Disclaimer
The material in this handbook supplements university academic regulations for students and faculty connected with the graduate program of the Department of Communication Sciences and Disorders. 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 rules, regulations, and procedures of the University, 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’s (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.

A. GOALS OF MASTER’S PROGRAM IN CDIS

1. Understand the normal processes of speech, language, and hearing development throughout the life span 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 on 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 following organizational chart provides an overview of the major areas.

C. Department Administration

**Department Head**
Dr. Ron Schaefer is the Interim Head of the Department of Communication Sciences and Disorders. He is responsible for the functioning of the department. If you have questions, you are encouraged to contact him. If these are not convenient for you, you may make an appointment with the Head directly or through the Administrative Assistant. He offices in Murray Hall room 026.

**Program Director**
Dr. Ramesh Kaipa is the Program Director. He is responsible for ensuring the department adheres to all ASHA standards, as well as, Graduate College standards. If you have questions regarding the program and are unable to meet with the Graduate Coordinator, you may speak to Dr. Kaipa directly. His office is Murray Hall room 017.
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, course professors, and peers. They are happy to assist you as necessary, but please remember that they are responsible for many of the unseen tasks that ensure that our department runs smoothly. The responsibilities of each are as follows:

Administrative Assistant
Bonnie Sarhan serves as the Assistant to the Department Head and supervises all office staff. Some of her duties of specific interest to graduate students are: 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, coordinate Facilities Management work orders, coordinating course evaluation forms, OSU foundation accounts, and GTA hours records.

Financial Assistant
Amy Kimmel serves as the bookkeeper of Department accounts including the Departmental budget, travel requests, reimbursements, research participant payments, PCard accounts, and client billing.

Administrative Support Assistant
Brenda James serves as the departmental receptionist. She is responsible for ordering textbooks, handling questions and problems with the photocopying machines, reserving rooms, handling repairs on office equipment and office space, processing mail. She also provides clerical services for faculty members and graduate teaching assistants in our department.

Katie Engelbrecht serves as a work study for our department front office. She serves as a receptionist, assists with checking out therapy equipment, and other clerical services.

E. Academic Advisors
Graduate Coordinator/Advisor
Abby Grantham 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.

Undergraduate Advisor
Leslie Baldwin is a full-time undergraduate advisor assisting all undergraduate students in the department with enrollment and graduation, along with her instructor assignments.
## F. Staff Directory

### CDIS Phone List/Room Numbers

#### Stillwater Faculty and Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vacant</td>
<td>4-8942</td>
<td>004</td>
</tr>
<tr>
<td>Baldwin, Leslie</td>
<td>4-8009</td>
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<tr>
<td>Courouleau, Trevor</td>
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<tr>
<td>Danilowicz, Kay</td>
<td>4-7952</td>
<td>002</td>
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<tr>
<td>Engelbrecht, Katie</td>
<td>4-6021</td>
<td>042</td>
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<tr>
<td>Freeman, Valerie</td>
<td>4-2996</td>
<td>007</td>
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<tr>
<td>Giddens, Cheryl</td>
<td>4-8947</td>
<td>009</td>
</tr>
<tr>
<td>Grantham, Abby</td>
<td>4-8922</td>
<td>014</td>
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<tr>
<td>James, Brenda</td>
<td>4-7515</td>
<td>042</td>
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<tr>
<td>Kaipa, Ramesh</td>
<td>4-7956</td>
<td>017</td>
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<tr>
<td>Kimmel, Amy</td>
<td>4-8945</td>
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<tr>
<td>Parveen, Sabiha</td>
<td>4-5116</td>
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<td>Richtsmeier, Peter</td>
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<tr>
<td>Sarhan, Bonnie</td>
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<td>Schaefer, Ron</td>
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<td>026B</td>
</tr>
<tr>
<td>Tefft, Donita</td>
<td>4-8939</td>
<td>043</td>
</tr>
<tr>
<td>Zhang Yu</td>
<td></td>
<td>019</td>
</tr>
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</table>

#### Other Important Numbers

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<thead>
<tr>
<th>Other Offices/Rooms:</th>
<th>Phone</th>
<th>Office</th>
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<tbody>
<tr>
<td>Audiology Lab</td>
<td>4-8937</td>
<td>073</td>
</tr>
<tr>
<td>Stillwater Clinic Fax</td>
<td>4-8070</td>
<td>042</td>
</tr>
</tbody>
</table>

### Tulsa Faculty and Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vacant Admin Support</td>
<td>918-594-8573</td>
<td>NH 391</td>
</tr>
<tr>
<td>Whitehead, Megan</td>
<td>918-594-8199</td>
<td>NH 370</td>
</tr>
<tr>
<td></td>
<td>918-594-8325</td>
<td>NH 372</td>
</tr>
<tr>
<td>Tulsa Clinic Fax</td>
<td>918-594-8113</td>
<td>NH 391</td>
</tr>
<tr>
<td></td>
<td>918-594-8473</td>
<td>NH 372</td>
</tr>
</tbody>
</table>
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 the graduate college. We also require that you have taken courses in Speech Science and Neural Anatomy and Physiology. It is not necessary to have an undergraduate degree in communication sciences and disorders to pursue a masters degree, however, prerequisite course work must be completed before admission to the graduate program will be considered. Students with an undergraduate degree in a discipline other than communication sciences and disorders should apply to the graduate school as a "Special Student (Non-Degree Seeking)" in the Graduate College website. Students must also complete undergraduate coursework required by ASHA in the areas of Physical Science, Statistics, Biological Science, and Social Science.

Recommended admission requirements include a 3.4 GPA in the undergraduate major; a combined verbal and quantitative GRE of 296; a verbal GRE of 153; and an analytical writing GRE of 3.5. Students who do not meet all requirements listed above may be admitted on a provisional basis.

International students or naturalized citizens of the U.S. whose native language is not English are also required to submit evidence of proficiency in both written and spoken English. Applicants for whom English is a second language are required to demonstrate an acceptable level of spoken and written English usually by submitting a TOEFL or IELTS score.

- A TOEFL score of 79 (internet based test) or 550 (paper based test) is required. The TOEFL institution code for OSU is 6546.
- Prospective graduate students who score a 26 or better on the speaking portion of the Internet based TOEFL (iBT) or an IELTS speaking score of 8.5 or higher will be cleared for clinician assignments.
- Prospective graduate students who are unable to access the iBT or the IELTS prior to arrival at OSU may receive authorization to take the Versant English Test. A passing score on the Versant will enable the student to be considered for clinical assignments.

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 OSU graduate college website.

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 O 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 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.
Those students, who do not meet the recommended requirements outlined above, may be admitted on provisional admissions, probation admission, or conditional admission. For further explanation regarding provisional, probation, or conditional admission please refer to the university catalog at https://registrar.okstate.edu/University-Catalog-Online.

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

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

C. Academic Accommodations for Students with Disabilities
Oklahoma State University and the Department of Communication Disorders supports students with disabilities. Students with disabilities must contact Student Disability Services (SDS). See contact information below.

