorders Certificate Program" as a "Special Student (Non-Degree Seeking)" on the Graduate College website by visiting <https://gradcollege.okstate.edu/apply/>. Students must also complete undergraduate

coursework required by ASHA in Physical Science, Statistics, Biological Science, and Social Science to be eligible to apply to our graduate program.

The Communications Sciences and Disorders certificate is designed for students interested in applying to a graduate program in Speech-Language Pathology or Audiology. After completing a bachelor's degree and the Communications Sciences and Disorders certificate, students will fulfill the leveling requirements needed for most Speech-Language Pathology and/or Audiology graduate programs and complete the basic science requirements that the American Speech-Language-Hearing Association mandates.

The current recommended admission requirement is a 3.1 GPA or higher in the undergraduate major.

All persons for whom English is a second language are required to present proof of English competency as a condition of admission to graduate study at OSU. A waiver can be obtained for this requirement by students who have completed a baccalaureate or graduate degree from an accredited institution of higher learning, at which English is the primary language of instruction, located in a country in which English is a recognized primary language.

Proof of English competency can include an official TOEFL, PTE Academic or IELTS (academic stream) score. Scores must be from an examination taken within the last two years. Minimum requirements are TOEFL 79 iBT, 53 PTE Academic or 6.5 IELTS academic stream.

Evidence of English proficiency and a Financial Guarantee (Confirmation of Financial Resources) is required for applicants expecting to be F1 or J1 visa holders prior to our being able to send an I-20 or DS-2019 to applicants admitted. However, applicants who present a TOEFL score of at least 61 iBT, but less than 79 iBT (or an IELTS academic stream score of 6.0) and who demonstrate unusual academic promise may be admitted on conditional status upon petition to the Graduate College by the graduate program. For more information, please refer to <https://gradcollege.okstate.edu/prospective-students/international-students/english-proficiency.html>

Additional Graduate College Requirements

- Students who score at least 42 on the combined Reading and Listening portions of the internet based TOEFL, with a score of at least 20 in each section, are not required to enroll in any remedial coursework.
- Students who score less than this on the Reading and Listening portions of the internet based TOEFL (irrespective of the score on the Written portion) are required to enroll in ENGL 0003 during their first semester. ENGL 0003 carries a grade of S/U and may not be used toward minimum degree requirements. Students must enroll in ENGL 0003 each semester until a grade of S is earned.
- Students who score at or above the minimum score(s) on the Reading and Listening portion of the internet based TOEFL, but less than 22 on the Writing portion, are required to enroll in ENGL 4893* at some point in their studies. ENGL 4893* carries graduate credit and may be used toward minimum degree requirements; a grade of C or better in this course is required. Both ENGL 0003

and ENGL 4893*, as applicable, must be listed on the student's Plan of Study.

Alternatively, an official IELTS, academic stream, examination with a minimum overall band score of 6.5 will satisfy the English proficiency requirements for admission to a graduate program. Either examination must have been taken within the last two years. Graduate College requirements differ for students who have completed the IELTS, or the paper based TOEFL. "To ensure that graduate students are sufficiently skilled at written English, the Test of English Language Proficiency (TELP) is required for all graduate students who took the IELTS, or paper based (PBT) TOEFL test. The TELP must be taken before the student's first-semester enrollment." For further information, please refer to the <https://gradcollege.okstate.edu/application-process/>

However, a waiver of the TELP requirement can be granted to a student who has:

- achieved on the TOEFL a score of 250 CBT/600 PBT or higher and a score of 5.0 or higher on the Test of Written English (TWE) or Essay, or
- achieved an IELTS, academic stream, overall band score of 6.5 or higher on each of the band scores for Listening, Reading, and Writing

A score of 70 on both portions of the TELP is considered passing. Students who score less than 70 on the Listening/Dictation portion of the TELP (irrespective of the score on the writing portion) are required to enroll in ENGL 0003 during their first semester. ENGL 0003 carries a grade of S/U and may not be used toward minimum degree requirements. Students must enroll in ENGL 0003 each semester until a grade of S is earned. Students who score at least 70 on the Listening/Dictation portion of the TELP, but less than 70 on the Writing portion, are required to enroll in ENGL 4893 at some point in their studies. ENGL 4893 carries graduate credit and may be used toward minimum degree requirements; a grade of C or better in this course is required. Both ENGL 0003 and ENGL 4893, as applicable, must be listed on the student's Plan of Study and become part of the degree completion requirements.

See Appendix N for Policy on students who speak English with accent, nonstandard dialects and/or who present with communication deficit(s).

Spoken English Proficiency Requirements for Seeking Employment at OSU
OSU policy requires all non-native speakers to demonstrate an acceptable level of spoken English before being employed in a related instructional capacity, including laboratory assignments. Graduate students who serve only as laboratory assistants (e.g., setting up and/or maintaining equipment) are not required to comply with the provisions of this section.

Those students who do not meet the recommended requirements outlined above may be admitted on a provisional basis, probation admission, or conditional admission. For further explanation regarding provisional, probation, or conditional admission, please refer to the university catalog at <http://catalog.okstate.edu/>.

B. Enrollment Procedures

You should speak with the Graduate Advisor to enroll each semester. Enrollment may be completed during the pre-enrollment period or during the week before classes begin.

If you enroll for the first time at OSU, the Graduate Advisor needs to clear you for enrollment on the university system. Then you may either enroll in person by going to your Graduate Advisor or online at <http://prodosu.okstate.edu/>.

C. Academic Accommodations for Students with Disabilities

Oklahoma State University and the Department of Communication Disorders support students with disabilities. Students with disabilities must contact Student Accessibility Services (SAS). See the contact information below.

Procedures to receive academic accommodations:

1. Students must complete a Service Request Form (SRF) to initiate their requests, which should be done before or at the beginning of the semester to help ensure timely provision of necessary accommodations.
2. Services must be requested by the student each semester.
3. Students must also identify themselves with their instructors to facilitate the implementation of the identified classroom accommodations. Appropriate accommodation can only be provided once the faculty member is aware of the student's disabilities.
4. Consultation among the student, his/her instructor(s), and the Coordinator of Student Disability Services may be necessary for some accommodation.

Each student is encouraged to act as his/her advocate and has the primary responsibility for securing assistance. Early and regular contact with SAS will help ensure the timely identification and provision of services and accommodations.

To refer to the full policy, go to <https://accessibility.okstate.edu/about/>

Contact Info

Student Accessibility Services
1514 W. Hall of Fame
Oklahoma State University
Stillwater, OK 74078
(405) 744-7116 (Voice/TTY)
(405) 744-1143 (FAX)

D. Plan of Study

- Students are required to submit a formal plan of study for the M.S. degree to the Graduate College with the Online Plan of Study (POS). The link to the online POS can be found at the Graduate College web page <https://planofstudy.okstate.edu>. This document must be submitted before you complete your 17th graduate credit hour. It lists the courses you plan to take to complete your degree, your faculty advisory committee, and your creative component or thesis choice. It would help if you worked closely with your advisor to complete your plan of study and choose your committee. Any changes made to the plan of study must be submitted to the Graduate College for approval by

mid-March (for spring graduation) or mid-October (for fall graduation). Be certain to confer in advance with your advisor for details on how this is done. To be cleared for graduation, the Registrar compares your transcript with your Plan of Study to be certain you have successfully fulfilled your plan. Therefore, the final version of your Plan of Study must be up-to-date, complete, and correct. Be sure to visit with your advisor to be certain that your Plan of Study is accurate before the semester you plan to graduate. Please visit <https://planofstudy.okstate.edu> for specific deadlines.

E. Credit Hours of Enrollment

Domestic students:

- To be considered full time in a fall or spring semester, a domestic graduate student who is not on an assistantship or who holds an assistantship *less than 0.5 FTE* (20 hours per week) must enroll in at least nine (9) hours.
- To be considered full time in a fall or spring semester, a domestic graduate student who holds an *0.5 FTE (or greater)* assistantship must enroll in at least six (6) hours

International students:

- In addition to the requirements for domestic students above, international students on F-1 and J-1 nonimmigrant visas are required – except in their final semester (see below) – to be enrolled and be full time in each fall and spring semester to maintain their immigration status, as recorded on the SEVIS system.

For additional information regarding credit hours for enrollment, please refer to the University Catalog at <http://catalog.okstate.edu/>

F. Coursework Sequence and Departmental Degree Requirements

Students who enter the graduate program in CDIS will complete the courses in the following sequence.

**CURRICULUM FOR M.S. IN
COMMUNICATION SCIENCES AND DISORDERS**

Fall - 1st Year	Spring - 1st Year
5143 Speech Sound Disorders	5113 Developmental Language Disorders
5193 Motor Speech Disorders	5153 Neurological Communication Disorders
5713 Fluency Disorders	5163 Dysphagia
5210 Advanced Practicum	5210 Advanced Practicum

Summer - 1st Year
5420 Augmentative/Alternative Communication (Elective)
5340 Special Topics: Counseling for SLPs (Elective)
5210 Advanced Practicum

Fall - 2nd Year	Spring - 2nd Year
5013 Evidence-based Practice	5243 Language and Literacy Disorders in School-Age and Adolescence
5183 Traumatic Brain Injury & Dementia	5533 Autism Spectrum Disorder- Assessment and Intervention of Communication Deficits
5330 Voice & Resonance Disorders	5210 Advanced Practicum
5210 Advanced Practicum	

Note. Each graduate course has 3 credit hours.

Other Possibilities:

1. CDIS 5730 Independent Study
2. CDIS 5000 (Thesis)
3. Unmet undergraduate prerequisites
4. Coursework for teacher certification

Academic courses offered in the second year are eight-week courses with advanced practicum completed the second eight weeks in off-campus settings.

In some cases, undergraduate-level courses are required to provide sufficient background for graduate-level courses (i.e., neural anatomy and physiology, speech science, phonetics, and statistics), and to meet ASHA certification guidelines.

A thesis (CDIS 5000) is an option with faculty approval. Six credit hours for the thesis must be included on the Graduate Plan of Study for thesis candidates.

In addition to the coursework requirements for a degree, the student must also:

1. Pass a comprehensive examination in CDIS or complete and defend a master's thesis.
2. Maintain a 3.00 or greater GPA in all academic courses listed on the Plan of Study.
3. Earn no more than one C in coursework and clinical practicum and repeat coursework in which a C is earned.
4. Earn a B or better in all clinical practicum hours.
5. Maintain a grade of Satisfactory Research in the thesis.
6. Obtain a minimum of 375 clock hours of supervised clinical practice and 25 hours of observation specified by ASHA for certification in Speech-Language Pathology.
7. Complete 0.7 CEUs (i.e., a minimum of 7 hours) of continuing education when enrolled in the CDIS Graduate Program.
8. Complete an online ethics training in Responsible Conduct of Research (RCR) by the end of the program's first semester.

The program is typically completed in two years (four semesters and one summer). However, a student can elect to modify the workload to suit his/her needs with the approval of the Department Head and the Graduate Advisor. The Graduate College requires that the student complete the master's degree within seven years from the initial enrollment. The Graduate College will not accept any coursework on the Plan of Study, which is more than ten years old at the time of graduation.

Full-time and Part-time Student Expectations: The current master's degree is a full-time in-person graduate program expected to be completed in a total of 5 semesters. However, a student may request and be approved to part-time status on a case-by-case scenario, and in that case, the program may be extended beyond five semesters. A full-time graduate student typically enrolls in 2-3 graduate courses and clinical practicum (either on-campus or off-campus) during the 5-semester program. A part-

time graduate student typically enrolls in reduced coursework (either 1 or 2 courses) and/or clinical practicum with a modified caseload.

The part-time modifications are based on a case-by-case basis. However, the typical expectations for full-time and part-time off-campus clinical practicum are as follows:

(i) Full-time graduate student: 5 days/ week (for 8-12 weeks depending on the site and student hour requirement)

(ii) Part-time graduate student: 3 days/ week (for 8- 16 weeks; weekly hours may vary based on the practicum site and student hour requirement)

G. Thesis Option

Although a master's thesis is not required for receipt of a master's degree in speech-language-pathology at OSU, students may choose to complete a master's thesis instead of comprehensive examination completion. A thesis option is encouraged by the faculty for students with a strong academic record; proven writing skills as demonstrated in their GRE score and/or a writing sample; an interest and aptitude in research as demonstrated in undergraduate and/or graduate coursework; and the ability to work independently and to meet deadlines. Students who have been placed on academic probation at any time during their graduate program will be ineligible to pursue the thesis option and/or continue the thesis option. Six credit hours of the thesis must be included in the graduate plan of study. Students may generally enroll for 1-2 hours of thesis credits each semester for 3-4 semesters.

