



# **Speech-Language Pathology Graduate Student Handbook**

Department of Hearing, Speech, and  
Language Sciences

Sorenson Language Learning Center  
Gallaudet University  
800 Florida Ave., NE  
Washington, DC 20002

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## WELCOME TO THE PROGRAM

Welcome to the Speech-Language Pathology Masters Program and the Hearing, Speech, and Language Sciences Department at Gallaudet University! Congratulations on your acceptance into this highly competitive program, and best wishes on your two-year journey that is sure to change your life. We are happy to have you join us at this most unique university and in this leading city of our country and the world.

Most graduate handbooks, manuals, catalogs, and other “you should know this stuff” guides are tossed aside until the “why don’t I know this?” moment. This handbook will no doubt be similarly **un**important to you until you find yourself in a quandary over some detail that your faculty, administrators, or clinical educators expected you to know. We also recognize that you are probably like your peers in going first to the second-year students to secure “you should know this stuff” information. Consequently, we’ll tell you in this welcome what we also told the previous class: **This handbook is important.** Familiarize yourself with the Table of Contents, and use it to “guide” you when you have questions that are clearly answered within these pages or on these screens.

Another important document, the *SLP Practicum Guide* is also full of material you should and will learn. Some of the information mentioned here is available with expanded details in the *Practicum Guide*. These two guides combine with yet a third document, your *Gallaudet University Graduate Catalog*, to offer dates, procedures, expectations, and guidelines that are important to the successful completion of your master’s degree.

Because we try, but sometimes fail, to answer all your questions in these prepared documents, we also suggest that you let your administrators, clinical educators, or faculty know when and how you think this particular handbook can be improved. Like you, we are about doing our best and that requires admitting we don’t always get everything right. So, if you find an error or have an idea that improves these contents, we are open to hearing from you. And if that prompts you to read on, then please proceed with our best wishes.

Brenda Seal, Ph.D., CCC-SLP  
Professor and Director of HSLS SLP  
08/20/2014



*Getting all our ducks in a row*

## HSLs ADMINISTRATION, FACULTY AND STAFF

HSLs faculty and professional staff is an eclectic group of individuals with varied educational and professional backgrounds, degrees, and years of experience in speech-language-hearing. We go by different titles and have different roles within the Department, but we believe in and work toward a common goal: **educating you to the best of our individual and corporate abilities**. We are humans first, with the same diverse likes and dislikes, health and wellness issues, families, friends and personal lives that you bring to us. We have also each been influenced by the individuals who educated us, so we realize the strong impact our behavior can have on you. To that end, we pledge to be respectful and genuine, and we request the same from you in getting to know us as individuals and as program administrators, faculty, and staff.

### 2014-15 HSLs Administration, Faculty and Staff

#### Administrators and Administrative Staff

Matthew Bakke, Ph.D., CCC-A	Professor and Department Chair
Brenda Seal, Ph.D., CCC-SLP	Professor and Director of SLP
Vicky King, MRA	Executive Secretary
April Jefferson	Billers/Coder (GUHSC)
Khera Allen	Administrative Secretary (GUHSC)
Ka Wai-Ng	Sr. Clinical and Research Engineer
Stephanie Roche'	Secretary (HSLs)

#### Faculty:

Karen Garrido-Nag, Ph.D., CCC-SLP	Assistant Professor in SLP
Sanyu Jaiswal, Ph.D.	Assistant Professor in SLP
Kristen Maul, Ph.D.	Assistant Professor in SLP
Bomjun Kwon, Ph.D., CCC-A	Associate Professor in AUD
Larry Medwetsky Ph.D., CCC-A	Associate Professor in AUD
Ken Henry, Ph.D., CCC-A	Associate Professor in AUD
Chizuko Tamaki, Ph.D., CCC-A	Assistant Professor in AUD

#### Clinical Educators:

Antoinette Allen, M.A., CCC-SLP	Clinical Educator in SLP
Gretchen Cronin, M.S., CCC-SLP	Clinical Educator in SLP
Robin Goffen, M.A.T., CCC-SLP	Clinical Educator in SLP
Brittany Palmer, M.S., CCC-SLP	Clinical Educator in SLP

Elizabeth Marcinkus	Clinical Educator in AUD
Karen Farmer, M.S., CCC-A	Clinical Educator in AUD
Michelle Malta, Au.D., CCC-A	Clinical Educator in AUD
Kristen Rouch, Ph.D., CCC-A	Clinical Educator in AUD
Naheed Saleem, M.Aud., CCC-A	Clinical Educator in AUD

#### Adjunct Faculty:

We have a wonderful group of adjunct faculty including (but not limited to):

Claire Klossner, M.S.	Adjunct Faculty in Cued Speech
Alice Kriesle, Au.D., CCC-A	Adjunct Faculty in Educational Impact of Hearing Loss
Kyriaki Kyriakou, D.SLP, CCC-S	Adjunct Faculty in Stuttering
Jessica Sitcovsky, Ph.D., CCC-S	Adjunct Faculty in AAC
Lauren Swineford, Ph.D., CCC-S	Adjunct Faculty in Counseling & Multicultural Issues