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

Each student is encouraged to act as his/her own advocate and has the primary responsibility for securing assistance. Early and regular contact with SDS will help ensure the timely identification and provision of services and accommodations. To refer to the full policy go to http://sds.okstate.edu/

Contact Info
Student Disability Services
315 Student Union
Oklahoma State University
Stillwater, OK 74078-7015
(405) 744-7116 (Voice/TTY)
(405) 744-8380 (FAX)
(405) 571-9860 (VideoPhone | Sorenson)
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 http://gradcollege.okstate.edu/planofstudy/. 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 choice of creative component or thesis. You should work closely with your advisor in completing your plan of study and choosing 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. In order 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, it is imperative that the final version of your Plan of Study be up-to-date, complete and correct. Be sure to visit with your advisor to be certain that your Plan of Study is accurate prior to the semester you plan to graduate. (see www.gradcollege.okstate.edu for specific deadline)

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 in order 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 https://registrar.okstate.edu/University-Catalog

F. Departmental Degree Requirements
Students who enter the graduate program in CDIS will be required to meet the following departmental requirements.
## CURRICULUM FOR M.S. IN COMMUNICATION SCIENCES AND DISORDERS

### Fall - 1st Year

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>5143 Phonological Disorders</td>
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</tr>
<tr>
<td>5013 Research Methods in CSD</td>
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<tr>
<td>5193 Motor Speech Disorders</td>
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<tr>
<td>5210 Advanced Practicum</td>
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### Spring - 1st Year

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<thead>
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<tbody>
<tr>
<td>5333 Voice Disorders</td>
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<tr>
<td>5153 Neurological Communication Disorders</td>
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</tr>
<tr>
<td>5113 Adv. Language Disorders in Children</td>
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<td>5210 Advanced Practicum</td>
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### Summer - 1st Year

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<table>
<thead>
<tr>
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### Fall - 2nd Year

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<tr>
<td>5713 Fluency Disorders</td>
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<tr>
<td>5210 Advanced Practicum</td>
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### Spring - 2nd Year

<table>
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<tr>
<td>5710 Cleft Palate</td>
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<tr>
<td>5243 Lang. Dis. School-Age &amp; Adolescents</td>
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<tr>
<td>5210 Advanced Practicum</td>
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</tr>
</tbody>
</table>

### 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 a sufficient background for graduate-level courses (i.e. neural anatomy and physiology, speech science, phonetics, statistics), and to meet ASHA certification guidelines.

A thesis (CDIS 5000) is an option with faculty approval. Six credit hours for 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 successfully 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.
6. Obtain a minimum of 375 clock hours of supervised clinic practice and 25 hours of observation specified by ASHA for certification in Speech-Language Pathology.
7. Complete 1.2 CEUs (12 hours) of continuing education during the time enrolled in the CDIS Graduate Program.
8. Complete an online ethics training in Responsible Conduct of Research (RCR) by the end of the first semester of the program.

The program is typically completed in two years (four semesters and one summer). However, a student can elect to modify the workload in a manner to suit his/her needs with the approval of the Department Head and the Graduate Advisor. The Graduate College requires 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 10 years old at the time of graduation.

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 produce a master’s thesis in lieu 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 thesis must be included in the graduate plan of study. Students generally enroll for 1-2 hours of thesis for a period of 3-4 semesters.

During Fall I, Spring I, or Fall II, students who decide to pursue the thesis option should discuss the decision with a member of the graduate faculty who has expertise in the specified area of research. The student must select a Thesis Advisor. The Advisor must hold an appropriate OSU Graduate Faculty appointment if serving as 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 Advisor is responsible for reporting to the Advisory Committee on the student’s 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 preparation of scientific presentations, manuscripts for publication, etc. The student and the Thesis Advisor or Graduate Advisor should sign an amended Plan of Study, as well as the “Results of Master’s Thesis Proposal Meeting” form (see Appendix D) and submit to the Graduate Coordinator for the student’s file. Students work with a thesis committee of three persons, the advisor and two other graduate faculty members. In the event that the student’s Research 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 in how to proceed. 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 on the OSU Graduate College web site at: http://gradcollege.okstate.edu/tdg.

American Psychological Association (APA) style has been approved for use in writing theses in the CDIS Department. The APA Style Manual is available in the Student Union Bookstore. The CDIS Department has drawn up "Thesis: Style Guidelines" which specifies when to follow Thesis Manual guidelines and when to follow APA guidelines. Style of thesis presentation will vary depending on the type of study (historical, case study, linguistic, descriptive or experimental).

Suggested Thesis Timeline

Fall I
1. Select potential area of study
2. Complete the CITI Human Subjects Protection Training Program found online at: http://compliance.okstate.edu/rcr/training.

Spring I
1. Select Thesis Advisor
2. Complete "Results of Master’s Thesis Proposal Meeting" form with Thesis Advisor and submit a copy to Graduate Advisor for personnel file.
3. Enroll in 2 thesis hours
4. Search, read, and review literature relevant to area of interest
5. Refine, narrow topic
6. Prepare written review of literature

Summer I
1. Enroll in 2 thesis hours
2. Submit Research Protocol and Consent Form to Institutional Review Board (IRB) for approval
3. Discuss potential thesis committee members with Thesis Advisor and then contact individuals to request service on the committee
4. Meet with each committee member to discuss the general purpose of the research and how it will be conducted
5. Prepare prospectus (literature review and methods sections) and give to thesis advisor for review
6. Schedule a prospectus meeting with entire committee (student provides copy of prospectus to each member no less than 1 week prior to the meeting)
7. If prospectus is approved, commence data collection

Fall II
1. Enroll in 1 hour of thesis
2. Continue Data collection

Spring II
1. Enroll in 1 hours of thesis
2. Continue Data collection, if necessary
3. Conduct data analysis
4. Prepare draft copy of thesis and submit to Thesis Advisor
5. Upon recommendation of Thesis Advisor, submit draft copy to each committee member
6. Meet with each committee member to discuss concerns/suggestions
7. Meet with Thesis Advisor on suggested changes, negotiating unresolved issues, etc.
8. Prepare to defend thesis when approved by committee
9. Submit thesis draft copy to the Graduate College by the established deadline.
10. Schedule defense
11. Make formal presentation of completed research project. Answer questions of committee and others. Obtain required signatures from committee.
12. Following successful defense, meet with Thesis Advisor for final edits to thesis
13. File electronically the final thesis 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 student’s thesis. It is recommended that the thesis student consults his/her research advisor in planning an appropriate timeline that would allow the student to complete the thesis in a timely manner.