During Fall I, Spring I, or Summer I, students who decide to pursue the thesis option should discuss the decision with a graduate faculty member who has expertise in the specified area of research.

Students interested in pursuing a thesis track need to start their thesis project during their first year, preferably in the fall or spring semester. Suppose a student is using existing data and/or does not require active data collection. In that case, he/she may begin the thesis project as late as the summer semester (third semester of the graduate program). The student must select a thesis advisor. The advisor must hold an appropriate OSU Graduate Faculty appointment if serving as the Chair. The advisor's primary responsibility is as a mentor. The advisor guides and counsels the student in the research or scholarly effort, ensuring compliance with applicable research regulations. The advisor serves as the primary resource for the graduate student in identifying potential committee members for the student's Advisory Committee. The student is responsible for reporting to the Advisory Committee on his/her progress. It is the advisor's responsibility to mentor the student toward a research project that is original, and worthy of the degree sought. The advisor is typically involved in guiding the student in preparing scientific presentations, manuscripts for publication, etc. Students work with a thesis committee consisting of three members, i.e., the thesis advisor and two other graduate faculty members. The thesis advisor will meet regularly with the student and guide developing the thesis prospectus meeting. The student's prospectus document will be prepared and first approved by the thesis advisor before sharing it with the other committee members. The student is responsible for sharing the prospectus document with the committee members at least one week before the scheduled prospectus meeting. During thesis completion, if there are any concerns about the student's performance in completing the thesis project, the thesis advisor should work closely and meet with the student as deemed necessary for the

timely completion of the thesis. However, if concerns continue regarding the student's performance, then the thesis advisor should share the information with the thesis committee members and the program director for appropriate remedial action.

If the student's Research Thesis Advisor leaves OSU before the student completes his/her degree, the student should arrange a meeting with the Program Director and/or Department Head to make appropriate arrangements to proceed with the next steps. In case of any changes to the originally approved plan of study, the student should contact the Graduate Advisor and submit a revised plan of study approved by the thesis advisor and the thesis committee members. A copy of approved plan of study should be filed in the student's file for future reference.

Membership of the committee, acceptable style of the thesis, and deadlines for initial drafts, the oral defense, and final drafts are specified by the Graduate College. Thesis guidelines, instructions, and downloadable templates can be found in Canvas (under Thesis Related Documents of Graduate College). The style of the thesis document vary depending on the type of study (historical, case study, linguistic, descriptive, or experimental).

Mandated Thesis Timeline

Fall I

1. Choose a potential area of study.
2. Complete the CITI Human Subjects Protection Training Program found online at <https://about.citiprogram.org/en/homepage/>
3. Select Thesis Advisor.

Spring I

1. Enroll in 2 thesis credit hours.
3. Search, read, and review literature relevant to the area of interest.
4. Refine and narrow topic of interest.
5. Prepare a written review of the literature.
6. Discuss potential thesis committee members with Thesis Advisor and then contact individuals to request service on the committee.
7. Contact each committee member for an in-person meeting or contact via email or phone to discuss the general purpose of the research and how it will be conducted.
8. Prepare the prospectus (literature review and methods sections) document and give it to the thesis advisor for review.
9. Once the prospectus document is approved by the thesis advisor, schedule a prospectus meeting with the entire committee (student provides a copy of the prospectus document to each member no less than one week before the meeting). In case the student begins work on the thesis project in late spring or summer of the first year, the prospectus meeting with the entire committee should be completed before the end of the summer semester.
10. The goal of the prospectus meeting is to seek input and feedback from the thesis committee about the rationale, feasibility, and overall potential of the proposed thesis project. Therefore, the prospectus meeting should be scheduled and completed before any data collection with studies involving new data collection. The prospectus meeting

should also be completed for studies using retrospective data or existing data prior to any data analyses for the thesis project.

11. Upon approval of the prospectus document by the thesis committee, commence data collection or analysis (if working on pre-existing data).

12. Submit Research Protocol and Consent Form to Institutional Review Board (IRB) for approval, if applicable.

Summer I

1. Enroll in 2 thesis credit hours.

2. Continue with data collection.

3. Conduct data analysis (if applicable).

Fall II

1. Enroll in 1 thesis credit hour.

2. Continue data collection (if applicable).

3. Conduct data analysis (if applicable).

Spring II

1. Enroll in 1 thesis credit hour.

2. Conduct data analysis.

3. Prepare a draft copy of the thesis and submit it to the Thesis Advisor no less than two weeks before the scheduled oral defense date.

4. Upon the recommendation of the Thesis Advisor, submit a draft copy to each committee member. The document should be shared with the thesis committee members at least one week before the scheduled oral defense date.

6. Schedule an oral defense, including a formal presentation of the completed research project. Answer questions from the thesis committee and others in the audience. Obtain a signature on the thesis completion form once the thesis committee members are satisfied with the oral and written documents.

7. If not, meet with the Thesis Advisor and Committee Members regarding any major revisions and/or suggested changes, negotiating unresolved issues, etc.

8. Once the thesis advisor and committee members are satisfied with the final document, obtain the required signatures from all committee members.

9. If needed, schedule a meeting with the Thesis Advisor to discuss any final edits to the thesis.

10. Submit the final approved copy of the thesis and thesis completion form (signed by the advisor and committee members) to the Graduate College by the established deadline.

11. File the final thesis electronically in Graduate College by the established deadline.

Summer II (Session II June-July)

Complete work if unable to meet Spring II deadlines. The above timeline can vary based on the nature of the student's thesis. It is recommended that the thesis student consult his/her research advisor in planning an appropriate timeline that would allow the student to complete the thesis promptly.

H. Required Research Ethics Training

Because of the new Federal Guidelines, all graduate students must take the CITI Responsible Conduct of Research (RCR) modules (<https://about.citiprogram.org/en/homepage/>), including the Plagiarism module. Each student must complete this training by the end of the first semester and submit the results to the Graduate Advisor to be filed in the student's personnel file.

I. Retention Requirements

In addition to the following academic requirements set forth by the Graduate College:

- Students whose cumulative graduate GPA falls below 3.0 are subject to strict academic probation (SAP).
- Students on SAP may be suspended if they receive any grade below a "B."
- To graduate, a student must have a minimum of a 3.0 GPA in all coursework (excluding research and creative component hours) and a minimum of a 3.0 GPA in research (or creative component) hours. Grade point averages for coursework and research are calculated independently.

Graduate students in the Department of Communication Sciences and Disorders (CDIS) must also meet the following departmental standards:

- All students must maintain a CDIS minimum Grade Point Average (CDIS GPA) of 3.00. Any students falling below the 3.0 GPA will be placed on the Department of Communication Sciences and Disorders Probation (CSDDP) and will perform no clinical practicum during the following semester.
- Any coursework not taken as part of the graduate plan of study cannot be used for the CDIS GPA calculation.
- Students on Graduate College Strict Academic Probation (SAP) and/or Department of Communication Sciences and Disorders Probation (CSDDP) will be ineligible for any departmental funding.

In addition, all students must meet the following academic standards:

- All students must maintain a CDIS minimum Grade Point Average (CDIS GPA) of 3.00. Any students falling below the 3.0 GPA will be placed on the Department of Communication Sciences and Disorders Probation (CSDDP) and will perform no clinical practicum during the following semester.
- Any coursework not taken as part of the graduate plan of study cannot be used for the CDIS GPA calculation.
- Students on Graduate College Strict Academic Probation (SAP) and/or Department of Communication Sciences and Disorders Probation (CSDDP) will be ineligible for any departmental funding.

In addition, all students must meet the following standards while enrolled in clinical practicum:

- Students may not earn a grade of “C” in more than one CDIS course. Students earning a “C” in a graduate course will be placed on CSDDP and will re-enroll in the class when it is next offered or complete alternative remediation per permission of the instructor. Alternative remediation is negotiated between the student, instructor, and program director. As previously stated, that student will perform no clinical practicum during the following semester.
- A student can be on a remediation plan for one more course for a total of two consecutive semesters. If the student does not satisfy the objectives of the remediation plan at the end of the second semester, the student will be subject to dismissal from the CDIS graduate program.
 - Students earning a second “C” in coursework will be subject to dismissal from the CDIS graduate program.
 - Students earning a grade of “D” or “F” in any one CDIS course will be subject to dismissal from the CDIS graduate program.
 - Students earning a “C” in CDIS 5210, Clinical Practicum, will be placed on CSDDP and develop an Action Plan (remediation plan) in conjunction with the clinic coordinator and the clinical supervisors. Clock hours earned during that semester will not be credited to the ASHA 400-hour requirement. For more information regarding clinical practicum, see CDIS Clinical Supplement.

Notifications:

- Students will be notified in writing by the CDIS Program Director when they have been placed on a one-semester CDIS departmental probationary (CSDDP) period, and such notification will be given to the student not later than the first four weeks of the semester following the semester during which the deficiency, as outlined above, occurs.
- Should any deficiency, as outlined above, be identified, or occur during the final semester of the graduate program, the student will not graduate until the deficiency is removed, and the current practicum placement will be revoked. Repeat coursework or alternative remediation per permission of the instructor will be required to remove any academic course deficiency when it is identified or occurs during the final semester of the graduate program. Again, alternative remediation is negotiated between the student, instructor, and the program director.
- A student placed on department probation or who is dismissed from the CDIS graduate program may appeal this action by contacting the Department Head.

Graduate students may be dismissed from the program for failure to meet academic standards. In such instances, the student will be notified of the intent to dismiss and informed of their rights for due process and appeal.

Grade Appeals Policy:

Information about grade appeals can be found at

<https://academicaffairs.okstate.edu/content/grade-appeals-board-policies-procedures>

Graduate Student Appeals:

Information about graduate student appeals can be found at <https://gradcollege.okstate.edu/resources/appeals-policy.pdf>

J. Annual Student Evaluation

Each first-year student will be evaluated at the end of the spring semester of the graduate program's first year of the graduate program. Students are required to complete the annual student evaluation form (see Appendix L) and academic vitae and submit it electronically to the Graduate Advisor by the Friday of finals week of the semester. Each student is evaluated in the following categories: Academic Coursework, Research and Scholarship (if completing a master's thesis), Clinical Training, Coursework, and Teaching and Professional Development. The purpose of the annual student evaluation is for the graduate faculty to evaluate each graduate student individually and provide constructive feedback regarding the student's progress. Following the evaluation, each student will receive a letter from the Program Director regarding the student's progress following the end of the spring semester. It is the goal of the program that each student obtains "satisfactory progress." A similar progress check regarding all academic and clinical coursework is completed for the second-year students at the end of the second-year fall semester. Either the Graduate Advisor or the Program Director will solicit feedback from the academic instructors and the Clinic Coordinator during this time regarding any performance concerns regarding the students. A meeting will be scheduled with the Graduate Advisor, Clinic Coordinator, and Program Director to identify any students with areas of concern. Students with lower clinical clock hours will be allocated additional practicum opportunities during the spring semester to facilitate the timely completion of the graduate program.

Students typically complete academic coursework and on-site clinical practicum during the first year of the graduate program. Students then complete academic coursework for the first 8 weeks, followed by off-campus clinical practicum (externship) for the remaining 8 weeks, both during the fall and spring of the second-year graduate program. Students may suggest 2-3 preferable sites for their off-campus practicum based on their location and interests. However, the off-campus practicum is contingent on several factors such as site expectations, availability of clinical supervisor(s), existing contracts, or potential new contracts for admitting students, student hour requirements, etc. Therefore, there is no guarantee that each student will be placed at one of the sites provided by her/him. Satisfactory progress is constituted by the completion of all appropriate graduate coursework with a grade of "A" or "B," completion of all appropriate clinical work/externship practicum with satisfactory supervisor evaluations, exemplify ethical and professional behavior and participate in professional development seminars, pass comprehensive examinations when appropriate, satisfactory completion of graduate teaching assistantship if applicable, and satisfactory and timely completion of research activities if completing a Master's thesis.