## THE HSLS DEPARTMENT

The Department of Hearing, Speech, and Language Sciences at Gallaudet has offered graduate level courses since 1957. The master's degree program in Audiology was established in 1965, and the master's degree program in Speech-Language Pathology was established in 1987. In 1998, the Board of Trustees of Gallaudet University approved the Clinical Doctorate Program in Audiology (Au.D.) and the first AuD class entered in fall of 1998. In 2003, the Board of Trustees approved a Ph.D. in Audiology and in the spring of 2011, the AUD Ph.D. was changed to a Ph.D. in Hearing, Speech, and Language Sciences. The academic and clinical programs in the Department were reaccredited in 2011 by the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

The Department offers a comprehensive curriculum of required and elective courses that sets it apart from other university graduate programs in the United States. In addition to the full range of speech-language-hearing-swallowing-stuttering-voice-research-counseling-AAC courses taught in most masters programs, we also teach courses in clinical sign language, and we require at least 3 courses in American Sign Language or successful demonstration of ASL proficiency before graduating. We require four auditory (re)habilitation (AR) courses and at least one dedicated practicum in AR. We have three courses in which SLP students are dually enrolled with audiology students and we encourage electives that cross disciplines. We also support the University's bilingual mission and encourage students to become involved in the cultural diversity that is uniquely Gallaudet.

The SLP curriculum also includes a strong clinical program that supports the strong academic program. **The Gallaudet Hearing and Speech Center** provides diagnostic and rehabilitative services to the local community of Gallaudet University and to others throughout the Metropolitan D.C. communities. These clinical services form the nucleus of on-campus practicum for Audiology and Speech-Language Pathology majors, as well as serving as an important resource for research and evidence-based practices, and an important outreach to the campus and local communities.

A full range of **diagnostic audiology services** provided in the clinic includes comprehensive hearing and vestibular testing, hearing aid evaluations and fittings, cochlear implant mapping and referrals, site-of-lesion and central auditory testing, assistive device evaluations and demonstrations, and counseling associated with these and other walk-in services. **Auditory (Re)habilitation services** are offered across the lifespan and to those within and outside the University for improved speech production, speechreading, auditory, and auditory-visual skills, improved spoken, sign, and written language acquisition skills, and improved communication strategies training, and assistive technology training, for individuals, families, and groups.

**Speech-language-hearing evaluation and intervention services** are also provided across the lifespan to individuals, families and groups with communication delays, disorders, and differences associated with strokes, dementias, head injuries, and other neurogenic disorders; voice, resonance, swallowing, stuttering, articulation, dialect/accent, and other speech sound disorders; written, spoken, signed, augmentative and alternative language, literacy, and learning communication needs; and to special populations including those with pediatric hearing loss, pervasive developmental disorders, feeding and swallowing disorders, multiple and complex communication needs, and hearing children of ASL families.

The Department's **Assistive Devices Center** is one of the leading demonstration and evaluation centers for assistive devices in the nation, providing information to professionals, consultations to individual clients, and classes to undergraduate and graduate students. The Center houses the most advanced electronic instrumentation for assisting in auditory and visual communication.

A wide range of **research activities** within the Department adds to the diversity of the learning opportunities available to graduate students. Paid opportunities are often available to students who request to work with full-time and adjunct faculty engaged in scholarly pursuits in hearing, speech, and language sciences. Individual student research can also take the form of a thesis or independent study for those who identify a topic and faculty mentor.

Finally, the Department supports **two student organizations**: the National Student Speech-Language-Hearing Association (NSSLHA) and the Student Academy of Audiology (SAA). We encourage you to become active in these organizations and others within the University that might advance your stewardship and scholarship.

### **SIGN COMMUNICATION WITHIN AND OUTSIDE THE DEPARTMENT**

In order to maintain an atmosphere of sensitivity, flexibility and cooperation within the Gallaudet community, **American Sign Language** is expected in public areas of campus. Instructors are likely to use spoken and written languages in exclusively hearing classes and sign and written languages in exclusively deaf classes. Efforts to match the language and communication modalities of the prominent culture may also include simultaneous communication, Cued Speech, speech with fingerspelling support, speech with sign support, sign with speech support, and phone texting or other written communication. Sign and spoken language interpreters are hired for many cross-modality and cross-language events within the Department and University. SLP students who feel inadequate in their communication are expected to work with faculty, advisors, and clinical educators in determining when an interpreter request is appropriate.