H. Required Research Ethics Training
Because of new Federal Guidelines, all graduate students must take the CITI Responsible Conduct of Research (RCR) modules (https://www.citiprogram.org/), including the Plagiarism module. Each student must complete this training by the end of the first semester and submit the results to the Graduate Coordinator 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 being placed on 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 also 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 (CSD) must also meet the following departmental standards:

- All students must maintain a CSD minimum Grade Point Average (CDIS GPA) of 3.00. Any students falling below the 3.0 GPA will be placed on 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:

- Students may not earn the 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 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.
- Students earning a second “C” in coursework will be subject to dismissal from the CSD graduate program.
- Students earning a grade of “D” or “F” in any one CDIS course will be subject to dismissal from the CSD graduate program.
- Students earning a “C” in CDIS 5210, Clinical Practicum, will be placed on CSDDP and must 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 CSD Graduate Studies Committee when they have been placed on a one-semester CSD departmental probationary (CSDDP) period and such notification will be given 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 current practicum placement will be revoked. Repeat coursework or alternative remediation per permission of 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 program director
- A student placed on department probation or who is dismissed from the CSD 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/content/appeals-policy

J. Annual Student Evaluation
Each student will be evaluated at the completion of each spring semester by the Graduate Faculty. Students are required to complete the annual student evaluation form (see Appendix M) and academic vitae and submit electronically to the Graduate Coordinator by the Friday of finals week of each spring semester. Each student is evaluated in the following categories: Research and Scholarship (if completing a Master’s thesis) Clinical Training, Coursework, and Teaching and Professional Development. If a student is a member of the National Student Speech Language Hearing Association (NSSLHA; http://www.asha.org/nsslha/), please provide a photocopy of the membership card during the submission of documents for annual evaluation. 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 within a few weeks of the date of the meeting. It is the goal of the program that each student obtains “satisfactory progress”.

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 the form of a letter. This letter will summarize the student’s training-related activities from the past year and include an evaluation of overall progress. Three general performance ratings, and associated possible consequences, are:
Making Satisfactory Progress

Student is meeting all research and clinical training benchmarks, performing adequately academically, performing well in assistantship placements (if applicable), and otherwise conducting him- or herself in a professional manner. This is the highest rating a student can receive.

Failing to Make Satisfactory Progress (FMSP)

Student is failing to fulfill expectations in one or more areas. The graduate faculty may recommend limitations on funding (if applicable) or practica opportunities. Student will be expected to outline a plan for improvement that is approved by the Program Director. 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)

Student has failed to make adequate improvements and continues to fail to fulfill expectations in one or more areas. Student may be prohibited from pursuing practicum, and in most cases will be discouraged from engaging in practicum that requires greater than a 10 hr/wk commitment (unless lack of progress relates to clinical training). Student may lose privilege of funding (if applicable). Student must meet with the graduate faculty to present plan for improvement. The graduate faculty will hold a mid-year review to discuss the student’s progress. Student is at risk for 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 the event that 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 successfully completing their requirements for the year. At that time, the student has several options. Regardless of the option selected, the procedure should be completed as early as possible. First, the student could withdraw completely from the program and 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 first-year evaluation is conducted by the faculty in the student’s program in the summer after 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 on occasion emergency situations arise when students will not have time to petition the program faculty. In such cases, the student should seek advice from the Program Director or Department Head. The 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.

To request a leave of absence, a petition along with 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 may place conditions upon your reentry into the program. In cases of emergency, the Department Head may grant you a 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/leave-of-absence-policy](https://gradcollege.okstate.edu/leave-of-absence-policy)

L. Comprehensive Examinations
Prior to being awarded a Master's Degree in Communication Sciences and Disorders from OSU, all students (with the exception of 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 that they take the comprehensive exam.

Purpose: The purpose of the comprehensive examination is to assess the student's knowledge in specific subject areas as well as across course boundaries. Therefore, the questions may draw upon the student's total professional
education rather than serve merely as a reiteration of course content or course finals. Questions may include information generally accepted to be critical to basic understanding drawn from preparatory undergraduate curriculum and graduate curriculum.

Date: The exams will be given during the tenth to eleventh week of the semester. An additional comprehensive examination will be offered the fourteenth to fifteenth week for students who fail any portion or portions of the initial exam.

Format: Each student will be provided three videos and three written case studies over material covered in the graduate curriculum. This allows the student to compile knowledge from various courses and clinical experience and use it comprehensively. Each student will pick two videos and two written case studies to answer. The answer will consist of providing the diagnosis and why, and answering questions related to site of lesion, treatment, and other recommendations as indicated by guided questions. You will receive four hours to answer the four questions. Please be aware that it is important you justify the reason for making a specific diagnosis. If you provide incorrect reasons along with correct reasons, 10% of the credit will be deducted for every incorrect reason you provide. Please do not let graduate faculty to decide what part of your answer needs to be graded by writing correct as well as incorrect answers, so be specific as well as accurate when you write answers. The answers you write should be evidence-based as well as based on your classroom instruction. If you do come across some novel information and wish to write it in your exam, please know that it should be from a credible source and not based on hearsay information. You will only be graded on two videos and two case studies. If you answer all questions, please indicate with an asterisk which questions you wish to be graded.

Procedure: A testing date will be arranged by the end of the semester prior to the semester the student will be taking the comprehensive examination. The testing center used is determined by personal preference, location, and availability of testing center. The CDIS department will proctor the test for free of charge. If the student chooses to take at another testing center, that student will be fiscally responsible. If the student chooses to take at another testing center, that student is responsible for determining the testing center and contacting the graduate advisor of their wishes. The graduate advisor will then proceed with setting up the testing administration details.

Grading procedures: Each question will be independently, blind graded by two members of the graduate faculty. The two test scores will then be averaged to determine your final grade on each question.

Passing grade: A passing grade requires a minimum of 70% on each question. A student will be allowed to take the test a maximum of three times (i.e. one retake) per semester. Each version of the test will be slightly different.
Retaking the examination: If the student fails on the initial attempt, he/she will be given an option to retake after three-four weeks of taking the initial exam. If the student fails on the second attempt also, then the student will be required to participate in a 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 during the summer provided the concerned graduate faculty member(s) is/are available. Once the remedial instruction is completed, the student will be given one final (third) attempt to pass the comprehensive examination. If the students 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) that 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  
Students will be expected to attend mandatory professional development seminars on a relatively frequent basis scheduled throughout the semester. These seminars may include ethics/professionalism, research colloquia, additional information in the field not otherwise covered in regular coursework, CFY information, etc., as well as, regular communication regarding departmental requirements and graduation checklist.

*In the event a student is unable to attend a professional development seminar, he/she must submit a formal written explanation to the Department Head for approval, and must also notify the Graduate Coordinator.*

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: [www.asha.org/members/nsslha/](http://www.asha.org/members/nsslha/). If a student becomes a member of NSSLHA, please provide a copy of membership card for personnel file.

O. Program Evaluations  
You will need to complete a program evaluation for the Department of Communication Sciences and Disorders. In order to help you prepare your comments, the faculty would
like you to know who reads this evaluation and the use that will be made of your comments.

Each student's comments on the program evaluation are routed to the entire faculty in our department. The comments do not go outside of the department, although ASHA site visitors do have access to the student files and would also 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 action may be taken by the Graduate Faculty or items. You will also be asked to provide program evaluation feedback three years and five years after you have graduated.