Performance Ratings and Consequences

Following the annual review meeting to evaluate student progress, each student will receive written feedback in a letter. This letter will summarize the students' training-related activities from the past year and the overall progress. Three general performance ratings, and associated possible consequences, are:

Making Satisfactory Progress

The student meets all expectations in terms of academic, research (if applicable), clinical training, and assistantship duties (if applicable). In addition, the student is professionally conducting herself/ himself. *Therefore, this is the highest rating a student can receive.*

Failing to Make Satisfactory Progress (FMSP)

A student is failing to fulfill expectations in one or more areas. The graduate faculty may recommend limitations on funding (if applicable) or practicum opportunities. The student will be expected to outline a plan for improvement that the Program Director approves. This serves as notice that students who fail to improve sufficiently are at risk of being placed on probation.

Clinical Program Probation (not the same as Academic Probation)

A student has failed to make adequate improvements and failed to fulfill expectations in one or more areas. The student may be prohibited from pursuing practicum. In most cases, the student will be discouraged from engaging in a practicum that requires greater than a 10 hr/wk commitment (unless lack of progress relates to clinical training). The student may lose the privilege of funding (if applicable). The student must meet with the graduate faculty to present an improvement plan. The graduate faculty will hold a mid-year review to discuss the student's progress. The student is at risk of dismissal from the program if adequate progress is not achieved by the next review.

Annual evaluation letters become part of the student's permanent record. In addition, if conditions are met that satisfy deficiencies noted in a less than satisfactory evaluation, the student will receive a letter indicating a change in their status (for example, from FMSP to Satisfactory Progress), and this letter will also become part of the permanent record.

Students may appeal the performance rating designation of the Annual Student Evaluation. Appeals should be submitted in writing to the Program Director within one month of receiving the written evaluation and should detail the arguments for a change in performance ratings. Additional information can be provided with this appeal.

Students may also request an opportunity to address the graduate faculty in person. The appeal will be considered at the next scheduled faculty meeting, and the student will receive a response, in writing, within 30 days of that meeting.

K. Requesting a Leave of Absence

Students sometimes find themselves in situations (e.g., due to health or personal problems) that would prevent them from completing their requirements for the year. At

that time, the student has several options to choose from. Regardless of the option selected, the procedure should be completed as early as possible. First, the student could withdraw completely from the program, apply for readmission, or request a leave of absence. Second, the student could postpone part of the requirements. Any request to change requirements will be taken seriously by the faculty and should not be considered lightly by the student. Because the faculty conduct the first-year evaluation in the student's program at the end of the spring semester during the first year, students are strongly advised to request approval by the program faculty before taking any steps to alter their first-year programs. Request for such approval should be in the form of a petition to the program faculty submitted to the Program Director. The petition should contain pertinent information about why the student is asking for a change in a particular part of his/her first-year program. It is suggested that you see the Program Director for advice in these cases.

The faculty realizes that emergencies arise when students do not have time to petition the program faculty. In such cases, the student should seek advice from the Program Director or the Department Head. The Department Head has the power and the obligation to make decisions in emergency cases. However, it cannot be assumed that such decisions are predictive of later full faculty evaluation of students completing first-year requirements.

For requesting a leave of absence, a petition and the Graduate College Leave of Absence request form must be submitted one week and one day prior to a scheduled Graduate faculty meeting with a copy to the Department head. The faculty may place contingencies (e.g., complete this "I") on granting the leave and place conditions upon your reentry into the program. In cases of emergency, the Department Head may approve the student's leave of absence. It is advisable to check with the Graduate College regarding the deadline for removing "I" grades you may leave on your record. Unless otherwise justified, the leave will be granted for up to one year only.

Leave of Absence Policy and Form:

<https://gradcollege.okstate.edu/resources/leave-of-absence-policy.html>

L. Comprehensive Examinations

Prior to being awarded a Master of Science Degree in Communication Sciences and Disorders from OSU, all students (except those who have written and defended a master's thesis in the department) must pass a comprehensive examination/ creative component.

Eligibility: Students who are in their last semester of academic coursework, who have no incomplete grades on their Plan of Study; who have maintained a 3.00 GPA in academic courses on that Plan of Study; and hold a 3.00 or higher GPA in practicum. Students must also be enrolled in a minimum of two semester credit hours during the semester to take the comprehensive exam.

Purpose: **The purpose of the comprehensive examination is to assess the**

student's knowledge in specific subject areas and across course boundaries.

Therefore, the questions may draw upon the student's comprehensive professional education rather than merely reiterating course content or course finals. In addition, questions may include information generally accepted as critical to basic understanding drawn from the preparatory undergraduate curriculum and graduate curriculum.

Date: The exams are typically administered during the final semester, once all the academic coursework is completed. A retake version is offered, typically 2-3 weeks after the exam, for students who fail one or more of the graduate courses during the initial exam.

Format: The test format is multiple choice encompassing several aspects of the graduate courses. It is recommended that the student be well-versed in all the graduate courses before taking the comprehensive exam.

Procedure: The comprehensive exam dates are typically finalized before the end of the fall semester. All students are expected to take the exam in-person. Alternative exam formats (including extended test time for those with accommodation) may be available on a case-by-case basis.

Passing grade: A passing grade requires a minimum of 70% on the exam. A student will be allowed to take the test a maximum of three times (including two retake opportunities). Each version of the test may be slightly different.

Retaking the examination: If the student fails on the initial attempt, he/she will be given an option to retake after 2-3 weeks of taking the initial exam. If the student fails on the second attempt, the student will be required to participate in remedial instruction. The nature of remedial instruction will range from meeting with the concerned graduate faculty member(s) to clarify specific areas of the coursework to retaking the courses in which the student demonstrated incompetency. The nature of remediation is dependent on the student's performance and will be decided by the graduate faculty. The remedial plan can be implemented typically during the summer following the spring semester of the second year for students originally scheduled to graduate at the end of the spring semester. The summer remediation may also be dependent on whether concerned graduate faculty member(s) is/are available. If the summer remediation plan is not feasible, the remediation plan will be implemented in the fall semester. Once the remedial instruction is completed, the student will be given one final (third) attempt to pass the comprehensive examination. If the student fails on the third attempt, then he/she will be subjected to dismissal from the graduate program. All students must pass the comprehensive examination to be eligible for graduation.

Suspension of regular activities: During the day(s), students are taking comps; they will be excused from class, practicum, and assistantship responsibilities. However, they are expected to resume these responsibilities following the completion of the initial testing. Students taking comps will have no exams or assignments due in their CDIS courses on any day(s) of the exams.

M. Professional Development Seminars (PDS)

Students will be expected to attend mandatory professional development seminar, scheduled once a week during the fall and spring semesters. These seminars may include ethics/professionalism, research colloquia, additional information in the field not otherwise covered in regular coursework, CFY information, etc., and regular communication regarding departmental requirements and a graduation checklist. Since fall 2022, 25% of the clinical practicum credit is based on attendance and completion of activities in the PDS.

If a student cannot attend a professional development seminar, he/she must submit a formal written explanation to the Department Head for approval and notify the Graduate Advisor. Doctor's notes are the only excusable absence.

N. National Student Speech Language Hearing Association (NSSLHA) Membership

National membership provides benefits that help students stay current on advancements in the field, enhance their academic knowledge, find internships and employment, network with other students with similar interests, and save money on products and services. This includes significant discounts on ASHA membership and certification if a student is a member the year previous and the year, they obtain the master's degree. For more information on joining NSSLHA, please visit the following link: <https://www.nsslha.org/>. If a student becomes a member of NSSLHA, please provide a copy of the membership card for the personnel file.

O. Program Evaluations

Graduate students complete a program evaluation for the Department of Communication Sciences and Disorders at the end of their graduate program. Each student's comments on the program evaluation are routed to the entire faculty in our department. The comments are kept confidential and not shared outside of the department. However, ASHA site visitors have access to the student files and be provided with a summary of the comments from student evaluations.

The comments are used primarily to improve the quality of the program. The comments are generally discussed at Graduate Faculty meetings, and the Graduate Faculty may then act as it seems appropriate. You will also be asked to provide program evaluation feedback for three years and five years after graduating.

To serve the purpose discussed above, we would like you to keep the following suggestions in mind when completing your evaluation: consider the total graduate program, including your off-campus practicum, when evaluating the program. In addition, when you point out weaknesses, suggestions regarding ways to address these weaknesses are helpful.

The Program Evaluation consists of four subheadings (Personal/Professional Development, Instruction, Student/Faculty Interaction, and Program Overview). Please see Appendix K for a copy of the form. This evaluation is to be turned into the Department

Head at the time of your exit interview.

P. Graduation Timeline

OSU Graduate College Master's Level Students – General Checklist

- Enroll in last semester classes
 - Refer to the Office of the Registrar website for enrollment deadlines:
<https://gradcollege.okstate.edu/prospective-students/enrollment-guide.html>
- Graduate Student Enrollment
 - <https://gradcollege.okstate.edu/prospective-students/enrollment-guide.html>
- Turn in Final Revision of Plan of Study (if needed) and Graduation Clearance form.
- Plan of Study:
 - <https://planofstudy.okstate.edu>
- General Guidelines for Plan of Study:
 - <https://canvas.okstate.edu/courses/31331/pages/plan-of-study-pos>
- Graduate Clearance: Submit electronically through Graduate Student Round-Up at
<https://gradcollege.okstate.edu/resources/current-student-resources.html>
- File Diploma Application*: Submit online diploma application through Student Self-Services:
<http://prodosu.okstate.edu/>
- Additional information on the diploma application and diploma application extension can be found on the Office of the Registrar website:
<http://registrar.okstate.edu/>
- Attend Thesis/Dissertation Format Review Workshop (thesis option only)
Workshop schedule posted to Graduate College website at
<https://info.library.okstate.edu/workshops/calendar>
- Thesis/Dissertation Guidelines
<https://stwcas.okstate.edu/cas/login?service=https%3A%2F%2Fcanvas.okstate.edu%2Flogin%2Fcas>
- Complete online submission of a thesis (thesis option only)* And submit a paper copy of signature approval page and abstract to the Graduate College at 202 Whitehurst.

- Complete Coursework
<https://registrar.okstate.edu/Academic-Calendar>

CDIS DEPARTMENTAL TIMELINE

During the last semester,

1. Non-thesis candidates: pass comprehensive examinations (thesis candidates excluded)
2. Schedule/pass PRAXIS II exam (can also be taken during CF experience if not needing teacher certification)
3. If pursuing teacher certification, complete background check required by the Oklahoma Department of Education with fingerprints through OSU Education Department (currently Casey Powell) and complete all requirements (Refer to Appendix D for Teacher Certification checklist).

After completion of classes and practicum – final week

1. Submit final clock hours and necessary paperwork for review of the practicum site to Clinic Coordinator to assure ASHA and departmental requirements have been met.
2. Meet with Graduate Advisor to complete the CDIS Graduation Checklist (see Appendix J)
 - a. bring completed paperwork for ASHA certification and state licensing, as well as teacher certification if pursuing
 - b. Submit a certificate of any Special Topics, Independent Study, or seminar courses are taken to the Graduate Advisor (a minimum of 0.7 CEUs required).
 - c. Submit Annual Student Evaluation (Appendix L) and academic vitae to Graduate Advisor
3. Submit a Program Evaluation to the Department Head at your exit interview (Refer to Appendix K)
4. Thesis candidates: clear all department, Graduate College, and University deadlines; receive a grade of A or B

Q. Graduate Hooding Convocation/University Commencement

In May and December of each year, the University holds commencement for all graduates. In addition, fall, spring, and summer graduate students are invited to attend a reception and participate in a departmental hooding service held in Stillwater at the end of each spring session. Summer graduates can participate in the Spring hooding by turning in the Diploma Application for summer during the fall semester enrollment period or filling out a special petition from the Graduate College and receiving approval from the Graduate College. Students wishing to participate in either of these ceremonies should arrange to purchase a cap, gown, and hood from the Student Union Bookstore.

R. Important Links

Graduate College Academic Calendar

- <https://registrar.okstate.edu/Academic-Calendar>

Forms

- <https://gradcollege.okstate.edu/resources/current-student-resources.html>

II. Certification and Licensure

Please note: A Master of Science Degree in Communication Sciences and Disorders does not necessarily cover ASHA licensure, state licensure, and teacher certification requirements. Please read the specific requirements for each below.