**Camp SHARP 2014**

## HSLs DEPARTMENT MISSION

The multi-faceted mission of the Department of Hearing, Speech, and Language Sciences is to:

- prepare the next generation of well-qualified speech-language pathologists and audiologists, who meet the requirements for professional licensure and/or certification, and meet Gallaudet's language and communication expectations, to provide the full range of speech, language, and hearing services to individuals of all ages from diverse language, cultural, and communication backgrounds, with particular focus on individuals who are deaf or hard of hearing,
- prepare the next generation of college and university Ph.D. faculty who are culturally sensitive, knowledgeable, and skilled in preparing future audiologists to work with culturally and linguistically diverse deaf and hard of hearing individuals of all ages,
- provide competent, culturally-sensitive, and communication-accessible speech, language, aural rehabilitation, and hearing services for the Gallaudet community and the Washington D.C. metropolitan area,
- conduct research to inform practice and advance speech, hearing, and language sciences,
- assist Gallaudet graduate programs in related fields by offering coursework with relevant knowledge about audiology, speech-language pathology and aural rehabilitation to professional specialists in related fields who will be working with clients who are deaf and hard of hearing, and
- provide undergraduate students with coursework aimed at furthering their awareness and understanding of themselves as Deaf or hard of hearing people and to provide information aimed at reducing the communication challenges confronted across a broad range of situations.
- advocate for meeting the language, communication, and cultural needs of Deaf and hard of hearing individuals in all of our various professional organizations, and to promote this sense of advocacy in our students.

September 7, 2007



## SLP PROGRAM OF STUDY: SLP Learner Outcomes

1. SLP students will demonstrate knowledge of the biological sciences, physical sciences, **\*statistics**, and the social/behavioral sciences. (ASHA Standard IV-A)
2. SLP students will demonstrate knowledge of basic human communication and swallowing processes, including **\*the appropriate** biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. (ASHA Standard IV-B)
3. SLP students will demonstrate knowledge of **communication** and swallowing disorders and differences, including **appropriate** etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in:
  1. Articulation
  2. **Fluency**
  3. Voice and resonance, **including respiration and phonation**
  4. Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, **prelinguistic communication, and paralinguistic communication**) in speaking, listening, reading and writing
  5. Hearing, **including the impact on speech and language**
  6. Swallowing (**oral, pharyngeal, esophageal, and related functions including oral functions for feeding and orofacial myology**)
  7. Cognitive aspects of communication (**attention, memory, sequencing, problem-solving, executive functioning**)
  8. Social aspects of communication (**including challenging behavior, ineffective social skills, and lack of communication opportunities**)
  9. **Augmentative and alternative** communication modalities (Standard IV-C)
4. SLP students will demonstrate **current** knowledge of the principles and methods of, and clinical skills in prevention, assessment, and intervention for people with communication and swallowing disorders (listed in 1 through 9) **across the lifespan**, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates. (Standards IV-D and V-B)
5. SLP students will demonstrate **knowledge and skills in oral, written and other forms of communication sufficient for entry into professional practice**, including skills in communicating effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, and other professionals involved in case management. (Standard V-A)
6. SLP students will demonstrate knowledge of **research processes and integration of research principles into evidence-based clinical practice**. (Standard IV-F)
7. SLP students will demonstrate knowledge of **ASHA's current Code of Ethics and ethical conduct standards, professional contemporary issues, including entry level and advanced credentialing, regulations and policies relevant to professional practice**. (Standards IV-E, G and H)

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\*The new 2014 SLP standards are effective September 1, 2014; changes from the 2005 standards are printed in red.

## **Semester-by-Semester Program:**

**New Graduate Student Orientation** prior to the first week of classes includes:

- Scheduled events designed to orient students to the program, Department, and the University
- Unscheduled time to orient to the campus and the city

### **Semester I – Fall 2014**

HSL 713 - Language Development and Disorders I (3)

HSL 714 - Speech Science (3)

HSL 746 - Clinical Application of Signs (1)

HSL 795a [\*HSL 744] - Clinical Procedures in SLP (1)      \*[New course numbers proposed]

HSL 795b [HSL 745] - Clinical Statistics (1)

HSL 824 - Aural Rehabilitation: Adult (3)

HSL 771- Clinical Practicum in SLP 1(1)

PST xxx - American Sign Language (3)

Hrs: (13 - 16)

### **Semester II – Spring 2015**

HSL 723 - Language Development and Disorders 2 (3)

HSL 795a [HSL 753]- Motor Speech Disorders (1)

HSL 755 - Neurogenic Speech and Language Disorders (3)

HSL 784 - Research Methodology in Audiology and Speech-Language Pathology (3)

HSL 774 [HSL 772]- Clinical Practicum in SLP 2 (2)

Elective – (1 to 3 credits)\*

PST xxx - American Sign Language (3)

Hrs: (10 - 17)

### **Semester III Summer 2015**

HSL 716 [HSL 726] - Audiology: Educational and Habilitative Implications (3)

HSL 826 - Aural Rehabilitation: Pediatrics (3)

[HSL 773] – Clinical Practicum in SLP 3 (1-4)

PST xxx - American Sign Language (3)

Hrs: (7 - 13)

### **Semester IV – Fall 2015**

[HSL 724] – Assistive Technologies and Rehabilitation (3)

HSL 754 – Speech Sound Disorders (3)

HSL 760 - Swallowing Disorders (3)

[HSL 774] – Clinical Internship in SLP (1-4)

Elective - (1 to 3 credits)\*

PST xxx - American Sign Language (3)