In order 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. 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 L for a copy of the form. This evaluation is to be turned in to the Department Head at the time of your exit interview.

P. Graduation Timeline
OSU Graduate College Master's Level Students – General Checklist

• Enroll for last semester classes
  • Refer to the Office of the Registrar website for enrollment deadlines: http://registrar.okstate.edu/
  • Graduate Student Enrollment: http://gradcollege.okstate.edu/enrollment

• Turn in Final Revision of Plan of Study (if needed) and Graduation Clearance form *
  • Plan of Study: http://gradcollege.okstate.edu/planofstudy
  • Graduate Clearance: submitted electronically thru Graduate College Graduate Student Round-Up at https://app.it.okstate.edu/pos/index.php

• File Diploma Application*
  • Submit online diploma application through Student Self-Services: http://prodosu.okstate.edu/
  • Additional information 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 www.gradcollege.okstate.edu
  • Thesis/Dissertation Guidelines: http://gradcollege.okstate.edu/tdg
• Submit to the Graduate College the “Thesis/Dissertation Oral Defense Results” form (thesis option only)*
• Complete online submission of thesis (thesis option only)* And submit paper copy of signature approval page and abstract to the Graduate College at 202 Whitehurst
• Complete Coursework
*See http://gradcollege.okstate.edu/graduate-college-academic-calendar for deadline dates.

CDIS DEPARTMENTAL TIMELINE
In last semester,
1. Creative component 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 Oklahoma Department of Education with fingerprints through OSU Education Department (currently Kathy Boyer), and complete all necessary requirements (Refer to Appendix E 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 Coordinator to complete CSD Graduation Checklist (see Appendix K)
   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 taken to the Graduate Coordinator (1.2 CEUs required).
   c. Submit Annual Student Evaluation (Appendix M) and academic vitae to Graduate Coordinator
3. Submit a Program Evaluation to the Department Head at your exit interview (Refer to Appendix L)
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 a 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 by 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. Request a hood for a Master of Science.

R. Important Links

- Graduate College Academic Calendar
  - [http://gradcollege.okstate.edu/graduate-college-academic-calendar](http://gradcollege.okstate.edu/graduate-college-academic-calendar)
- Forms
  - [http://gradcollege.okstate.edu/FormsPage](http://gradcollege.okstate.edu/FormsPage)

III. Certification and Licensure

*Please note:* A Master's Degree in Communication Sciences and Disorders does not necessarily cover requirements for ASHA licensure, state licensure, and teacher certification. Please read requirements for each below.

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

In order to be awarded the CCC in Speech-Language Pathology (a separate CCC is available in Audiology), you must meet the requirements outlined in *The 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology*. These go into effect for all speech-language pathology applicants whose applications for certification will be received on or after September 1, 2014. They can be viewed at: [http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/). Briefly they include:

- Academic Requirements: A minimum of 75 semester credit hours (36 at the graduate level) must be completed in a course of 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 supervised observation
  2.) 375 minimum clock hours of direct patient/client contact
- Become familiar with and agree to abide by the *ASHA Code of Ethics* (see Appendix J)

Complete the ASHA application for certification and membership form (available at [www.asha.org](http://www.asha.org)). This form must be signed by the Program Director at the completion of graduation. A person must apply for ASHA membership within four years of graduation from a CAA accredited program for automatic acceptance of academic and practicum requirements. 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 (*2014 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. This 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 (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 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 time must be spent in direct clinical contact (assessment, diagnosis, evaluation, screening, treatment, report writing, family/client consultation, and/or counseling) related to the management of disordered that fit within the ASHA Speech and Language Pathology Scope of Practice.
- Submission of a Speech-Language Pathology Clinical Fellowship (SLPCF) 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.

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 practices in audiology and speech-language pathology. 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 during your CF experience. Most students wait until the last semester of graduate school, so that they have completed all coursework that will be tested. This examination is given numerous times each year. Your best resource for information on the Praxis in on the ASHA website [http://www.asha.org/certification/](http://www.asha.org/certification/). On-line registration is available at [www.ets.org](http://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.) This is part of the Praxis Series.
Register directly with ETS for the test date and location that best meets your needs

Graduates of OSU have a record of above-average performance on this exam (passing score=600). ASHA reports that typically 80% of test-takers pass the exam on their first attempt. 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 prior to the 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 a 2-year period, the applicant's certification file will be closed. If the examination is passed at a later date, 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 $225 off the initial dues and fees of $511 for ASHA membership and certification.

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 is performing the duties of his/her job. However, this individual would not be exempted if engaged in private practice as well. Working in a setting in which 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: State of Oklahoma for specific details at www.obespa.state.ok.us. 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 you are able to complete the application.

Application forms are available at www.ok.gov.obespa or by contacting the Oklahoma State Board of Examiners for Speech Pathology and Audiology, P.O. Box 53592, Oklahoma City, Oklahoma, 73152. Phone: 1-866-840-2774. The Board can also provide you with a directory which lists licensed persons in Oklahoma and includes the licensing act and rules.
C. State Licensure in Other States
If you will be moving out of state, you need to check with that state concerning licensure requirements before you begin work. Currently all but two states in the USA have licensure laws in place. Most state requirements follow the ASHA certification model. However, 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
Students seeking licensure to work in a school system as a Speech-Language Pathologist must:
1. Complete all requirements listed on the OSU Certification and Recommendation sheet. (refer to Appendix E for OSU Check Sheet for Teacher Certification and Recommendation for Speech-Language Pathology)
2. Receive a passing score on the PRAXIS examination and have a copy of the score sent to the Certification Specialist in 325 Willard
3. Complete fingerprint background check in final Spring semester of graduate school (coordinated with Dept. of Education) which will be sent to the State Department of Education along with their recommendation for teaching certification once all requirements have been completed.
4. Submit the Portfolio Review Form and the Academic Honesty Statement (Refer to Appendix G, H), along with the Professional Portfolio to Graduate Coordinator. The Professional Portfolio consists of a flash drive with the following documents as examples of your work: evaluation, treatment plan, daily SOAP note, and progress report, preferably all from one client. Once the Graduate Coordinator receives these three pieces, they will complete the Completion Form (Refer to Appendix I) and submit to 325 Willard. A copy of these forms will be placed in the student’s personnel file.
5. Complete application for Oklahoma School License available on-line and submit it to OSU Director of Teacher Education (325 Willard). They will send it to the State Department of Education once all requirements have been verified.
6. Once you have received an e-mail from the OSU Director of Teacher Education that they have sent in your recommendation, you must also go to the State Departments website and use their Online Teacher Certification System and Information to complete your application and pay the $50 Certification fee.