A. ASHA Certification (Certificate of Clinical Competence-CCC)

To be awarded the CCC in Speech-Language Pathology (a separate CCC is available in Audiology), you must meet the requirements outlined in the 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology. They can be viewed at <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>

Briefly, they include:

- Academic Requirements: A minimum of 75 semester credit hours (36 at the graduate level) must be completed during study addressing the knowledge and skills pertinent to the field of speech-language pathology.
- Practicum Requirements – 400 clock hours of supervised clinical experience in the practice of speech-language pathology
 - 1.) 25 clocks hours of guided clinical observation
 - 2.) 375 minimum clock hours of direct client/ patient contact
- Become familiar with and agree to abide by the ASHA Code of Ethics (see Appendix I)

Complete the online ASHA application for certification and membership form (available at <https://www.asha.org/>). The Program Director must sign this form after completion of the graduate program requirements. A person must apply for ASHA membership within four years of graduation from a CAA accredited program to accept academic and practicum requirements automatically. After this grace period, additional documentation may be required, and in some cases, additional coursework is required to meet current standards. Always keep a copy of the verification form (*2020 Standards for Clinical Certification in Speech-Language Pathology Verification by Program Director*) signed by the Program Director and the final master hours form (total clinic hours acquired) for your records.

Complete the Clinical Fellowship (CF) as a transition between being a student and an

independent provider of clinical services. The fellowship involves a 36-week mentored professional experience after the completion of academic course work and clinical practicum. The ASHA website listed the following requirements for the CF:

- 36 weeks of full-time (typically 35 hours per week) experience (or the equivalent part-time experience), totaling a minimum of 1260 hours. Part-time work can be completed as long as the CF works more than 5 hours per week. Working for 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 can do so by contacting the ASHA Action Center to verify 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 SLPCF Mentor using the SLP Clinical Fellowship Skills Inventory form.
- 80% of the time must be spent in direct clinical contact (assessment, diagnosis, evaluation, screening, treatment, report writing, family/client consultation, and/or counseling) related to managing disordered that fit within the ASHA.
- Each state may have its own part-time and full-time requirements. So, please check with the state licensing board before you begin your CF position.

Speech and Language Pathology Scope of Practice.

- Submission of a Speech-Language Pathology Clinical Fellowship (SLP-CF) Report and Rating Form as well as a Speech-Language Pathology Clinical Fellowship Skills Inventory (CFSI), which can be obtained at www.asha.org/certification.

You may work as few as 5 hours per week but will, at some point, need to increase your hours each week so that you complete the experience within 48 months of initiation of the CF. Please check with the State Licensure Board to make sure your CF experience follows the required guidelines.

Pass National Examination in Speech-Language Pathology and have scores reported to ASHA (PRAXIS II). The Praxis exams in Audiology and Speech-Language Pathology assess beginning practitioners' understanding of the essential content and current audiology and speech-language pathology practices. Scores should also be sent to ASHA, OSU CDIS, and State Board of Examiners licensure boards. If you intend to work in the schools, the score also needs to be sent to the Oklahoma State Department of Education.

You are eligible to take the PRAXIS II during your final year of graduate school or your CF experience. Most students wait until the last semester of graduate school to have completed all coursework that they will be tested on. This examination is offered numerous times each year. Your best resource for information on the Praxis is on the ASHA website <http://www.asha.org/certification/>. Online registration is available at www.ets.org (PRAXIS II). You can also register at University Testing and Evaluation, 744-5958. You need to request registration forms for the "National Examination in Speech-Language Pathology and Audiology (NESPA)." (Code for SLP is 705). The exam for Speech-Language Pathology is part of the Praxis Series.

Graduate students can register directly with ETS for the test date and location.

Graduates of OSU record above-average performance on this exam (Score scale= 100-200; passing score=162). ASHA reports that typically 80% of test-takers pass the exam on their first attempt. Therefore, the Council for Clinical Certification (CFCC) has ruled that, effective January 1, 2005, results of the Praxis Examinations in Speech-Language Pathology and Audiology submitted for initial certification in either speech-language pathology or audiology must have been obtained no more than 5 years before submission of the certification application. Scores older than 5 years will not be accepted for certification.

Speech and Language Pathology test-takers who have not earned a passing score have two years to retake and pass the Praxis examination. If the examination is not passed successfully within 2 years, the applicant's certification file will be closed. If the examination is passed later, the individual will have to reapply for certification under the standards in effect at the time of reapplication.

Note: If a student is a member of NSSLHA the year before and the year of the master's graduation, he/she qualifies for the NSSLHA-to-ASHA Conversion Discount of \$250 off the initial dues and fees of \$490 for ASHA membership and certification. Please visit <https://www.nsslha.org/membership/conversion-discount/> for more details.

B. State Licensure in Oklahoma (Board of Examiners in Speech Pathology/Audiology)

If you are engaged in the practice of speech-language pathology and/or audiology in the State of Oklahoma, you are required by law to be licensed. The only exception to this is an employee of the federal, state, county, or municipal government, or an agency or political subdivision thereof who performs the duties of his/her job. However, this individual would not be exempted if engaged in private practice as well. Working in a setting where licensure is required without a license could result in a substantial fine and revocation of CCC licensure.

The requirements for licensure are essentially the same as those for the CCC from ASHA. Once you are licensed, both state and national licensing agencies require continuing education credits to be completed every 2-3 years for re-accreditation. Refer to the Rules of the State Board of Examiners for Speech-Language Pathology and Audiology: the State of Oklahoma for specific details at https://www.oslha.org/site_home.cfm

You **MUST** apply for licensure before you **BEGIN** work unless you are employed in an exempted setting. If you are completing your Clinical Fellowship (CF), you must have a job offer and a CF supervisor before completing the application.

Application forms are available at or by contacting the Oklahoma State Board of Examiners for Speech Pathology and Audiology, 3700 N. Classen Blvd., Suite 248, Oklahoma City, Oklahoma 73118. Phone: (405) 524-4955 Fax: (405) 524-4985. The

Board can also provide you with a directory that lists licensed persons in Oklahoma and includes the licensing act and rules.

C. State Licensure in Other States

If you are moving out of state, you need to check with that state concerning licensure requirements before you begin work. Currently, all but two states within the United States have licensure laws in place. Most state requirements follow the ASHA certification model. However, please be aware that other states may have slightly different academic and/or clock hour requirements that differ from ASHA and Oklahoma Licensure Laws.

D. Teacher Certification in Oklahoma

(I) The student should be fully admitted into Professional Education

1. OSAT(s), & PPAT completed and passed
2. 2.50 or 2.75 GPA based on program
3. Federal Background check (Use Teacher Certification service code)
4. 100% on the Trauma Responsive Teaching micro-credential
5. Pass the K-12 English Language Learners course or micro-credential

(II) Complete Application for Oklahoma School Certificate

1. Complete top of form
2. Part I
3. Part IV (if applicable)
4. Part V
5. Signature
6. Application can be uploaded to our secure portal. Please choose the OES: Certification Applications option when uploading and name your file your first and last name. (First-Last).

(III) Degree posted – Usually 1-2 weeks after graduation.

****Graduate degrees take longer to post!**

(IV) Make sure there are NO Holds on the transcript.

(V) Once degree is posted, order an e-transcript and have it sent directly to the Certification Coordinator, Casey Powell, at pcasey@okstate.edu.

(VI) Email will be sent to student once the recommendation has been completed with next steps for payment and ordering your certificate.

(VII) Don't forget to fill out your OES Exit Survey if you haven't already. This needs to be completed before you submit your application for your certification.

https://okstateches.az1.qualtrics.com/jfe/form/SV_b71jo67AxK06Fds

Contact Ms. Casey Powell for questions at pcasey@okstate.edu.

E. Continuing Education/Academic Enrichment

To remain a competent speech-language pathologist, it is necessary to continually remain abreast of new developments in the field. There are several mechanisms for doing this, such as attending conferences, reading books and journals, sharing ideas

with your colleagues, and so on. Most state licensing boards, including the Oklahoma Board of Examiners for Speech-Language Pathology and Audiology, currently require an SLP to complete a minimum of 20 clock hours of approved continuing education activities within two years to maintain state licensure. ASHA also requires continuing education for the maintenance of the CCC's. Therefore, for three years, the SLP must complete 30 professional development hours (PDHs). In addition, it is a departmental requirement that students obtain at least 0.7 CEUs (i.e., 7 hours) of continuing education. The CEUs may be completed by attending two (2) half-day or one (1) full day continuing education activities. Multi-day conferences such as the OSHA Convention and ASHA Conventions count as two activities. If you have questions regarding educational opportunities in the state, please contact the Graduate Advisor (Ms. Carpenter). Once you have completed the continuing education courses of your choice, turn in a copy of the certificate of completion to the Graduate Advisor to be placed in your personnel file.

6. OSU SPONSORED ACTIVITIES

ASHA has approved the CDIS Department at OSU as a continuing education sponsor. In that capacity, we host an annual conference every spring titled *Cimarron Conference on Communication Disorders*, where students and professionals in Speech-Language Pathology and Audiology can attain continuing education in the field. In addition, for over 25 years, the department has sponsored workshops each year featuring speakers of national prominence. These workshops serve as excellent opportunities for students to get to know and learn from some of the leaders of our profession.

7. ASHA AND OSHA CONVENTIONS

ASHA sponsors its annual convention each November, and OSHA sponsors fall conferences each year. Students are encouraged to attend and will be excused from classes and/or therapy if they attend. Students not attending will be expected to carry on with their normal schedules.

8. OTHER ANNUAL CONFERENCES IN THE STATE:

- Route 66 Conference on Communication Disorders at the University of Tulsa
- Inez Miller Conference on Communication Sciences and Disorders at UCO
- Oklahoma Academy of Medical Speech Language Pathologist (OAMSLP) Summer Conference

III. Financial Aid

A. Graduate Assistantships in Communication Sciences and Disorders

Application Procedures: A graduate student in good standing (3.00 GPA overall, 3.00 GPA in the major) may qualify for an assistantship. Assistantships are awarded based on past academic performance, GRE scores, and available funding. Each assistant is assigned a job within the department with an assigned teaching professor.

Assistantships typically are awarded for 25% time (10 hours per week) for the fall and spring semesters of the first year. Since fall 2020, a total of eight first year only and four two-year assistantships are offered based on the applicant's overall ranking at the

end of the application review. The ranking is based on the applicant's academic performance as reported in the transcript, academic vitae, and overall merit as a graduate student. The second-year graduate student with a two-year assistantship must be available in person/on-campus for 10 hours/week during the entire semester, including the 2nd eight weeks of the off-campus clinical practicum and the final exam week. The working hours for the teaching assistantship may vary, and it is the student's responsibility to discuss and coordinate with their assigned mentor about their specific roles during the semester, typical work expectations, and weekly office hour expectations. The off-campus practicum site is most likely to be within an average driving distance of one hour each way to allow the student to continue with the teaching assistantship-related responsibilities.

Graduate teaching assistants are awarded a full-tuition waiver for three semesters (fall, spring, and summer). The waiver applies to the summer session for unemployed students employed as an assistant during the previous spring semester.

Assistantship Responsibilities: When making assistantship assignments, the needs, and priorities of the CDIS Department, the needs and preferences of the faculty, and the abilities and preferences of the assistants are all considered.

- Students with teaching assistantships (both first year and second year) are expected to work beginning the week before the week classes begin each semester until the Wednesday following finals week (i.e., when semester grades are typically due). Any exception to this is at the discretion of the assistant's supervisor. If the student is unable to fulfil the responsibilities as a graduate assistant during the period mentioned above, it is the student's responsibility to notify his/her supervisor as early as possible so that alternative arrangements can be made. Further, a student may be reassigned to a different teaching mentor or modified responsibilities if their performance is not satisfactory in the prior semester or during a semester.
- Assistants (including those with teaching and research assistantships) are typically notified of their work assignments at the beginning of August for the Fall semester and by the middle of December for the Spring semester. If the assistant plans to be out of town at this time, a contact address needs to be left with the Graduate Advisor (Ms. Carpenter) for any urgent notifications or communications.
- According to the University policy, those with teaching assistantships are to fulfill their assistantship requirements, regardless of the demands of the academic program. Nevertheless, the Department recognizes that students would not be here were it not for their academic goals. Therefore, the Department is going to work with the students to make it possible for them to effectively complete their assistantship responsibilities and work towards their academic goals as effectively as possible. The Department values your success both as a graduate student and with additional responsibilities as a teaching or research assistant. In addition, there is a great deal of work to be done as part of our department's clinical and teaching operation. Therefore, each student, by accepting an assistantship, becomes an important member of the program. The contribution of each student to the various aspects of the department is of paramount value.