Hrs: (10 - 19)

## **Semester V – Spring 2016**

HSL 750 - Voice and Resonance Disorders (3)  
HSL 751 - Stuttering Disorders (2)  
HSL 821 - Counseling and Multicultural Issues (3)  
[HSL 775] – Clinical Internship in SLP (1-4)  
Elective – (1 to 3 credits)\*  
PST xxx-American Sign Language (3)  
\*Hrs: (9 – 18)

\*An **elective** is required for all students beyond the first semester of the program. Students opting for the M.S. thesis may substitute thesis credits for the elective. Elective courses outside the Department are also encouraged, and the following are offered within the Department and often taken as elective courses:

HSL 711: Cued Speech/Amer. English I  
HSL 712: Cued Speech/Amer. English II  
HSL 785: Pharmacology  
HSL 858: Cochlear Implants

### **Thesis Track Option**

A thesis option is available to SLP graduate students who are in good standing in the Department. Comprehensive guidelines for a thesis are available at:

[www.gallaudet.edu/gspp/current\\_students/dissertation\\_and\\_thesis\\_handbook.html](http://www.gallaudet.edu/gspp/current_students/dissertation_and_thesis_handbook.html)

These guidelines address many items, including: establishing a committee, responsibilities of the committee chair, conducting research, writing the thesis, and others important to guide the student and members of the student's thesis committee.

An important requirement for students investigating thesis research involves Institutional Review Board approval of procedures. IRB guidelines and applications are available at: [www.gallaudet.edu/institutional\\_review\\_board\\_%28irb%29.html](http://www.gallaudet.edu/institutional_review_board_%28irb%29.html)

### **Assessment**

Assessment of student learning occurs in several ways beyond course and clinic grades. Students participate in formative exams (SLP Practice Praxis Exams), in summative exams (oral and/or written examinations), in summative documentation of ASHA's Knowledge and Skills Acquisition (KASA documentation, collected writing samples), and in other program assessments (SLP Grand Rounds: Grand Finale; course and practicum evaluations; alumni surveys and end-of-year exit interviews in selected years).

### **SLP Practice Praxis Exams:**

Students entering Gallaudet University's ASHA-accredited SLP graduate program participate in an annual assessment of knowledge through administration of the SLP Practice Praxis Examination. This exam is part of the Department's comprehensive assessment program and satisfies the University's first-year candidacy requirement. The intent of the exams is to measure and monitor student learning over the two-year program, using a representative sample of the examination required for professional licensure in many states and in the District of Columbia.

This examination is administered to the entering class during graduate orientation or the first week of classes, again at the end of the first year's class and clinic work, and a third administration toward the end of the program. Each student's first scores across the areas tested are retained as baseline scores, and for later comparison and analysis. Low performance on the exams does not negatively affect graduation, but may combine with low class or clinical grades and with low comprehensive exam scores to extend graduation beyond the expected five semesters.

Successful growth in test scores over the two years is interpreted as successful indication of learning and testament to the graduate program's mission. Successful growth in test scores also suggests a positive expectation for successful passage of the ASHA exam upon completion of the program. SLP graduates have maintained a 100% passing rate of the ASHA Praxis examination for the past 5 years.

### **Comprehensive Exams:**

Oral exams are conducted during students' fourth semester, typically during the week following the Thanksgiving break. Students are expected to demonstrate synthesis of cumulative knowledge and skills in answering academic and clinical questions to an audience of instructors. Students who fail to perform satisfactorily during the oral examinations may be given a remediation plan to ensure successful integration of knowledge and skills for a second administration of the exam in the fifth semester. The remediation plan may require rehearsal of questions and answers with individual instructors and/or advisors, a detailed list of questions for expanded study, and/or a written documentation of knowledge in a particular area of weakness. The remediation plan may also document an extended graduation date, particularly if the student fails to reach expected performance on a second comprehensive exam administration.

Written examinations may be scheduled--either as a collected writing sample from a class assignment, or as a comprehensive set of written test questions. Written exams may be required for the entire class or recommended for individual students by the student's advisory committee (advisor, SLP director, and academic and/or clinical instructor).

In both oral and written exams, students are given sample topics and sample questions weeks prior to testing for thorough preparation. A detailed grading rubric accompanies a letter explaining expected administration and follow-up protocols. Comprehensive exams are scheduled with the student's routine course and clinic schedule in mind, in an effort to reduce, as much as possible, any schedule conflicts and inconveniences.

### **Students with Special Needs**

**The Office for Students with Disabilities (OSWD)** provides individually tailored, comprehensive support services and programs for students with disabilities. OSWD empowers eligible students to succeed in their pursuit of higher education by striving to assure equal access and opportunity to curricular and extra-curricular activities. Student autonomy is encouraged through the provision of reasonable accommodations, academic support groups, self-advocacy, and compensatory training. OSWD employs a student-centered interactive model in which collaboration among professionals and OSWD students

results in a nondiscriminatory academic environment. In addition, OSWD provides professional development services and programs for faculty and staff and for community-based professionals.