If you have not been recommended for teaching certification from OSU as you did not take all of the required education coursework, the alternate path to obtaining a teacher certification license for school pathologists is to complete your Clinical Fellowship Experience and obtain your CCCs in another setting. You may then apply for a Oklahoma School Teaching Certification license. (Refer to Appendix F for Paths to Standard Teaching Certification in Speech-Language Pathology for Oklahoma Public Schools)

For more information, contact Kathy Boyer (405-744-6253 or kathy.boyer@okstate.edu)
E. Continuing Education/Academic Enrichment
In order to remain a competent speech-language pathologist, it is necessary to continually remain abreast of new developments in the field. There are a number of 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 20 contact hours of approved continuing education activities within a two year period to maintain state licensure. ASHA also requires continuing education for maintenance of the CCC’s. During a three-year period, the SLP must complete 30 contact hours. It is a departmental requirement that students obtain 1.2 CEUs (12 hours) of continuing education. This may be completed by attending four (4) half-day or two (2) 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 your Graduate Coordinator. Once you have completed the continuing education courses of your choice, turn in a copy of the certificate of completion to the Graduate Coordinator to be placed in your personnel file.

1. OSU SPONSORED ACTIVITIES
The CDIS Department at OSU has been approved by ASHA as a continuing education sponsor. In that capacity, we host an annual conference ever spring titled, Cimarron Conferences on Communication Disorders where students and professionals in Speech-Language Pathology and Audiology can attain continuing education in the field. For over 25 years, the department has sponsored workshops each year featuring speakers of national prominence. This is an excellent opportunity for students to get to know and learn from some of the leaders of our profession.

2. 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.

3. 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

IV. 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 on the basis of 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. Assistantships may be renewable for the second year of the graduate program based on application including transcript, academic vitae, and evaluations of TA performance from your assigned teaching faculty if you were previously assigned a GTA. Please note: As a 2nd year graduate student that you will be required to be in person/on campus for 5 hours/week during the 2nd 8 weeks while you are on practicum. This will be worked out with your assigned professor, but may include holding office hours of an evening 2x/wk, etc. Your practicum site will need to be within relatively close driving distance to make this possible.

Graduate teaching assistants will be awarded a full tuition waiver. This also 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, needs and preferences of the faculty, and abilities and preferences of the assistants are all considered.

- Assistants are expected to be available to work beginning the week prior to the week classes begin each semester until the Tuesday following finals week (i.e. grades are posted). Any exception to this is at the discretion of the assistant’s supervisor. If the student is unable to fulfill the responsibilities as a graduate assistant during the above-mentioned period, it is the student’s responsibility to notify his/her supervisor.

- Assistants should be 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 Coordinator.

- According to University policy, your first responsibilities are to fulfill your assistantship requirements, regardless of the demands of your academic program. Nevertheless, the Department recognizes that you would not be here were it not for your academic goals. Therefore, we will work with you to make it possible for you to hold an assistantship and work toward your academic goals as rapidly as possible. We are serious, however, about your assistantship responsibilities. There is a great deal of work to be done as part of the clinical and teaching operation of our department and you, by accepting an assistantship, have become an integral and significant part of those activities.

- As a teaching or research graduate assistant, a student serves as a member of the academic team along with faculty members. Therefore, assistants are also expected to attend official departmental events such as research colloquia, guest lectures, seminars, and continuing education conferences. When you are given an assistantship assignment, you should contact your work supervisor(s) the week
before classes begin and set up a schedule of work. Whenever possible this should be a regular schedule which you will honor faithfully. Occasionally, some supervisors may allow you to perform certain tasks in the evening or at other times outside the usual work schedule that is established. That is between you and your work supervisor. In all instances, however, you must work 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 off by your supervisor and turned in weekly to Bonnie Sarhan. Failure to submit timely documentation of your hours worked upon request will result in the loss of your assistantship.

- Please refer to Appendix N, *Guidelines for Teaching Assistants*, for 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 of a professional nature (speech and language activities), the student must arrange appropriate supervision with the Department. If you plan to work outside the department, consult with your advisor.

C. Department Scholarships through OSU Foundation
Scholarships that could be available include: the CDIS Faculty Endowed Scholarship, a $1000 scholarship awarded annually to a first year graduate student in Communication Sciences and Disorders; the William and Leone Monroe Scholarship, a $1000 scholarship awarded annually to a second year graduate student in CDIS at OSU; and the Carpenter Award, a $1000 scholarship awarded annually to an undergraduate or graduate student in CDIS at OSU, and the Kristina Egnor Award, a $500 scholarship awarded to a graduate student in CDIS at OSU. In addition to the above mentioned scholarships, new scholarships could be available if donors wish to contribute to CDIS scholarship funds. Procedures and scholarship applications are made available each year to all eligible students by the CDIS Honors and Awards Committee Chairman.

D. Work Study
Students interested in employment in the Work Study Program should contact Financial Aid. Students who are eligible on the basis of 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 ANCDS scholarship is open to currently-enrolled, full time speech-language pathology master’s and doctoral students, and other students specializing in clinical neurologically-based communication disorders and sciences (e.g., neuroscience students). Students do not need to be members of the ANCDS to apply for the ANCDS Conference Fellowship Award. Students who are not members of the ANCDS are
encouraged to apply. Go to https://ancds.memberclicks.net/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. Go to http://www.capcsd.org/funding-opportunities/scholarships/ to apply.

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.

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 level student pursuing research in speech-language pathology or audiology. Go to http://www.capcsd.org/funding-opportunities/scholarships/ to apply.

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 provides free ASHA Convention registration for recipients and their mentors to attend the Symposium.

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.

Students Preparing for Academic-Research Careers (SPARC)
The goal of the SPARC program is to foster students’ interest in the pursuit of PhD education and careers in academia to address personnel shortages in higher education within the CSD discipline.

Student Research Travel Award (SRTA)
ASHA offers the SRTA to help students attend ASHA’s annual Convention to highlight the research activities of emerging scientists and encourage careers in science and research.
For more information regarding ASHA awards 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 the state of Oklahoma. Multiple scholarships may be awarded pending available funding. To qualify, you must be a full-time doctoral or masters student in one of the ASHA CAA accredited graduate programs in Oklahoma, majoring in speech-language pathology or audiology.

G. Other Sources

Contact: Office of Scholarships & Financial Aid
1-800-233-5019 Ext. 3  
finaid@okstate.edu  
www.okstate.edu/finaid

V. Miscellaneous

A. Gender Discrimination/Sexual Harassment & Title IX Grievances
The CDIS Department is committed to providing an environment of study and work 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. To review Oklahoma State University’s policy and procedures in full, go to http://1is2many.okstate.edu/TitleIX

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 violations of Title IX.

Students may report incidents to:  
Student Conduct Office  
328 Student Union  
405-744-5470  
student.conduct@okstate.edu
Alternatively, individuals may report incidents to:
Dr. Ramesh Kaipa
Program Director, Department of Communication Sciences and Disorders
042 Murray Hall
405-744-7956
ramesh.kaipa@okstate.edu

B. Student Grievances
Occasionally, problems 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 you encounter a troubling situation of any kind, we encourage you to seek out advice about the best course of action. It is generally recommended to consult your immediate supervisor first. If an issue arises during teaching, it would be sensible to discuss it first with your professor. Similarly, if an issue arises related to clinical duties, you can consult your clinical supervisor. At any time, you can seek the Graduate Coordinator, Program Director or the Department Head to discuss concerns you have. A copy of the University’s sexual harassment policy can be found at

See Appendix A for procedures for handling grievances in general.