- As a teaching or research graduate assistant, a student serves as a member of the academic team and faculty members. Therefore, assistants are also expected to attend official departmental events such as research colloquia, guest lectures, seminars, and continuing education conferences. When a student is given an assistantship assignment, the student should contact the assigned work supervisor(s) the week before classes begin and set up a work schedule. Whenever possible, this should be a regular schedule which the student should honor faithfully. Occasionally, some supervisors may allow the student to perform certain tasks in the evening or at other times outside the usual work schedule that is established. This arrangement is based on a mutual discussion and understanding between the student and the assigned work supervisor. In all instances, however, the student must work for the assigned number of hours. You will not be asked to work more than that, nor should you expect to work less. All time sheets must be signed by your supervisor and handed in weekly to Ms. Melody Cox. Failure to submit timely documentation of your hours worked upon request will result in the loss of your assistantship.
- Please refer to Appendix M, Guidelines for Teaching Assistants, for a more in-depth explanation of expectations.

B. Outside Work Policy

If the student chooses to work outside the department, whether part-time, short-term, etc. and such work is professional (speech and language activities), the student must arrange appropriate supervision. If a student plans to work outside the department, please consult with the Graduate Advisor.

C. Department Scholarships through OSU Foundation

Anticipated Honors / Awards

1. Communication Sciences and Disorders Endowed Scholarship

- Selection Criteria: The recipient must be a senior accepted into the OSU graduate program for the subsequent fall semester in the Department of Communication Sciences and Disorders at OSU. Selection criteria will include a 3.25 GPA (undergraduate).

2. Carpenter Early Intervention Endowment Fund

- Selection Criteria: The recipient must be a junior, senior, or first-year graduate student in the Department of Communication Sciences and Disorders at OSU. Selection criteria will include effective intervention skills, a minimum 2.8 GPA, and financial need.

3. Leone L. and William H. Monroe Scholarship

- *Selection Criteria:* The recipient must be enrolled as a second-year graduate student in the Department of Communication Sciences and Disorders at Oklahoma State University. Selection criteria will include academic records and practicum performance.
4. **Ronald and Julie Schaefer Endowed Scholarship**
- *Selection Criteria:* The recipient must be a first-year graduate student at OSU and must have graduated from a high school located in the State of Oklahoma. In the event no graduate students are identified using this criterion, the Head of the Department of Communication Sciences and Disorders may select a student at his/her discretion to receive the scholarship for that year.
5. **Jeanette Sias Graduate Research Award**
- *Selection Criteria:* The recipient must be a graduate student with outstanding research contributions to communicative disorders with a preference for stuttering research/ service/ clinical contribution. Nomination from your research mentor (CDIS Faculty) is required, and previous awardees will not be considered for this recognition.
6. **Oklahoma ABLE Tech Scholarship**
- *Selection Criteria:* The recipient must be enrolled as a full-time student in the Department of Communication Sciences and Disorders at Oklahoma State University. Selection criteria will include involvement in clinical practicum (Submit five demos, submit one success story, Help a client/family access at least one device from the ABLE tech loan system).

The above list is subject to change. In addition to the scholarships mentioned above, new scholarships could be available if donors wish to contribute to CDIS scholarship funds. Each year, procedures and scholarship applications are made available to all eligible students by the CDIS Honors and Awards Committee Chairman.

The list of currently available scholarships can be accessed at the following link:
https://cas.okstate.edu/communication_sciences_and_disorders/graduate_studies/scholarships.html

D. Work-Study

Students interested in employment in the Work-Study Program should contact Financial Aid. Students eligible based on need (FAFSA Packet) will be assigned to work in a department within the University. Students who qualify for Work-Study and are granted a graduate assistantship can work with 70% of their salary being paid by non-departmental funds.

E. ASHA Awards for Graduate Students

ANCDS Conference Fellowship Award

The Academy of Neurologic Communication Disorders and Sciences (ANCDS) scholarship is open to currently enrolled, full-time speech-language pathology graduate and doctoral students and other students specializing in clinical neurologically-based communication disorders and sciences (e.g., neuroscience linguistics). Students do not need to be members of the ANCDS to apply for the ANCDS Conference Fellowship Award. However, students who are not members of the ANCDS are encouraged to apply. Go to <https://www.ancds.org/student-fellowships> to apply.

Frances J. Laven Scholarship

This award is intended for graduate students in a professional program (Masters or AuD) who have shown exemplary service. Examples of service may include but are not limited to community service, service to the department or university, or service to the greater discipline. Please visit <https://www.capcsd.org/frances-j-laven-scholarship> for more details.

Minority Student Leadership Program (MSLP)

The MSLP is open to students from underrepresented populations who wish to enhance their leadership skills, interact with leaders in the professions, and learn how their association works. Please visit <https://www.asha.org/students/mslp-faqs/> for more details.

Plural Research Scholarship

The Council of Academic Programs in Communication Sciences and Disorders (CAPCSD), along with Plural Publishing, is awarding this scholarship to a Masters/AuD student pursuing research in speech-language pathology or audiology. Please visit <https://www.capcsd.org/plural-research-scholarships/> for more details.

Research Mentoring-Pair Travel Award (RMPTA)

RMPTA is designed to foster the professional development of students, clinicians, and emerging scientists who have expressed an interest in research careers in CSD. RMPTA is given in conjunction with the Research Symposium held at the annual ASHA Convention. The award typically provides free ASHA Convention registration for recipients and their mentors to attend the Symposium. The 2021 Research Symposium will be prerecorded and will be available through the ASHA Convention Virtual Library. Please visit <https://www.asha.org/students/rmptaward/> for more details.

Student Ethics Essay Award (SEEA)

The annual SEEA essay competition encourages students to think about ethical decision-making as they prepare for careers in audiology, speech-language pathology, or speech, language, and hearing sciences. SEEA is open to part-time or full-time students enrolled in any undergraduate, post-baccalaureate, or entry-level graduate program in CSD. Please visit https://www.asha.org/practice/ethics/essay_award/ for more details.

Students Preparing for Academic-Research Careers (SPARC)

The goal of the SPARC program is to foster students' interest in the pursuit of Ph.D. education and careers in academia to address personnel shortages in higher education within the CSD discipline. Please visit <https://www.asha.org/students/sparc-award/> for more details.

For more information regarding all award programs offered by ASHA, please visit the link below:

<http://www.asha.org/Students/awards/>

F. OSHA Awards for Graduate Students

OSHA Student Scholarship

The Scholarship Award is bestowed upon a professional or graduate student in speech-language pathology or audiology in Oklahoma. Multiple scholarships may be awarded pending available funding. To qualify, you must be a full-time doctoral or master's student in one of the ASHA CAA accredited graduate programs in Oklahoma, majoring in speech-language pathology or audiology.

G. Other Sources

Contact: Graduate Office

202 Whitehurst

Phone: 405-744-6368

grad-i@okstate.edu

<https://gradcollege.okstate.edu/resources/current-student-resources.html>

<https://gradcollege.okstate.edu/prospective-students/assistantships.html>

V. Miscellaneous

A. Gender Discrimination/Sexual Harassment & Title IX Grievances

The CDIS Department is committed to providing an environment of study and works free from gender discrimination and sexual harassment as prohibited by Title VII and Title IX. We also ensure accessibility of appropriate grievances procedures for addressing all complaints regarding gender discrimination and sexual harassment, including sexual assault. The Office of Equal Opportunity is located at 419-A General Academic Building (GAB). To review Oklahoma State University's policy and procedures in full, please visit <https://eeo.okstate.edu/title-ix>

In line with Title VI and VII of the Civil Right Act of 1964, Executive Order 11246 as amended, and Title IX of the Education Amendment Act, the Americans with Disabilities Act of 1990, and other federal and state laws and regulations, students and faculty, staff and persons served in the program's clinic are treated in a nondiscriminatory manner- that is, without regard to race, color, religion, sex, national origin, participation

restriction, sexual orientation, or status as a parent.

Any person (student, faculty, staff, or client) who believes that discriminatory practices have been engaged may discuss these concerns and file informal or formal complaints of possible Title IX violations.

**Students may report incidents to
Student Support and Conduct
328 Student Union
Website Link: <https://ssc.okstate.edu/>
Email: student.conduct@okstate.edu
Phone: 405-744-5470**

**Alternatively, individuals may report incidents to:
Dr. Sabiha Parveen
Graduate Program Director
Department of Communication Sciences and Disorders
016 Social Sciences and Humanities
Phone: 405-744-5116
Email: sabiha.parveen@okstate.edu**

B. Student Grievances

Occasionally, problems may arise between students and/or OSU faculty and staff.

There are three major types of grievances for which the university has procedures: 1) general grievances, 2) grade disputes, and 3) sexual harassment. If a student encounters a troubling situation of any kind, we encourage the student to seek advice about the best course of action. It is generally recommended that the student first consults with the immediate supervisor. If an issue arises during teaching, it is often sensible to discuss the concern first with the assigned teaching mentor.

Similarly, if an issue arises related to clinical duties, the student can consult the clinical supervisor. The student can discuss any concerns with the Graduate Advisor, Program Director, or the Department Head. A copy of the University's sexual harassment policy can be found at <https://hr.okstate.edu/site-files/equal-opportunity/interim-sexual-harassment-policy.pdf>

See Appendix A for procedures for handling grievances in general.

C. University Facilities

Students who are enrolled at OSU pay for the Student Union, the Student Health Center, and the Colvin Center in their student fees. The University Library is also available to all OSU students. The library provides guidebooks and tours for those who are unfamiliar with the building and its services. Of special interest to students involved in research are the online literature search engines and interlibrary loan services. For more information, please visit <http://library.okstate.edu>

D. Smoking and Tobacco Policy

No smoking or tobacco use is permitted on university property (see Appendix B).

E. Use of Departmental Computers

The CDIS Department has made computers available for graduate student use in the graduate student work areas. Only selected computers allow access to the OSU Library, e-mail, and the internet. Numerous student computer labs across campus provide such access. Contact the Computer Labs (Website: <https://it.okstate.edu/services/computer-labs/>; Phone: 405-744-4357) for information about locations and hours of operation. In order to assure appropriate use of the computers and comply with HIPAA policies and procedures, please honor the following guidelines: (1) access is limited to students in CDIS and is not offered to friends or family; (2) security of the equipment should be assured by keeping the rooms locked when CDIS students are not in the rooms, and (3) smoking, eating and drinking of any type are disallowed in the computer work areas.

F. Student File

Beginning with the materials that each applicant submitted at the time of admission to the graduate school, the department has a personnel file for each admitted student. This personnel file is maintained in an active status if the individual is a graduate student in this department and is retained as an inactive file once the individual graduates. Many different information goes into this file, including each semester's reports related to the student's client caseload, departmental evaluations, a complete record of the student's employment as a graduate assistant, and copies of all correspondence with the student. In addition, reference letters written for the student, to which the student has waived access rights, are placed in a sealed envelope, and filed here. The student may not have access to these letters. Otherwise, the student, all faculty, and office secretaries, as part of their duties, have access to this file. This file is in the office of the Graduate Advisor, 041 Social Sciences and Humanities.

G. Academic Integrity

The CDIS Department strongly values the honesty and integrity of its students and supports students following ASHA's Code of Ethics. Please refer to <https://academicaffairs.okstate.edu/site-files/documents/overview-ai-policy-students.pdf> for the full OSU policy.

Behaviors that violate the fundamental values of academic integrity may include but are not limited to

- Unauthorized collaboration
- Plagiarism
- Multiple submissions
- Cheating on examinations
- Fabrication of information
- Helping another person cheat
- Unauthorized advance access to examinations
- Altering or destroying the work of others
- Fraudulently altering academic records

Penalties are based on the seriousness of the violation, ranging from a grade of “zero” on an assignment to an “F” in the course, to dismissal from the program secondary to violation of the ASHA Code of Ethics (refer to Appendix I).

H. Student Code of Conduct

We uphold a high standard of personal and interpersonal conduct within our department that is in accordance with the ASHA Code of Ethics (refer to Appendix I), Oklahoma State University, and HIPAA. In addition, we expect our students to adhere to the OSU Student Code of Conduct and treat each other with dignity and respect. Please refer to <https://studentconduct.okstate.edu/code> for the full policy.