Students who suspect but have not been diagnosed with a special need should contact OSWD for help or advice in scheduling evaluations and for counseling that may lead to specific recommendations for faculty and supervisors.

On the Web at: <http://depts.gallaudet.edu/OSWD/>

## University Policies

The Department, University, and the professions of Audiology and Speech-Language pathology expect students to adhere to a high level of ethical conduct, including **academic integrity** that avoids plagiarism or other forms of cheating. Students are responsible for knowing the University's Academic Integrity Policy, Associated Standards, Violations, and Appeals processes. All of these policies are available in the *Graduate Catalog* at [www.gallaudet.edu/academic\\_catalog/graduate\\_education.html](http://www.gallaudet.edu/academic_catalog/graduate_education.html)

Students are also responsible for knowing all other policies available in the catalog, including those address: Confidentiality of Student Records, Behavior Codes, Protection Against Sexual Harassment, the Graduate Grading System, Academic Probation and Appeals, Leave of Absence Policy, and others that may be relevant to an individual's status at any time during enrollment.

### Advising

Each student in the program is assigned **an academic advisor** to assist in program planning and serve as the go-to person when questions arise about and issues occur within the SLP program. Regular meetings with advisors may keep communication channels open and sometimes enable mentoring relationships to develop that would not otherwise develop inside the classroom or clinic. Advising is particularly important at pre-registration time, when a student encounters academic difficulty, and before graduation to verify and complete documentation for ASHA certification, program assessment, and graduation requirements.

Academic advisors are listed on the BISON web site and/or through department offices.

### Grievances, Appeals, Disagreements and Other Concerns:

On occasion, a student may experience a disconcerting situation that requires follow-up. Students should expect to learn in safety and be treated respectfully. Students also have rights to appeal a grade, rebut a personal offense, file a complaint or grievance. In all cases, knowing and following prescribed protocol is critical. The Graduate Catalog ([www.gallaudet.edu/academic\\_catalog.html](http://www.gallaudet.edu/academic_catalog.html)) provides steps to follow in filing an appeal. The catalog also states that grievances involving a faculty or instructor should be directed first to the faculty/instructor before going to a program director or department chair. Our program's accrediting agency, the American Speech-Language-Hearing Association also requires us to inform students about their right to report program concerns that might affect accreditation.

As a matter of routine, the best approach to any concern is a direct approach. We encourage these steps:

**FIRST:** You should request a meeting with the person or persons involved most directly in the grievance—an individual instructor, clinical educator, student, or other

person involved—and communicate as clearly and objectively as possible the nature of the concern. Concerns that relate to a course should be directed to the immediate course instructor. Concerns that relate to clinic should be directed to the immediate clinical educator. When a concern involves a client or off-campus practicum experience, however, you should first inform your on-campus clinical educator.

**SECOND:** Follow up with documentation, perhaps a thank-you note for the time spent in talking or an e-mail requesting another meeting. If the concern is not resolved, you may request a meeting to discuss the grievance with the next person in the chain of authority **within the Department** (see table below). Follow up with and keep a copy of all correspondence, especially those that document dates.

**THIRD:** When a grievance remains unresolved, request a meeting to discuss the grievance and your steps in rectifying the grievance with the next person in the chain of command **within the Department before going outside the Department**. The Dean generally serves as the final arbitrator but the Dean’s office may refer a grievance to the Council on Graduate Education or the University’s attorney in seeking resolution.

**AND ALWAYS, be aware that failure to follow these procedures** could impact the grievance process negatively. Acting with integrity and documenting with integrity are important to the process and to the resolution.

<b>Chain of Authority in Communicating Grievances:</b>	
<b>In the Academic Program</b>	<b>In the Clinical Program</b>
Immediate Instructor (full or part-time)	Immediate Supervisor (on or off campus)
Academic Advisor	Academic Advisor
SLP Program Director	Clinical Program Director
Department Chair	Department Chair
Dean of the College	Dean of the College
University Ombudsman	University Ombudsman
Provost	Provost
University President	University President

## **Procedures for Complaints Against Graduate Education Programs:**

A complaint about any accredited program or program in candidacy status may be submitted by any individual(s).

### *Criteria for Complaints*

Complaints about programs must meet the following criteria:

- a) be against an accredited graduate education program or program in candidacy status in audiology and/or speech language pathology,
- b) relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech Language Pathology,
- c) clearly describe the specific nature of the conduct being complained about, which must have occurred at least in part within 5 years of the date the complaint is filed, the relationship of the complaint to the accreditation standards, and provide supporting data for the charge.

Complaints must meet the following submission requirements:

- a) include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA,
- b) include the complainant's name, address and telephone contact information and the complainant's relationship to the program in order for the Accreditation Office staff to verify the source of the information,
- c) be signed and submitted in writing via U.S. mail, overnight courier, or hand delivery to the following address:

Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology  
American Speech-Language-Hearing Association,  
2200 Research Boulevard, #310  
Rockville, MD 20850

- d) will not be accepted by email or facsimile.