C. University Facilities
Students who are enrolled at OSU pay for the use of 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 guide books and tours for those who are unfamiliar with the building and its services. Of special interest to students involved in research are the on-line literature search engines and interlibrary loan service. For more information go to: http://www.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. There are numerous student computer labs across campus which provide for such access. Contact the Computer Center (744-6301) 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. Your Student File
Beginning with the materials that you sent to us when you applied to graduate school, the department established a file for you. This personnel file is maintained in an active status as long as you are a graduate student in this department and is retained as an inactive file after you leave. Many different pieces of information go into this file, including each semester’s reports on your course work, all departmental evaluations of you, a complete record of your employment as a graduate assistant, and copies of all correspondence regarding you. Reference letters for which you have waived access rights are placed in a sealed envelope. You may not have access to these. You, all faculty, and office secretaries, as part of their duties, have access to this file. This file is located in the office of the Academic Advisor, 014 Murray.

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 http://academicintegrity.okstate.edu 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 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 J).

H. Student Code of Conduct
We uphold a high standard of personal and interpersonal conduct within our department that is in accordance to the ASHA Code of Ethics (refer to Appendix J), Oklahoma State University and HIPAA. 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**
  http://gradcollege.okstate.edu/
ATTENTION STUDENTS:

The Oklahoma State University Department of Communication Sciences and Disorders professional training program is accredited by the American Speech-Language-Hearing Association. Any problems, misunderstandings, or questions about accreditation standards that are not clarified in the Graduate Student Manual, Clinic Manual, www.asha.org or ASHA Membership and Certification Handbook may be directed to the Program Director or Department Head. Students with unresolved questions may call the American Speech-Language-Hearing Association, Council for Academic Accreditation at 301/897-5700, extension 4142.
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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 own 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 with 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 Office of 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 Policy 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 on a temporary basis) 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 the use of tobacco nor participate in any type of services that promote the use of tobacco.

3.02 Appropriate signage will be posted by the OSU Physical Plant as necessary to inform employees, students and visitors of policy provisions. A. “Breathe Easy” signs will be placed on all campus buildings. B. “Tobacco Free Campus” will be clearly posted at all main campus entrances.

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 are required to 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 Policy 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.

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 back to previous events unless absolutely 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 cite 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. Don’t use 20 letter words when 6 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
RESULTS OF MASTER’S THESIS PROPOSAL MEETING

RESULT OF MASTER’S THESIS PROPOSAL MEETING
COMMUNICATION SCIENCES AND DISORDERS DEPARTMENT

A Master’s Thesis Proposal meeting was convened for ______________________ on the following date: ______________________. Please sign below whether student’s proposal has or has not been approved:

Student’s master’s thesis proposal has not been approved,

__________________________
Chair

Student’s Master’s thesis proposal has been approved,

__________________________
Chair

__________________________

__________________________
Appendix E 2016-17

OSU Check Sheet for Teacher Certification and Recommendation for Speech-Language Pathology (Grades P-12)
(Successful Completion of these requirements DOES NOT result in completion of a degree)

<table>
<thead>
<tr>
<th>LAST_________________________</th>
<th>FIRST________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>MI______CWID#__________________</td>
<td></td>
</tr>
</tbody>
</table>

**Status**

- **Program Requirements**
  - Submit App. for Admission to OSU’s Professional Education Unit @ [http://tinyurl.com/osuprofedapp](http://tinyurl.com/osuprofedapp) (must apply first semester)
  - Gain and Retain Full Admission to OSU’s Professional Education Unit (See OSU’s Office of Professional Education, [http://www.okstate.edu/peu](http://www.okstate.edu/peu))
  - Maintain a 3.00 Overall Graduation/Retention GPA; (this includes ALL undergraduate and graduate coursework)
  - Successfully complete a Foundations of Education Course
  - Successfully complete the Professional Portfolio Submissions 1 and 2
  - Pass ASHA exam (Praxis) OR pass the Oklahoma Subject Area Test for Speech Pathology*
  - *To add a teaching area to a certificate, the student must also pass the CEOE additional subject area test (OSAT) and the Oklahoma Professional Teaching Examination (OPTE)
  - Hold a Master of Science degree from OSU in Communication Sciences and Disorders AND satisfactorily complete the Professional Education Requirements

**Status**

- **Professional Education Requirements** (8 hours needed: 2.50 GPA with no grade below “C”)
  - Foundations of Education: SCFD 3223, 4123, 5883* or PHIL 3713
  - Exceptional Child: SPED 3202, 5633*, 5885*
  - Child and Adolescent Development: ESPY 3413
  - Professional Education Hours Needed

**Status**

- **Graduate Requirements** (51 hours needed: 3.0 average with no grade below “C”)

**Fall Semester 1**
- Advanced Language Disorder in Children: CDIS 5113
- Research Methods in CDS: CDIS 5013
- Motor Speech Disorders: CDIS 5193
- Practicum: CDIS 5210 (3 hours)

**Spring Semester 1**
- Phonological Disorders: CDIS 5143
- Neurological Communication Disorders: CDIS 5153
- Voice Disorders: CDIS 5333
- Practicum: CDIS 5210 (3 hours)

**Summer Semester 1**
- Augmentative/Alternative Communication: CDIS 5730 (3 hrs.)
- Practicum: CDIS 5210 (3 hours)

**Fall Semester 2**
- Dysphagia: CDIS 5163
- Fluency Disorders: CDIS 5713
- Traumatic Brain Injury and Dementia: CDIS 5183
- Advanced Practicum/Internship (includes portfolio): CDIS 5210 (3 hours)

**Spring Semester 2**
- Cleft Palate: CDIS 5433
- Language Disorders in School-Age & Adolescents: CDIS 5243
- Advanced Practicum/Internship (includes portfolio): CDIS 5210 (3 hours)
- Graduate Hours Needed

- Total Hours Needed

The student appeal process and other policies are available on the Professional Education website.
Office of Professional Education, 325 Willard Hall Stillwater, OK 74078-0431 744.6252 Fax: 405.744.1834
[http://www.okstate.edu/peu](http://www.okstate.edu/peu)

The following signature indicates the student has read and understands this checklist:

Name: ___________________________________________ Date: __________________________
Appendix F

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 student begins graduate school)
- Completion of required education courses
- Completion of required CDS graduate courses
- Pass the Oklahoma Subject Area Test for Speech Pathology or the PRAXIS exam for Speech-Language Pathology (if Praxis exam has been passed, must submit a copy of the score report)
- Fingerprint and Background Check
- Official Transcripts
- College recommend candidate either online or with an Application for Oklahoma School Certificate via mail
- Candidate completes on-line application and pays $50.00 Application Fee

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
Appendix G

Portfolio Review Form
Communication Sciences and Disorders
Oklahoma State University

___ I give permission to the Oklahoma State Department of Education and the Oklahoma Commission for Teacher Preparation, national and state accreditation personnel, and Oklahoma State University personnel to read and copy the material contained in this portfolio and to access any portfolio data that I may submit to an electronic portfolio system, e.g. LiveText, in complying with Oklahoma State University Professional Education program requirements.