I. Important Links:

- **Graduate College**
<https://gradcollege.okstate.edu/>
- **OSU Catalog**
<http://catalog.okstate.edu/courses/>
- **Graduate College Academic Calendar**
https://registrar.okstate.edu/academic_calendar/
- **Forms**
https://canvas.okstate.edu/courses/31331/modules#module_94179
- **Graduate College Best Practices in Graduate Education**
https://gradcollege.okstate.edu/site-files/docs/best_practices_grad_education.pdf
- **Fall/Spring/Summer Enrollment Guidelines:**
https://registrar.okstate.edu/registration_enrollment/enrollment_guides.html
- **Graduation Checklist (Master's Degree):**
<https://canvas.okstate.edu/courses/31331/pages/graduation-checklist-masters-students>

J. COVID-19 Modifications

Please note this is a **working document** and is subject to change at any time based on any University, state, and/or nationwide restrictions. The typical length for the full-time graduate program is **five semesters** (without the optional jump-start semester), including academic coursework and clinical practicum. However, due to current COVID-19 related restrictions, students who do not complete the required **375 clinical clock hours** during the five semesters may have to extend their graduate program by one or

more semesters. The current guidelines for the American Speech-Language-Hearing Association (ASHA) for successful completion of the graduate program, including the number of graduate clinical clock hours, remain unchanged. However, if there are any changes to the requirements or guidelines for the graduate program, the Program Director and/or the Graduate Advisor will share the information with you immediately.

Oklahoma State University considers all possible options to provide the best possible recommendations and guidelines for all its students, faculty, and staff. Therefore, the clinic manual includes detailed descriptions and guidelines about all of the steps you need to follow while working as a graduate clinician at the OSU Speech and Hearing Clinic.

In case you have any urgent questions, concerns, or thoughts related to COVID-19, you may contact Ms. Carpenter (Graduate Advisor, Clinic Coordinator), or Dr. Parveen (Program Director) by email and/or phone.

Ms. Kristi Carpenter	kristi.carpenter@okstate.edu	405-744-8939
Dr. Sabiha Parveen	sabiha.parveen@okstate.edu	405-744-5116

- Student Guidance:

<https://go.okstate.edu/coronavirus/campus-reopening-plan/plan-at-a-glance/student-guidance/index.html>

K. Student Complaints

The American Speech-Language-Hearing Association accredited the Oklahoma State University Department of Communication Sciences and Disorders professional training program. Any problems, misunderstandings, or questions about accreditation standards not clarified in the Graduate Student Manual, Clinic Manual, www.asha.org, or ASHA Membership and Certification Handbooks may be directed to the Program Director or the Department Head. Students with unresolved questions may call the American Speech-Language-Hearing Association, Council for Academic Accreditation at 800-498-2071.

In case student(s) have any concerns about the graduate program, they may also file a complaint related to the program's compliance with standards for accreditation by directly contacting the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) at

**The Council on Academic Accreditation in
Audiology and Speech-Language Pathology**

American Speech-Language-Hearing Association

2200 Research Boulevard, #310

Rockville, MD 20850

Email: accreditation@asha.org

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Appendix A

Grievance Procedures

All types of grievances can be handled informally or formally. It is usually preferable that parties in dispute begin by trying to settle their differences. Students are urged to settle disputes informally and at the lowest administrative level possible. An appropriate first step is direct communication with the person involved in the dispute. If this is too uncomfortable, a student may wish to have someone else present. If confrontation is not feasible, a recommended step is to visit that person's supervisor. For example, if there is difficulty with a professor, a student should consult with the Department Head. The Department Head can ultimately resolve most conflicts. If this is unsuccessful in satisfactorily resolving your issues, the university provides the following specific procedures: (a) Office of the Ombudsman. This person is available to listen to a person's concern about a dispute or conflict involving students, faculty, and staff and assist parties in mediating a mutually agreeable resolution, if reasonably possible. This person can be reached by email at ombuds@okstate.edu or by phone, (405) 744-6627. The office of the Ombudsman is located at 224 Student Union. (b) OSU Student Grievance Procedures are available. These require a student to contact the appropriate vice president. This requires a written request for the formation of a formal grievance committee. University policies related to student rights and responsibilities may be obtained at the Office of Student Activities (040 Student Union) or the vice president for Student Services (201 Whitehurst). (c) If a conflict concerns a grade, the Academic Appeals Board is contacted through the Academic Vice President's Office (101 Whitehurst). (d) In addition to the more formal university procedures, complaints can be made to the Dean of the Graduate College or the Dean, or the Associate Dean for Academic Affairs, of Arts and Sciences.

In summary, there are two levels at which a conflict may be resolved: (1) informally at the lowest administrative level possible or ultimately with the Head, and (2) by university grievance procedures or specific university procedures for grade disputes and sexual harassment. Again, you are expected to start at the lowest level possible and work your way up.

Note: It is strongly suggested that the complainant keep written records related to the problem issue.

Appendix B
Smoking and Use of Tobacco in University Buildings

Oklahoma State University Policy and Procedures
TOBACCO USE IN UNIVERSITY BUILDINGS
AND GROUNDS 1-0530 GENERAL UNIVERSITY
March 31, 2008

UNIVERSITY POLICY AND STATE LAW 1.01 The Oklahoma Smoking in Public Places and Indoor Workplaces Act, 63 O.S. 2003, SS 1247; 1-1523; 1-1525, et. seq., requires Oklahoma State University to adopt policies regulating smoking in facilities owned, leased, or under the control of the University. The Act prohibits the possession of lighted tobacco in any indoor place used by or open to the public, public transportation, or any indoor workplace, except where specifically allowed by law and allows educational facilities to adopt more restrictive policies regarding smoking and the use of other tobacco products in the buildings or on the ground of the facilities. These Policies and Procedures are adopted to implement that requirement. 1.02 It is the intent of Oklahoma State University to promote the health, well-being, and safety of all students, faculty, staff, and visitors. As such, effective July 1, 2008, Oklahoma State University is designated as a tobacco-free environment. Smoking and the use of all tobacco products are prohibited. 1.03 This policy applies to all non-leased buildings and grounds owned or under the control of Oklahoma State University on the Stillwater campus, including any housing or residence facility owned, operated, or managed by the University. 1.04. Residential Life will designate a limited number of facilities that will be exempt from this policy. Residential Life officials charged with oversight of the exempt areas of campus where tobacco use is permitted must adopt and post internal policies. Exempt areas (designated temporarily) are located on the campus map on the official OSU website (www.okstate.edu).

1.05 Tobacco use is prohibited in all vehicles owned, leased, or under the control of Oklahoma State University, the State of Oklahoma, and all its agencies and instrumentalities, including those that provide public transportation. DEFINITIONS

2.01 Tobacco use includes, but is not limited to, the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device or the use of smokeless tobacco including snuff, chewing tobacco, smokeless pouches, or any other form of loose-leaf, smokeless tobacco. PROCEDURES 3.01 Oklahoma State University will not accept donations, gifts, money, or materials intended to promote tobacco use or participate in any tobacco use services.

The OSU Physical Plant will post 3.02 Appropriate signage as necessary to inform employees, students, and visitors of policy provisions. In addition, a "Breathe Easy" sign will be placed on all campus buildings.

B. "Tobacco-Free Campus" will be posted at all main campus entrances.

C. No ashtrays will be provided on campus except in the remaining designated areas, beginning July 1, 2008. 3.03 It is prohibited to sell tobacco products or advertise the sale of tobacco products on University property.

3.04 Littering the campus with remains of tobacco products or other disposable

products is prohibited.

3.05 Organizers and attendees at events (meetings, conferences, lectures, cultural events, and sporting events) using OSU facilities must abide by the policy.

Organizers of such events are responsible for communicating the policy to attendees and for enforcing this policy. 3.06 Courtesy and consideration will be exercised when informing others unaware of and/or in disregard of this policy. No retaliation will occur to any person for doing so. 3.07 A complaint against an offender who fails to respond to a request by another, as noted in Section 3.06, may be referred to a dean, director, or other manager. Appropriate disciplinary action will be taken for an offender against whom multiple complaints have been received. 3.08 Oklahoma State University reserves the right to change these policies and Procedures or any portion thereof at any time without prior notice.

TOBACCO CESSATION PROGRAMS

4.01 Employees wishing to participate in tobacco cessation programs are referred to the Seretean Wellness Center (405.744.9355), the Oklahoma Tobacco Quit Line (1.800.QUIT.NOW, or 1.800.784.8669), the American Cancer Society, the American Lung Association, and the American Heart Association.

4.02 Students may contact University Health Services (405.744.7665) for cessation assistance. Adopted: February 1985 (As P&P 3-0530 "Smoking and Use of Tobacco in University Buildings") Revised:

May 1989 February 1997 (Revised and renumbered as P&P 1-0530) March 2004
March 31, 2008

Appendix C

DEPARTMENTAL GUIDELINES FOR ORAL AND WRITTEN COMMUNICATION

I. Baseline standards for oral communication

- a. Appropriate voice quality, pitch, intensity
- b. Articulate production of speech
- c. Correct use of English grammar.
- d. Limited use of slang, meaningless phrases (i.e., you know, etc.)
- e. Appropriate professional dress
- f. Appropriate use of gestures, eye contact, posture, and no gum

II. Guidelines for Written Reports- Projects

a. Grammatical Accuracy

1. Consistent verb tense usage
2. Noun-verb agreement
3. Correct sentence structure (each sentence has an implied or actual non-verb structure)
4. Logical organization within sentences
5. Correct grammar/syntax

b. Time Relationship

1. Historical Progression (e.g., which happened first, second, third, etc.)
2. Organization: Describing one event at a time completely, moving on to the next event, and so on without reverting to previous events unless necessary.

c. Spelling

1. For term projects: Maximum of 1% of the words misspelled.
2. There will be no spelling errors on final drafts of clinical reports, letters, etc.

d. Citations

1. All works by authors other than the writer are to be appropriately cited using APA style.
2. Plagiarism is unacceptable- when in doubt, footnote!
3. Quotes are to be accurate, word-for-word, and then cited appropriately. If paraphrasing, then cites immediately following the paraphrase.

e. Vocabulary

1. The effective, efficient, accurate use of a developed professional vocabulary is a worthy attribute. However, efficiency and accuracy are often more assumed than real. For example, don't use 20 letter words when six-letter words are adequate. Also, accuracy in terminology is critical. When in doubt, check the meaning of words which you want to use.

Appendix D

Paths to Standard Teaching Certification in Speech-Language Pathology

for Oklahoma Public Schools

Path 1:

Recommendation from University – (preferred path for OSU graduate students)

- Admission to OSU Professional Education Program (submitted by CDS when a student begins graduate school).
- Completion of required CDS graduate courses.
- Pass the Oklahoma Subject Area Test for Speech Pathology or the PRAXIS exam for Speech- Pathology (if Praxis exam has been passed, must submit a copy of the score report).
- Fingerprint and Background Check
- Official Transcripts
- The college recommends candidates either online or with an Application for Oklahoma School Certificate via mail.
- Candidate completes the online application and pays \$50.00 Application Fee.

Should be fully admitted into Professional Education

- a. OSAT(s), & PPAT completed and passed
 - b. 2.50 or 2.75 GPA based on program
 - c. Federal Background check (Use Teacher Certification service code)
 - d. 100% on the Trauma Responsive Teaching micro-credential
 - e. Pass the K-12 English Language Learners course or micro-credential
2. Complete Application for Oklahoma School Certificate
 - a. Complete top of form
 - b. Part I
 - c. Part IV (if applicable)
 - d. Part V
 - e. Signature
 - f. Application can be uploaded to our secure portal. Please choose the OES: Certification Applications option when uploading and name your file your first and last name. (First-Last).
 3. Degree posted – Usually 1-2 weeks after graduation.
**Graduate degrees take longer to post!
 4. Make sure you have NO Holds on your transcript!
 5. Once degree is posted, order an e-transcript and have it sent directly to the Certification Coordinator, Casey Powell, at pcasey@okstate.edu.
 6. Email will be sent to student once the recommendation has been completed with next steps for payment and ordering your certificate.

7. Don't forget to fill out your OES Exit Survey if you haven't already. This needs to be completed before you submit your application for your certification.
https://okstateches.az1.qualtrics.com/jfe/form/SV_b71jo67AxK06Fds

Contact Casey Powell for questions at pcasey@okstate.edu.