The complainant's burden of proof is a preponderance, or greater weight, of the evidence. These procedures do not prevent the CAA from considering a complaint against an accredited or candidate program if the program is involved in litigation or other actions by a third party, except as outlined above.

Further information about complaints to CAA can be found at this URL:

[http://www.asha.org/academic/accreditation/accredmanual/section8/#Complaints\\_program](http://www.asha.org/academic/accreditation/accredmanual/section8/#Complaints_program)

or by phone at: 800-498-2071 or 301-296-5700.

## GRADUATION

Gallaudet's graduation ceremonies hold many time-honored traditions, including a hooding ceremony for graduate students. We encourage graduating students to invite their parents and loved ones to this celebration and for the graduation ceremony that traditionally follows the next day. The graduation ceremonies are not mandatory but they are important events to many students and their families.

### Applying to graduate:

Students must submit **an application to graduate that is signed by the advisor**, program director, and/or department chair. The application is due the first week of December for graduation in December, May or August. The application form and information about graduation is available online at:

[www.gallaudet.edu/documents/registrar/forms/grad\\_career\\_graduation\\_application.pdf](http://www.gallaudet.edu/documents/registrar/forms/grad_career_graduation_application.pdf)

Students who have not completed all program requirements (perhaps because of unavoidable circumstances or a delay in meeting graduation requirements) may file a **petition-to-march application** with the Department Chair. That petition must be forwarded to the Council on Graduate Education by April 1. Common reasons for a petition-to-march include unresolved grades of incomplete, continuation of practicum hours, inadequate sign language credits or competencies, failed comprehensive exams. These same reasons, however, can be rejected by the Department and by the CGE and delay or prevent graduation. Students who anticipate a delay in meeting graduation requirements should confer with their advisors about the petition-to-march option. A letter including the reason(s) for the request and the date on which all graduation requirements will be completed should also accompany the petition.

Gallaudet University holds a special hooding ceremony for graduate students on the day preceding graduation. Hooding requires purchase of a cap, gown, and hood through the Registration office. More information on the regalia and ceremonies is available at: <http://commencement.gallaudet.edu/>

### Awards and Honors

Each year a number of different awards and honors are available to graduate students in the Department. In some instances, the Department's Graduate Studies Committee selects the award recipient; in others, the Graduate Studies Committee nominates a student from the Department for consideration. The Graduate Studies Committee solicits nominations from faculty, staff, and students for awards and honors.

The following group of awards are presented to first year Speech-Language Pathology and first, second, or third year Au.D. graduate students. The Awards are made by the Department and the award recipients are usually acknowledged at the hooding and/or graduating ceremonies. The various awards available to HSLS students include:

**THE AWARD FOR EXCELLENCE IN SPEECH-LANGUAGE PATHOLOGY:** The purpose of this award is to recognize a first year student in Speech-Language Pathology who has performed in an excellent manner, both academically and clinically. A parallel award is given in Audiology.

**ADRIENNE L. KAPLAN AWARD:** The Adrienne L. Kaplan Memorial Endowment Fund, established by Mr. and Mrs. Irwin Kaplan in memory of their daughter who suffered from a physical disability that interfered with her communication. The award is designed to support the professional training of outstanding students in the Department. The award is presented to a student in Audiology or Speech-Language Pathology. Selection is made by the Graduate Studies Committee based upon academic excellence and clinical performance.

**THE ROBERT STEVEN ACKLEY MEMORIAL AWARD:** The HSLs faculty founded the R. Steven Ackley Memorial Award to commemorate the many contributions of the late Dr. Ackley (2013). The first awardee is expected to be identified in 2014.

**GRADUATE OUTSTANDING ACHIEVEMENT AWARD:** The Dean of The Graduate School recognizes an outstanding graduate student from nominations from graduate departments. Service to the University, professional service, and academic standing are among the factors considered in the selection.

**GRADUATE WRITING AWARD:** Upon nomination from graduate departments, the Dean of Graduate School recognizes a student who has demonstrated a significant achievement or achievements in writing. Accomplishments may be in the form of presentations, publications, or an outstanding effort in a course assignment.

## **AFTER GRADUATION**



The 2012 Graduating SLPs offered this exceptional picture as their graduation gift to the Department.

## **CLINICAL FELLOWSHIP YEAR**

The year following graduation (for most graduates) marks the transition from student to professional. ASHA requires a signed form (by the SLP Program Director) that verifies successful completion of an accredited program as part of this transition and application for certification. A successful Clinical Fellowship Year is also necessary in earning the Certificate of Clinical Competence (CCC-SLP) in Speech-Language Pathology.

Clinical Fellowship Requirements include:

- 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 it can be done through the online ASHA Certification Verification System or by contacting the ASHA Action Center at 1-800-498-2071. - See more at: <http://www.asha.org/certification/Clinical-Fellowship/#sthash.30V7Nkp4.dpuf>
- A score of "3" or better on the core skills in the final segment of the experience, as rated by SLP CF mentor or supervisor using the *SLP Clinical Fellowship Skills Inventory form*.
- 80% of the CF's 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-Language Pathology Scope of Practice](#).
- Submission of an approvable CF Report and Rating Form at the end of the CFY.