___ I have obtained necessary permission forms from students or parents where appropriate. They are available on request.

Candidate’s Signature: __________________________ Date ____________

Candidate’s Name(Print)_________________________ ID Number_______
Appendix H

Academic Honesty Statement
Communication Sciences and Disorders Portfolio

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 have read and understand the Academic Honesty Policy. The material contained in this portfolio is my work. No other individual created these artifacts.

Where the item is a product of group work or collaboration, I have indicated this fact on my reflection paper and have identified my contribution to the project.

For confidentiality purposes, any names of individuals have been changed or deleted. Where that was not possible, I have obtained the appropriate release forms.

I understand that these policies must be adhered to throughout the development of my portfolio.

Candidate’s Signature_________________________ Date___________

Candidate’s Name(Print) _________________________ ID#__________
Appendix I

COMPLETION FORM
Communication Sciences and Disorders
Oklahoma State University

Candidate’s Name (please print)_________________________ID #___________

The above candidate has successfully completed all submissions of the Professional Education Portfolio.

Program Coordinator’s Approval _________________________Date __________

Note:
Program coordinator: Make two copies of this form. Keep one copy for your records and submit one copy to the Certification Specialist in 325 Willard Hall.
Appendix J

Code of Ethics Effective March 1, 2016

Table of Contents

- Preamble
- Terminology
- Principle of Ethics I
- Principle of Ethics II
- Principle of Ethics III
- Principle of Ethics IV

Preamble

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

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

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

- a member of the American Speech-Language-Hearing Association holding the
Certificate of Clinical Competence (CCC)

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

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

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

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

Terminology

ASHA Standards and Ethics

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

advertising

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

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

crime

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

diminished decision-making ability

Any condition that renders a person unable to form the specific intent necessary to determine a reasonable course of action.

fraud

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

impaired practitioner

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

individuals

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

informed consent

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

jurisdiction

The "personal jurisdiction" and authority of the ASHA Board of Ethics over an individual holding ASHA certification and/or membership, regardless of the individual's geographic location.

know, known, or knowingly

Having or reflecting knowledge.
may vs. shall

*May* denotes an allowance for discretion; *shall* denotes no discretion.

misrepresentation

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

negligence

Breaching of a duty owed to another, which occurs because of a failure to conform to a requirement, and this failure has caused harm to another individual, which led to damages to this person(s); failure to exercise the care toward others that a reasonable or prudent person would take in the circumstances, or taking actions that such a reasonable person would not.

nolo contendere

No contest.

plagiarism

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

publicly sanctioned

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

reasonable or reasonably

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

self-report

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

_Shall_ denotes no discretion; _may_ denotes an allowance for discretion.

support personnel

Those providing support to audiologists, speech-language pathologists, or speech, language, and hearing scientists (e.g., technician, paraprofessional, aide, or assistant in audiology, speech-language pathology, or communication sciences and disorders). For more information, read the Issues in Ethics Statements on [Audiology Assistants](#) and/or [Speech-Language Pathology Assistants](#).

telepractice, teletherapy

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

written

Encompasses both electronic and hard-copy writings or communications.

Principle of Ethics I

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

Rules of Ethics

A. Individuals shall provide all clinical services and scientific activities competently.
B. Individuals shall use every resource, including referral and/or interprofessional collaboration when appropriate, to ensure that quality service is provided.
C. Individuals shall not discriminate in the delivery of professional services or in the conduct of research and scholarly activities on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect.
D. Individuals shall not misrepresent the credentials of aides, assistants, technicians, support personnel, students, research interns, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services.
E. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, support personnel, or any other persons only if those persons are adequately prepared and...
are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.

F. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.

G. Individuals who hold the Certificate of Clinical Competence may delegate to students tasks related to the provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.

H. Individuals shall obtain informed consent from the persons they serve about the nature and possible risks and effects of services provided, technology employed, and products dispensed. This obligation also includes informing persons served about possible effects of not engaging in treatment or not following clinical recommendations. If diminished decision-making ability of persons served is suspected, individuals should seek appropriate authorization for services, such as authorization from a spouse, other family member, or legally authorized/appointed representative.

I. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if participation is voluntary, without coercion, and with informed consent.

J. Individuals shall accurately represent the intended purpose of a service, product, or research endeavor and shall abide by established guidelines for clinical practice and the responsible conduct of research.

K. Individuals who hold the Certificate of Clinical Competence shall evaluate the effectiveness of services provided, technology employed, and products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.

L. Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.

M. Individuals who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.

N. Individuals who hold the Certificate of Clinical Competence shall not provide clinical services solely by correspondence, but may provide services via telepractice consistent with professional standards and state and federal regulations.

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

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

Q. Individuals shall maintain timely records and accurately record and bill for services provided and products dispensed and shall not misrepresent services provided, products dispensed, or research and scholarly activities conducted.

R. Individuals whose professional practice is adversely affected by substance abuse, addiction, or other health-related conditions are impaired practitioners and shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.

S. Individuals who have knowledge that a colleague is unable to provide professional services with reasonable skill and safety shall report this information to the appropriate authority, internally if a mechanism exists and, otherwise, externally.

T. Individuals shall provide reasonable notice and information about alternatives for obtaining care in the event that they can no longer provide professional services.

Principle of Ethics II

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

Rules of Ethics

A. Individuals who hold the Certificate of Clinical Competence shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their certification status, education, training, and experience.

B. Members who do not hold the Certificate of Clinical Competence may not engage in the provision of clinical services; however, individuals who are in the certification application process may engage in the provision of clinical services consistent with current local and state laws and regulations and with ASHA certification requirements.

C. Individuals who engage in research shall comply with all institutional, state, and federal regulations that address any aspects of research, including those that involve human participants and animals.

D. Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.

E. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member’s certification status, competence, education, training, and experience.

F. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct clinical activities that compromise the staff member’s independent and objective professional judgment.

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

Principle of Ethics III

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

Rules of Ethics

A. Individuals shall not misrepresent their credentials, competence, education, training, experience, and scholarly contributions.

B. Individuals shall avoid engaging in conflicts of interest whereby personal, financial, or other considerations have the potential to influence or compromise professional judgment and objectivity.

C. Individuals shall not misrepresent research and scholarly activities, diagnostic information, services provided, results of services provided, products dispensed, or the effects of products dispensed.

D. Individuals shall not defraud through intent, ignorance, or negligence or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants and contracts for services provided, research conducted, or products dispensed.