Path 2:

For American Speech-Language-Hearing Association CERTIFIED MEMBERS

- Candidate complete Application for Oklahoma School Certificate available on-line
- Copy of current ASHA Membership Card (CCC)
- Official Transcripts
- \$50.00 Application Fee
- Fingerprint and Background Check

For either path, the State Department of Education issues a standard certificate for Speech-Language Pathology valid for five years

Oklahoma State Department of Education

Professional Standards Section

Academic Honesty Statement Communication Sciences and Disorders

The Oklahoma State University Catalog states, “Academic dishonesty or misconduct is neither condoned nor tolerated at Oklahoma State University. Academic dishonesty is behavior in which a deliberately fraudulent misrepresentation is employed in an attempt to gain undeserved intellectual credit, either for oneself or another. Academic misconduct is behavior that results in intellectual advantage obtained by violating specific directions, rules or accepted academic standards, but without deliberate intent or fraudulent means.”

Any charge of academic dishonesty or misconduct will be dealt with according to the policies outlined in the Policy and Procedure Letters. These are available on the OSU Web page.

I understand that these policies must be adhered to throughout the course of my graduate program.

Candidate’s Signature _____ **Date** _____

Candidate’s Name (Print) _____ **OSU ID#** _____



ASHA
American
Speech-Language-Hearing
Association

CODE OF ETHICS

Reference this material as: American Speech-Language-Hearing Association. (2023). Code of Ethics [Ethics]. Available from 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 to reflect the current state of practice and to address evolving issues within the professions.

The ASHA Code of Ethics reflects professional values and expectations for scientific and clinical practice. It is based on principles of duty, accountability, fairness, and responsibility and is intended to ensure the welfare of the consumer and to protect the reputation and integrity of the professions. The Code of Ethics is a framework and a guide for professionals in support of day-to-day decision making related to professional conduct.

The Code of Ethics is obligatory and disciplinary as well as aspirational and descriptive in that it defines the professional’s role. It is an integral educational resource regarding ethical principles and standards that are expected of audiologists, speech-language pathologists, and speech, language, and hearing scientists.

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 ASHA holding the Certificate of Clinical Competence
- a member of ASHA not holding the Certificate of Clinical Competence
- a nonmember of ASHA holding the Certificate of Clinical Competence
- an applicant for ASHA certification or for ASHA membership and certification

ASHA members who provide clinical services must hold the Certificate of Clinical Competence and must abide by the Code of Ethics. By holding ASHA certification and/or membership, or through application for such, all individuals are subject to the jurisdiction of the ASHA Board of Ethics for ethics complaint adjudication.

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; (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. The Rules of Ethics are specific statements of minimally acceptable as well as unacceptable professional conduct.

The Code of Ethics is designed to provide guidance to members, certified individuals, and applicants as they make professional decisions. Because the Code of Ethics is not intended to address specific situations and is not inclusive of all possible ethical dilemmas, professionals are expected to follow its written provisions and to uphold its spirit and purpose. Adherence to the Code of Ethics and its enforcement results in respect for the professions and positive outcomes for those who benefit from the work of audiologists, speech-language pathologists, and speech, language, and hearing scientists.

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.

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 age; citizenship; disability; ethnicity; gender; gender expression; gender identity; genetic information; national origin, including culture, language, dialect, and accent; race; religion; sex; sexual orientation; or veteran status.
- D. Individuals shall not misrepresent the credentials of aides, assistants, technicians, students, research assistants, 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, 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 audiologist or speech-language pathologist.
- 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, 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 audiologist or speech language pathologist.

- 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 legally authorized/appointed representative.
- I. Individuals shall enroll and include persons as participants in research or teaching demonstrations/simulations 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, including humane treatment of animals involved in 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 who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.
- M. Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.
- N. Individuals who hold the Certificate of Clinical Competence may provide services via telepractice consistent with professional standards and state and federal regulations, but they shall not provide clinical services solely by written communication.
- 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 legally authorized or required by law.
- P. Individuals shall protect the confidentiality of information about persons served professionally or participants involved in research and scholarly activities. Disclosure of confidential information shall be allowed only when doing so is legally authorized or required by law.
- Q. Individuals shall maintain timely records; shall 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 shall not allow personal hardships, psychosocial distress, substance use/misuse, or physical or mental health conditions to interfere with their duty to provide professional services with reasonable skill and safety. Individuals whose professional practice is adversely affected by any of the above-listed factors should seek professional assistance regarding whether their professional responsibilities should be limited or suspended.
- 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 such a mechanism exists and, when appropriate, externally to the applicable professional licensing authority or board, other professional regulatory body, or professional association.
- T. Individuals shall give reasonable notice to ensure continuity of care and shall provide information about alternatives for 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. ASHA 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 provide clinical services consistent with current local and state laws and regulations and with ASHA certification requirements.
- C. Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.
- D. Individuals who engage in research shall comply with all institutional, state, and federal regulations that address any aspects of research.
- 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 use technology and instrumentation consistent with accepted professional guidelines in their areas of practice. When such technology is warranted but not available, an appropriate referral should 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

In their professional role, individuals shall act with honesty and integrity when engaging with the public and shall provide accurate information involving any aspect of the professions.

RULES OF ETHICS

- A. Individuals shall not misrepresent their credentials, competence, education, training, experience, or scholarly contributions.
- B. Individuals shall avoid engaging in conflicts of interest whereby a personal, professional, financial, or other interest or relationship could influence their objectivity, competence, or effectiveness in performing professional responsibilities. If such conflicts of interest cannot be avoided, proper disclosure and management is required.
- C. Individuals shall not misrepresent diagnostic information, services provided, results of services provided, products dispensed, effects of products dispensed, or research and scholarly activities.
- D. Individuals shall not defraud, scheme to defraud, or engage in any illegal or negligent conduct related to obtaining payment or reimbursement for services, products, research, or grants.
- E. Individuals' statements to the public shall provide accurate information regarding the professions, professional services and products, and research and scholarly activities.
- F. Individuals' statements to the public shall adhere to prevailing professional standards and shall not contain misrepresentations when advertising, announcing, or promoting their professional services, products, or research.
- 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 interprofessional relationships, and accept the professions' self-imposed standards.

RULES OF ETHICS

- A. Individuals shall work collaboratively with members of their own profession and/or members of other professions, when appropriate, to deliver the highest quality of care.
- B. Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative directive, referral source, or prescription prevents them from keeping the welfare of persons served paramount.
- C. Individuals' statements to colleagues about professional services, products, or research results 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, deceit, or misrepresentation.
- F. Individuals who mentor Clinical Fellows, act as a preceptor to audiology externs, or supervise undergraduate or graduate students, assistants, or other staff shall provide appropriate supervision and shall comply—fully and in a timely manner—with all ASHA certification and supervisory requirements.
- G. Applicants for certification or membership, and individuals making disclosures, shall not make false statements and shall complete all application and disclosure materials honestly and without omission.
- H. Individuals shall not engage in any form of harassment or power abuse.
- I. Individuals shall not engage in sexual activities with persons over whom they exercise professional authority or power, including persons receiving services, other than those with whom an ongoing consensual relationship existed prior to the date on which the professional relationship began.
- J. Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.
- K. 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.
- L. 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.
- M. Individuals shall not discriminate in their relationships with colleagues, members of other professions, or individuals under their supervision on the basis of age; citizenship; disability; ethnicity; gender; gender expression; gender identity; genetic information; national origin, including culture, language, dialect, and accent; race; religion; sex; sexual orientation; socioeconomic status; or veteran status.

- N. Individuals with evidence that the Code of Ethics may have been violated have the responsibility to either work collaboratively to resolve the situation where possible or to inform the Board of Ethics through its established procedures.
- O. 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.
- P. 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.
- Q. 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.
- R. Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.
- S. Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice and to the responsible conduct of research.
- T. Individuals who have been convicted of, been found guilty of, 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 the ASHA Ethics Office in writing within 60 days of the conviction, plea, or finding of guilt. Individuals shall also provide a copy of the conviction, plea, or nolo contendere record with their self-report notification, and any other court documents as reasonably requested by the ASHA Ethics Office.
- U. Individuals who have (1) been publicly disciplined or denied a license or a professional credential by any professional association, professional licensing authority or board, or other professional regulatory body; or (2) voluntarily relinquished or surrendered their license, certification, or registration with any such body while under investigation for alleged unprofessional or improper conduct shall self-report by notifying the ASHA Ethics Office in writing within 60 days of the final action or disposition. Individuals shall also provide a copy of the final action, sanction, or disposition—with their self-report notification—to the ASHA Ethics Office.

TERMINOLOGY

The purpose of the following Terminology section is to provide additional clarification for terms not defined within the Principles of Ethics and Rules of Ethics sections.

ASHA Ethics Office

The ASHA Ethics Office assists the Board of Ethics with the confidential administration and processing of self-reports from and ethics complaints against individuals (as defined below). All complaints and self-reports should be sent to this office. The mailing address for the ASHA Ethics Office is American Speech-Language-Hearing Association, attn: Ethics Office, 2200 Research Blvd., #309, Rockville, MD 20850. The email address is ethics@asha.org.

Advertising

Any form of communication with the public regarding services, therapies, research, products, or publications.

diminished decision-making ability

The inability to comprehend, retain, or apply information necessary to determine a reasonable course of action.

individuals

Within the Code of Ethics, this term refers to ASHA members and/or certificate holders and applicants for ASHA certification.

informed consent

An agreement by persons served, those with legal authority for persons served, or research participants that constitutes authorization of a proposed course of action after the communication of adequate information regarding expected outcomes and potential risks. Such an agreement may be verbal or written, as required by applicable law or policy.

may vs. shall

May denotes an allowance for discretion; shall denotes something that is required.

misrepresentation

Any statement by words or other conduct that, under the circumstances, amounts to an assertion that is false, erroneous, or misleading (i.e., not in accordance with the facts).

negligence

Failing to exercise a standard of care toward others that a reasonable or prudent person would use in the circumstances, or taking actions that a reasonable person would not.

nolo contendere

A plea made by a defendant stating that they will not contest a criminal charge.

plagiarism

Representation of another person's idea, research, presentation, result, or product as one's own through irresponsible citation, attribution, or paraphrasing.

publicly disciplined

A formal disciplinary action of public record.

reasonable or reasonably

Being 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 the ASHA Ethics Office in writing and (b) sending a copy of the required documentation to the ASHA Ethics Office (see definition of “written” below).

shall vs. may

Shall denotes something that is required; may denotes an allowance for discretion.

telepractice

Application of telecommunications technology to the delivery of audiology and speech language pathology professional services at a distance by linking clinician to client/patient/student or by linking clinician to clinician for assessment, intervention, consultation, or supervision. The quality of the service should be equivalent to that of in-person service. For more information, see Telepractice on the ASHA Practice Portal.

written

Encompasses both electronic and hard-copy writings or communications.

Appendix G CDIS Graduation Checklist

Please make sure you have completed the following prior to your exit interview with the Department Head.

Name: _____

- _____ Submit all clinical hours to Clinic Coordinator for total hours calculation and received clearance form that you have met all clock hour requirements as determined by ASHA, as well as our department.

- _____ Submit off-campus practicum evaluation to Clinic Manager

- _____ Submit all continuing education certificates to Graduate Advisor (totaling .7 CEUs)

- _____ Bring ASHA certification form to be signed by Program Director (completed online)

- _____ Bring licensure verification form to be signed by the Program Director with an addressed and stamped envelope (if applicable)

- _____ Non-Thesis candidates: pass comprehensive examinations

- _____ Thesis candidates: clear all department, Graduate College, and University deadlines; receive a grade of A or B

- _____ Schedule/pass PRAXIS II exam (can also be taken during CF experience if not needing teacher certification). Please submit praxis scores to Graduate Advisor for student personnel file.

- _____ If pursuing teacher certification, complete background check required by Oklahoma Department of Education with fingerprints through OSU Education Department (currently Casey Powell) and complete all necessary requirements (Refer to appendix for Teacher Certification checklist). *Please turn in forms to the Graduate Advisor along with your portfolio flash drive.*
 - _____ Portfolio flash drive
 - _____ Portfolio Review Form
 - _____ Academic Honesty Form

- _____ Submit the completed Program Evaluation to the Department Head at your exit interview.

- _____ Submit a permanent address for your personnel file

- _____ Submit Annual Student Evaluation and academic vitae to Graduate Advisor

Appendix H
Oklahoma State University
Communication Sciences & Disorders
Program Evaluation

Student's Name: _____
Date Attended OSU Graduate Program: _____

Personal/Professional Development

1. Based on your academic, clinical, and research (if applicable) experiences during your course of graduate study, what objective(s) do you think you achieved and how did they either meet or failed to meet your expectations?