### **The Praxis Exam**

The national Speech-Language Pathology examination is an electronic exam that covers important knowledge and skills areas. Your candidacy exams over the past two years have come from the PRACTICE Praxis exams, and should have familiarized you with the testing format, level of difficulty, and diversity of questions that represent this important test. Successful mastery of the test is critical to the certification process. Clinical fellowship candidates must pass the test no more than five years prior to the submission of the certification application.

**Source: ASHA Web Site**

### **Licensing to Practice**

In addition to achieving the ASHA CCCs to practice as a speech-language pathologist, many states also require a license to practice. The addresses that follow represent local license addresses and are not likely to be helpful if you want to practice outside the District, Maryland or Virginia.

Your national certification and state license are potentially the only sources for annual fees that you will encounter, but you might also work in a state that requires **teacher certification** to practice in school systems. Requirements vary and may be reciprocal across states and districts. At the same time, not knowing or attending to a jurisdiction's practice requirements can influence future career paths negatively.

In addition, some agencies, schools, hospitals, clinics and practices require **professional liability insurance** for their new SLPs and/or clinical fellows. Insurance fees may be part of the compensation packet negotiated at the onset of a new job, and they may be unnecessary or up to individual SLPs at other jobs. Knowing the insurance policies in a new setting are much like knowing practice requirements—what we don't know can hurt us over time.

**For specific license information, contact:**

**Maryland:** Maryland Boards of Examiners for Audiologists and Speech-Language Pathologists  
4201 Patterson Avenue  
Third Floor  
Baltimore, Maryland 21215-2299  
(301) 764-4725

**Virginia:** Virginia Board of Examiners in Audiology and Speech Pathology  
Director of Board of Examiners  
Department of Commerce  
2 South 9th Street  
Richmond, Virginia 23219

**District of Columbia:** Department of Health  
Health Professional Licensing Administration  
Board of Audiology and Speech-Language Pathology  
717 14th Street, NW, Suite 600  
Washington, DC 20005

DC's license also requires SLPs to be insured. SLP practice insurance can be found at [www.ASHA.org](http://www.ASHA.org) under professional liability insurance.

**Continuing Education**

Regardless of where you practice (in your own private office, a large medical facility, state agency, acute care center, public or private school system, or other location), your graduate degree, ASHA CCCs, state license, and professional experiences and expertise eventually become inadequate in keeping you knowledgeable and skilled in the dynamic demands of speech-language pathology. Continuing education is viewed by our profession as a necessary responsibility for those who serve individuals with speech-language-hearing disorders. The CE requirements for your certification, your license, and your employer may never match, however, your own personal and professional drive to be at the top of your field. With that in mind, we look forward to meeting up with you at international, national, state and local conventions and training opportunities in years to come.

**Your Future Relationship with Gallaudet**

One of the most satisfying gifts we could ever receive of a graduate of our program is the gift of sponsorship of the program. Sponsorship may mean money or donations to some individuals, visiting during alumni weekends to others. To your program faculty and staff, it means **keeping in touch**. We want to know where you go and how you are doing after you graduate. We are always accessible through the Internet and while we will retire over time and be replaced by younger faculty (maybe you?) and clinical staff (maybe you?), we are always wishful of good things for you—not only because you are from us, but also because you are us. You represent the Department of Hearing, Speech and Language Sciences forever.

With best wishes for a wonderful graduate school experience!

Brenda Seal  
08/20/2014



# Code of Ethics

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## Preamble

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by speech-language pathologists, audiologists, and speech, language, and hearing scientists. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose.

Every individual who is (a) a member of the American Speech-Language-Hearing Association, whether certified or not, (b) a nonmember holding the Certificate of Clinical Competence from the Association, (c) an applicant for membership or certification, or (d) a Clinical Fellow seeking to fulfill standards for certification shall abide by this Code of Ethics.

Any violation of the spirit and purpose of this Code shall be considered unethical. Failure to specify any particular responsibility or practice in this Code of Ethics shall not be construed as denial of the existence of such responsibilities or practices.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics as they relate to the responsibility to persons served, the public, speech-language pathologists, audiologists, and speech, language, and hearing scientists, and to the conduct of research and scholarly activities.

Principles of Ethics, aspirational and inspirational in nature, form the underlying moral basis for the Code of Ethics. Individuals shall observe these principles as affirmative obligations under all conditions of professional activity.

Rules of Ethics are specific statements of minimally acceptable professional conduct or of prohibitions and are applicable to all individuals.