E. Individuals' statements to the public shall provide accurate and complete information about the nature and management of communication disorders, about the professions, about professional services, about products for sale, and about research and scholarly activities.

F. Individuals' statements to the public shall adhere to prevailing professional norms and shall not contain misrepresentations when advertising, announcing, and promoting their professional services and products and when reporting research results.

G. Individuals shall not knowingly make false financial or nonfinancial statements and shall complete all materials honestly and without omission.

Principle of Ethics IV

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

Rules of Ethics

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

Q. Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.

R. Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice, research ethics, and the responsible conduct of research.

S. Individuals who have been convicted; been found guilty; or entered a plea of guilty or nolo contendere to (1) any misdemeanor involving dishonesty, physical harm—or the threat of physical harm—to the person or property of another, or (2) any felony, shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the conviction, plea, or finding of guilt. Individuals shall also provide a certified copy of the conviction, plea, nolo contendere record, or docket entry to ASHA Standards and Ethics within 30 days of self-reporting.

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

Index terms: ethics


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Appendix K
CSD 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 Coordinator

______ Submit all continuing education certificates to Graduate Coordinator (totaling 1.2 CEUs)

______ Bring ASHA certification form to be signed by Program Director with addressed and stamped envelope

______ Bring licensure verification form to be signed by Program Director with addressed and stamped envelope (if applicable)

______ Creative component 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 Kathy Boyer), and complete all necessary requirements (Refer to appendix for Teacher Certification checklist). Please turn in forms to the Graduate Coordinator along with your portfolio flash drive.

______ Portfolio flash drive

______ Portfolio Review Form

______ Academic Honesty Form

______ Submit 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 Coordinator
Appendix L
Oklahoma State University
Communication Sciences & Disorders
Program Evaluation

Student’s Name: __________________
Date Attended OSU Graduate Program: _____________

Personal/Professional Development
1. Based on your academic and clinical experiences during our course of graduate study, what objective(s) do you think you achieved during the graduate program in CDIS?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. How do the objectives stated in #1 agree with your expectations upon entering the program?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. What new areas of interest have you developed in the field since entering the graduate program?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
4. Given that learning is a two-way street, what mechanisms (i.e. class participation, use of faculty office hours, special workshops/conferences, consultation with faculty, library, study habits/techniques) did you use to facilitate and/or enhance your own learning?

5. Please discuss any additional mechanisms that you would recommend be incorporated or implemented to facilitate the learning of future students.

Instruction

1. How well was the level of instruction geared to your level of understanding?

2. Do you feel that the instruction helped you to grow adequately in your level of understanding?
3. Do you feel that the instruction helped you to see the inter-relationships between specialty areas within the discipline?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. Do you feel that the instruction provided the opportunity to apply theoretical concepts to clinical questions?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. Do you feel that the instruction covered the essential areas for you to function as an effective SLP?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6. What instructional and testing methods were most/least beneficial to you? (You may wish to indicate the type of course or content for which a particular method would be most appropriate.)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Student/Faculty Interaction

1. Did you have someone on the faculty with whom you felt free to discuss concerns?

2. Did you feel that you were adequately guided in planning your academic program?

3. Did you feel that you were adequately guided in planning your clinical practicum experiences?

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

1. If you were counseling a fellow student regarding selection of a graduate school in communication disorders, what pros and cons would you share about OSU?

2. What changes would you recommend to strengthen the program?

3. What would you have deleted from your program? Why?

4. What would you have added to your program? Why?

5. If you attended OSU as an undergraduate, please comment on your level of preparation in understanding the normal processes underlying speech, voice, language and hearing.
6. If you did not attend OSU as an undergraduate, please comment on your preparation for and/or any adjustments you needed for the OSU graduate program.

Thank you for your participation. If you would like to summarize your perception of the strengths and weaknesses of the program, please do so.
Appendix M

Graduate Student Annual Evaluation

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade received or semester plan to take</th>
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<tbody>
<tr>
<td>CDIS 5113 Advanced Language Disorders</td>
<td></td>
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<tr>
<td>CDIS 5143 Phonological Disorders</td>
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<tr>
<td>CDIS 5193 Motor Speech Disorders</td>
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<td>CDIS 5333 Voice Disorders</td>
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<td>CDIS 5153 Neurological Communication Disorders</td>
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<tr>
<td>CDIS 5013 Research Methods</td>
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<td>CDIS 5730 Augmentative/Alternative Communication</td>
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<tr>
<td>CDIS 5163 Dysphagia</td>
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<tr>
<td>CDIS 5713 Fluency Disorders</td>
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<tr>
<td>CDIS 5183 TBI/Dementia</td>
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<tr>
<td>CDIS 5243 Language Disorders School-Age &amp; Adolescents</td>
<td></td>
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<tr>
<td>CDIS 5433 Cleft Palate</td>
<td></td>
</tr>
<tr>
<td>CDIS 5000 Master’s Thesis</td>
<td></td>
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<tr>
<td>Total Credit Hours Completed: _________</td>
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</tbody>
</table>

| 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: _____________
<table>
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<th>Professional Development</th>
<th>Date Completed</th>
<th># of CEUs</th>
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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:

<table>
<thead>
<tr>
<th>Ch Sp Tx</th>
<th>Ch L Tx</th>
<th>Ch Sp Dx</th>
<th>Ch L Dx</th>
<th>Ad Sp Tx</th>
<th>Ad L Tx</th>
<th>Ad Sp Dx</th>
<th>Ad L Dx</th>
<th>Aural</th>
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Total number of practicum hours:________

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<tr>
<th>External Practicum Site</th>
<th>Semester/Year</th>
<th>Supervisor/s</th>
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</table>
Graduate Teaching Assistantship:
___ Teaching/TA
___ Other __________________
   (list Writing Center or Library)
If so, please list teaching assignment and job responsibilities below:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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______________________________________________________________________________
Please provide a brief summary of your experience in the graduate program of Communication Sciences and Disorders below.
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Appendix N
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 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:
  http://academicintegrity.okstate.edu/
  http://www.okstate.edu/ucs/SJA/sectionX.htm
• Maintain accurate records. This includes, but is not restricted to, the following.
  o 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.
  o Keep at least two e-copies in separate places. Emailing copies to your supervisor is a good idea.
  o Record all relevant data in your grade book. For example, if you take attendance, enter it in the grade book.
  o With your grade book keep other data such as doctors’ notes excusing students from class, emails to students granting extra time for papers, etc.
  o 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 Murray), you must report it to the department head.
• Students with verifiable disabilities must be accommodated. If this arises, discuss 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 http://www.okstate.edu/honors/assets/contractInfo.pdf discusses more about what an honors contract is.
• Please look over the “Summary of Academic Policies” at: http://osu.okstate.edu/acadaffr/aa/PDF%20Files/sumofpolicies.pdf

Conducting Classes
• At 1st 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 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 http://okstate.edu/ucs/studentdistress.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 routinely do this.
• 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 O

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 “Student 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.