2. What mechanisms or resources (i.e., class participant, use of faculty office hours, special workshops/ conferences, Simucase/ In-class simulations, consultation with faculty, library, study habits/ techniques) did you use to facilitate and/or enhance your learning during the graduate program?

3. What went well for you during the comprehensive exam? What things can be modified or changed to best facilitate students' learning and success in the future?

4. How did the pandemic (or COVID-19) affect your personal and/or professional goals? What were some of the high and low points for your overall learning and graduate experiences as you completed the program during a pandemic?

Instruction

- 1. Do you feel that the instruction helped you to see the inter-relationships between specialty areas within the disciplines? Do you feel that the instruction provided the opportunity to apply theoretical concepts to the clinical questions?**

- 2. What instances or events helped you the most to make the connections between coursework and the work in the clinic?**

Student/Faculty Interaction

- 1. Did you have someone in the department with whom you felt free to discuss concerns?**

- 2. Did you feel that you were adequately guided in planning your academic and clinical practicum experiences?**

3. What types of student/faculty interaction did you find beneficial? What additional suggestions would you make?

Program Overview

1. What are some courses/ things/ aspects that you would recommend be added, modified or deleted in the current CSD graduate program for a better student experience?

2. Did you attend OSU as an undergraduate student?

Yes

No

3. Please comment on your level of preparation when you came in as an incoming graduate student with regard to understanding the normal processes underlying speech, voice, language, and hearing.

4. List some of the strengths and weaknesses of the Communication Sciences and Disorders (CSD) program at Oklahoma State University.

5. Any other comments, thoughts, or suggestions that would be helpful for us to know or consider.

Appendix I

Graduate Student Annual Evaluation

Course	Grade received or semester plan to take
CDIS 5143 Speech Sound Disorders	
CDIS 5713 Fluency Disorders	
CDIS 5193 Motor Speech Disorders	
CDIS 5013 Evidence-based Practice	
CDIS 5113 Developmental Language Disorders	
CDIS 5153 Neurological Communication Disorders	
CDIS 5420 Augmentative/Alternative Communication-elective	
CDIS 5710 Special Topics in Communication Disorder-elective (choose Counseling or AAC. 5422 or 5710) both 2 hours.	
CDIS 5163 Dysphagia	
CDIS 5330 Voice & Resonance Disorders	
CDIS 5183 TBI/Dementia	
CDIS 5533 Autism Spectrum Disorders	
CDIS 5243 Disorders of Literacy and Complex Language	
CDIS 5000 Master's Thesis Total Credit Hours Completed: _____	
CDIS 5210 Advanced Practicum Total Credit Hours Completed: _____	

_____ Master's Thesis
 -Date of Proposal: _____
 -Date/Anticipated Date of Defense: _____

_____ Creative Component
 -Date of Comprehensive Exams: _____
 -Pass: _____

Praxis Date: _____

Professional Development	Date Completed	# of CEUs

Research Activity (please list all presentations and projects):

Volunteer Activities (please list any volunteer work you have completed while in graduate school below):

Please list practicum hours you have obtained within each area below:

Ch Sp Tx	Ch L Tx	Ch Sp Dx	Ch L Dx	Ad Sp Tx	Ad L Tx	Ad Sp Dx	Ad L Dx	Aural

Total number of practicum hours: _____

External Practicum Site	Semester/Year	Supervisor/s

Appendix J

GUIDELINES FOR TEACHING ASSISTANTS

Supervisors

- You will have a faculty supervisor to whom you will report. The amount of supervision depends on the course.
- TAs and supervisors should hold regular meetings throughout the semester.
- Supervisor should observe the TA teaching at least once per semester.
- Supervisors will delegate work to you related to your assignment. For example, if your assignment is as a teaching assistant, you will not be asked to spend time working on non-teaching activities for that supervisor.

General Rules

Attendance

- Be in class when you are supposed to be. Final exams will occur on different days, at different times, and even in different rooms than your regularly scheduled class so be aware of these differences.
- You must hold your class for the entire period. Occasionally ending 5 minutes earlier is permissible.
- Classes may not be cancelled by the TA unless for a legitimate reason (e.g., illness). If you know ahead of time about an absence (e.g., for attending conferences), you must arrange for a substitute instructor. You may not give an out-of-class assignment in lieu of a meeting for class. Your supervisor must be informed of absence and approve substitute. You must also inform the Department Head.
- If you leave town for any reason for which you will miss the class(es) to which you are assigned, you must also file a travel request with the Department of Communication Sciences and Disorders office one month prior to leaving (6 weeks for international travel, including Canada, Alaska & Hawaii).
- TAs should stay on campus through the end of the semester – i.e., the day grades are submitted – to help see that grading is complete. Grades are due the Tuesday after finals week.

Grades and Grading

- TAs and instructors must maintain the confidentiality of students' grades. You may not show one student's grade to another student, nor give a student's graded test, paper, etc., to another student even if the students are obviously friends/confidants.
- Public display of grades cannot contain any identifiers. Be sure to ask your supervisor if grades are to be posted. If they are, be sure to review the posting procedure with the supervisor before grades are posted.
- Assignments from students with identifiers should be turned in to your supervisor at the end of the semester. If you are to dispose of such papers, you must either black out the name/ID number or shred them. Do not just put them in the waste basket or recycling box.
- Familiarize yourself with the OSU rules and procedures regarding violations of academic integrity. Discuss with your supervisor how you should deal

with suspected violations. For specific information regarding violations of academic integrity go to the following websites:

<https://academicintegrity.okstate.edu/>

- Maintain accurate records. This includes, but is not restricted to, the following.
- Keep your grades in a hard copy form, such as a grade book, as well as electronically. This will prevent the loss of grades due to computer problems.
- Keep at least two e-copies in separate places. Emailing copies to your supervisor is a good idea.
- Record all relevant data in your grade book. For example, if you take attendance, enter it in the grade book.
- With your grade book keep other data such as doctors' notes excusing students from class, emails to students granting extra time for papers, etc.
- Submit all records to your supervisor at the end of the semester.

Miscellaneous

- Teaching evaluations must be done for classes and labs every semester.
- If you catch any student viewing pornography on a computer in a public lab (such as 024 Social Sciences and Humanities), you must report it to the department head.
- Students with verifiable disabilities must be accommodated. If this arises, discuss it with your supervisor. For policies, procedures, etc., of the University Student Disability Services, go to <http://sds.okstate.edu/>
- For those of you teaching your own course, you may be approached by a student who wants to do an honors contract. This can only be done if (a) the student petitions the Honors College and (b) your faculty supervisor, not you, oversees all aspects of the contract. The website <https://honors.okstate.edu/honors-contract-information-faculty.html> discusses more about what an honors contract is.
- Please contact your supervisors before the beginning of the semester to learn about your roles and responsibilities as the Graduate Teaching Assistant (GTA). Please consult your supervisor before finalizing any international travel during the semester. Please maintain the best practices of student confidentiality and fair grading as part of your GTA duties. Please review all the important information related to Academic Affairs at <https://academicaffairs.okstate.edu/> <http://academicaffairs.okstate.edu>

Conducting Classes

- At first class meeting, have an informal, ice-breaking session. Students, especially CDIS majors, will often be very interested in how you got to where you are as a graduate student. Ask them about their career goals, but don't put anyone on the spot.
- Be very clear about the rules from the outset. Be authoritative: This means be firm but explain the "why" of rules and their enforcement, as well as being flexible. However, you must instill the sense of your authority in the classroom. You have the responsibility of delivering the course material as well as maintaining a professional environment. Avoid becoming authoritarian.

- Discuss with your supervisor prior to the beginning of the semester how unruly students should be dealt with.
- Be sure the class knows from the start what behaviors are unacceptable, e.g., receiving calls on cell phones.
- When making assignments, focus on being clear and comprehensive. After making the assignment, probe the class for their comprehension.
- If your class is held in the department computer lab, be sure the class understands that these computers are only to be used for class purposes during class hours. If the class is not using the computers, they should be shut down.
- Group projects can involve social loafing, i.e., one or more students will sit back and let others do the work. You and your supervisor may wish to develop a way to allow group members to rate the contribution of each other. You might have the students in the groups keep a running log of their meetings in case such data are needed later.

Students in Distress

- It is likely that one or more of the students in your class may become distressed at some point during the semester. This can range from providing encouragement, reassurance to the student, to meeting with the student to review the student's performance and ways he/she may improve.
- You may also recognize that a student may be so distressed as to require additional assistance from someone other than you as the instructor. There are resources available for students, such as the Student Counseling Center, and it may be appropriate to recommend that the student contact the center.
- You should review the OSU website for "Students in Distress: A Helper's Guide" at <https://ucs.okstate.edu/scc/referstudents.html> for additional information and to ensure that you are prepared for such situations.
- You should also contact your supervisor to discuss special situations with students to keep him/her informed and to obtain additional guidance and counsel.

Working with Students Outside of Class

- Be available. You should give your students information on how to contact you, but we don't recommend giving your home phone number.
- Schedule at least 2 office hours per week, more if your supervisor requests it.
- Don't have office hours right before class, especially for labs where assignments are due. Students will come to these office hours and seek 11th hour help which usually results in poor work.
- For assignments, you and your supervisor should decide whether it is your responsibility or the students to print copies of assignments.
- Be careful when offering to read drafts of assignments; you can be overwhelmed by such requests. You and your supervisor should have a concrete policy about how many drafts will be read by the TA.
- You should allow students to have your email address. Save whatever students send you by email. You might also keep a running log of meetings you have with students, recommendations made, etc., to ward off possible later disputes. This log can serve as a record of anything that can potentially be at issue in the future,

e.g., granting extra time on an assignment. See the point about maintaining accurate records under *General Rules*.

- When a student sends something to you or you send something to them via email, the recipient should always send a reply acknowledging receipt. Copying your supervisor onto the email (by listing their email address in the cc or bcc line) may also be advisable. Ask your supervisor if he/she would like you to do this routinely.
- You may have international students in your class, some of whom will have less than optimal skills in speaking and/or writing English. In such cases, the TA should consult with the supervisor as to how stringently papers will be graded regarding grammar, spelling, etc.
- Be prepared to spend extra time with international students. They often request more attention.

Appendix K

Policy on students who speak English with accent, nonstandard dialects and/or who present with communication deficit(s)

All students who are enrolled in clinical practicum at the Oklahoma State University Speech-Language-Hearing Clinic are provided opportunities to evaluate and treat patients with communication disorders as long as they demonstrate knowledge on normal and disordered communication and are able to model the desired behavior. If there is a specific condition that prohibits the student from modeling the desired behavior to the patient, then the student will be provided active guidance on modeling the specific behavior before providing further clinical services to the patient. For example, a student speaking English with a certain accent could potentially have difficulty in modeling a target phoneme to a child with articulation disorder. In this case the student will be put on a remediation plan before providing further clinical services to the child. As a part of the remedial plan, the clinical supervisor will work with the student and provide guidance on modeling the target behavior. Once the student is able to demonstrate that he/she is capable of modeling the specific phoneme then he/she will be again assigned a patient with an articulation disorder. The Oklahoma State University Speech-Language-Hearing Clinic will not discriminate against persons based on their spoken dialect and language, race, color, religious affiliation, or parental status. In line with the American Speech-Language-Hearing Association position statement "Students and Professionals Who Speak English with Accents and Nonstandard Dialects: Issues and Recommendations", we understand that all individuals speak with an accent and/or dialect; thus, we facilitate our students to receive maximum clinical experience that they are entitled to. Spoken English Proficiency Requirements for Seeking Employment at OSU. OSU policy requires all persons who are non-native English speaking to demonstrate an acceptable level of spoken English before being employed in an instructionally related capacity, including laboratory assignments. Graduate students who serve only as laboratory assistants (e.g., setting up and/or maintaining equipment) are not required to comply with the provisions of this section.

A copy of this policy can be found at

https://cdis.okstate.edu/images/documents/English_Proficiency_Requirements_for_International_Graduate_Students.pdf

Appendix L

I, _____, understand that the Oklahoma State University CDIS graduate program is a full-time residential program that is typically completed in five semesters. I understand the graduate students are expected to be available to attend coursework and/or practicum from 8 AM-5:30 PM Monday through Friday and are expected to be available five days a week. I understand new clients and evaluations may be assigned anytime Monday-Friday during the semester.

My signature below means that I have read, understand, and agree to the statement above.

Signature

Date