## 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

1. Individuals shall provide all services competently.
2. Individuals shall use every resource, including referral when appropriate, to ensure that high-quality service is provided.
3. Individuals shall not discriminate in the delivery of professional services or the conduct of research and scholarly activities on the basis of race or ethnicity, gender, gender identity/gender expression, age, religion, national origin, sexual orientation, or disability.
4. Individuals shall not misrepresent the credentials of assistants, technicians, support personnel, students, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name and professional credentials of persons providing services.
5. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, and judgment that are within the scope of their profession to assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.
6. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to provision of clinical services to assistants, technicians, support personnel, or any other persons only if those services are appropriately supervised, realizing that the responsibility for client welfare remains with the certified individual.
7. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession to students only if those services are appropriately supervised. The responsibility for client welfare remains with the certified individual.
8. Individuals shall fully inform the persons they serve of the nature and possible effects of services rendered and products dispensed, and they shall inform participants in research about the possible effects of their participation in research conducted.
9. Individuals shall evaluate the effectiveness of services rendered and of products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.
10. Individuals shall not guarantee the results of any treatment or procedure, directly or by implication; however, they may make a reasonable statement of prognosis.
11. Individuals shall not provide clinical services solely by correspondence.
12. Individuals may practice by telecommunication (e.g., telehealth/e-health), where not prohibited by law.
13. Individuals shall adequately maintain and appropriately secure records of professional services rendered, research and scholarly activities conducted, and products dispensed, and they shall allow access to these records only when authorized or when required by law.
14. Individuals shall not reveal, without authorization, any professional or personal information about identified persons served professionally or identified participants involved in research and scholarly activities unless doing so is necessary to protect the welfare of the person or of the community or is otherwise required by law.
15. Individuals shall not charge for services not rendered, nor shall they misrepresent services rendered, products dispensed, or research and scholarly activities conducted.

16. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if their participation is voluntary, without coercion, and with their informed consent.
17. Individuals whose professional services are adversely affected by substance abuse or other health-related conditions shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.
18. Individuals shall not discontinue service to those they are serving without providing reasonable notice.

## **Principle of Ethics II**

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

## **Rules of Ethics**

1. Individuals shall engage in the provision of clinical services only when they hold the appropriate Certificate of Clinical Competence or when they are in the certification process and are supervised by an individual who holds the appropriate Certificate of Clinical Competence.
2. Individuals shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their level of education, training, and experience.
3. Individuals shall engage in lifelong learning to maintain and enhance professional competence and performance.
4. Individuals shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's competence, level of education, training, and experience.
5. Individuals shall ensure that all equipment used to provide services or to conduct research and scholarly activities is in proper working order and is properly calibrated

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## **Principle of Ethics III**

Individuals shall honor their responsibility to the public by promoting public understanding of the professions, by supporting the development of services designed to fulfill the unmet needs of the public, and by providing accurate information in all communications involving any aspect of the professions, including the dissemination of research findings and scholarly activities, and the promotion, marketing, and advertising of products and services.

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## **Rules of Ethics**

1. Individuals shall not misrepresent their credentials, competence, education, training, experience, or scholarly or research contributions.
  2. Individuals shall not participate in professional activities that constitute a conflict of interest.
  3. Individuals shall refer those served professionally solely on the basis of the interest of those being referred and not on any personal interest, financial or otherwise.
  4. Individuals shall not misrepresent research, diagnostic information, services rendered, results of services rendered, products dispensed, or the effects of products dispensed.
  5. Individuals shall not defraud or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants for services rendered, research conducted, or products dispensed.
  6. Individuals' statements to the public shall provide accurate 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.
  7. Individuals' statements to the public when advertising, announcing, and marketing their professional services; reporting research results; and promoting products shall adhere to professional standards and shall not contain misrepresentations.
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## **Principle of Ethics IV**

Individuals shall honor their responsibilities to the professions and their relationships with colleagues, students, and members of other professions and disciplines.

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## **Rules of Ethics**

1. Individuals shall uphold the dignity and autonomy of the professions, maintain harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.
2. Individuals shall prohibit anyone under their supervision from engaging in any practice that violates the Code of Ethics.
3. Individuals shall not engage in dishonesty, fraud, deceit, or misrepresentation.
4. Individuals shall not engage in any form of unlawful harassment, including sexual harassment or power abuse.
5. Individuals shall not engage in any other form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
6. Individuals shall not engage in sexual activities with clients, students, or research participants over whom they exercise professional authority or power.

7. Individuals shall assign credit only to those who have contributed to a publication, presentation, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
8. Individuals shall reference the source when using other persons' ideas, research, presentations, or products in written, oral, or any other media presentation or summary.
9. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
10. Individuals shall not provide professional services without exercising independent professional judgment, regardless of referral source or prescription.
11. Individuals shall not discriminate in their relationships with colleagues, students, and members of other professions and disciplines on the basis of race or ethnicity, gender, gender identity/gender expression, age, religion, national origin, sexual orientation, or disability.
12. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation, nor should the Code of Ethics be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.
13. Individuals who have reason to believe that the Code of Ethics has been violated shall inform the Board of Ethics.
14. Individuals shall comply fully with the policies of the Board of Ethics in its consideration and adjudication of complaints of violations of the Code of Ethics.

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**Reference this material as:** American Speech-Language-Hearing Association. (2010). *Code of Ethics* [Ethics]. Available from [www.asha.org/policy](http://www.asha.org/policy).

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