MASTERS IN COMMUNICATIVE SCIENCES & DISORDERS HANDBOOK 2015-2016

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Degree Programs Overview and Mission Statement

The academic programs offered by the Department of Communicative Sciences and Disorders, Michigan State University, focus on the study of both normal and disordered aspects of speech, language, voice, and hearing; and the application of such knowledge to the assessment and treatment of communication disorders. Disciplinary/professional areas addressed in the curriculum include: speech-language pathology, audiology, speech, and hearing sciences.

The Department offers graduate study in speech-language pathology and speech and hearing sciences leading to a Master of Arts and a Doctor of Philosophy degree.

Mission Statement

The mission of the Department of Communicative Sciences and Disorders is to advance the study of normal and disordered aspects of speech, language, voice, and hearing; and on the application of such knowledge to the assessment and treatment of patients with communicative disorders. It strives for excellence in understanding communication sciences and disorders in a pluralistic society. It seeks to transform lives by preparing leaders in communicative sciences and disorders through teaching, research, and service. The Department strives to prepare students for careers and leadership in Speech-Language Pathology (SLP) and/or in research related to the broad areas of focus described above.

The Department offers a Master’s degree, a Doctoral degree and several undergraduate preparatory classes leading to a minor for students wanting to pursue careers in SLP, Audiology or related disciplines. The master’s degree program is designed to provide academic and clinical knowledge and skill for those preparing to become professionally certified speech-language pathologists. The doctoral degree program is designed to provide broad and detailed academic and research experiences, knowledge, and skill for the preparation of teacher scholars in human communication sciences and disorders.
Master of Arts Degree Program Goals
Approved by CSD Faculty on May 1, 2015

These learning goals are intended to provide a framework for students’ active engagement in learning both in and out of the classroom. Students who complete a Master’s degree in Communicative Sciences and Disorders at Michigan State University will demonstrate the knowledge, attitudes, and skills associated with the following interconnected goals and outcomes:

A. Integrated Reasoning for Evidence-Based Practice
The graduate will understand and practice principles of basic and applied methodologies in communicative sciences and disorders including synthesizing and using research-based evidence to maximize outcomes with clients. Through coursework, clinical practice, and research involvement, the successful graduate will:

1. Acquire, analyze, and evaluate information from multiple evidence-based sources within and across disciplines to define problems and formulate solutions.
2. Use a variety of inquiry strategies incorporating multiple views to make informed judgments, solve problems, answer questions, and generate new understanding related to clinical practice.
3. Demonstrate competency of technology for tools of clinical practice.
4. Demonstrate clinical competency suitable for successful professional practice.

B. Leadership and Effective Communication
The graduate emphasizes leadership and effective communication with diverse audiences, including clients, family members, health care providers, educators, and the scientific community. The successful graduate will:

1. Demonstrate leadership by creating a vision, organization, enhancing talent and skills, adapting to barriers, motivation, and others through team activities.
2. Demonstrate clear expression of vision and execution of goals.
3. Engage in effective oral and written communication practices tailoring messages to varied audiences and using a variety of communication technologies.

C. Cultural Understanding
In an increasingly globalized and mobile world, the graduate will have a broader perspective of cultural, social, economic, and linguistic diversity. The graduate respects and adapts to needs for the diversity in the population in which they are working. The successful graduate will:

1. Demonstrate knowledge of cultural, social, economic, and linguistic differences and sensitivities to those differences relevant to communicative sciences and disorders.
2. Demonstrate competency in considering diversity in professional practice.

D. Professional Engagement and Outreach
The graduate serves and leads efforts to promote professional issues at local, national, and global levels. The successful graduate will:
1. Understand the range of clinical delivery models for professional practice.
2. Demonstrate ethical behavior in educational settings and professional practice including, but not limited to the American Speech-Language-Hearing Association (ASHA) Code of Ethics and policies for responsible conduct of research.
3. Demonstrate knowledge and skills to effectively advocate for individuals with communicative disorders and for the profession of speech-language pathology.

A primary aim of the Master of Arts Degree Program is to prepare students for professional careers as speech-language pathologists. This is accomplished by providing advanced, intensive academic and clinical experiences designed to develop broad and deep knowledge and skills regarding the science, theories, principles, and practices fundamental to communication sciences and disorders. The Master of Arts Degree program in speech-language pathology is nationally accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Typically, a student’s program of study consists of relevant course work, supervised clinical practicum in a minimum of 12 credits of off-campus clinical externship sites, and either a master’s thesis (Plan A), or a departmental final examination covering all areas of study in the discipline (Plan B). It is expected that all requirements for the M.A. degree will be completed within two years (i.e., 5 contiguous semesters). Although the completion of 400 clock hours of clinical practicum (i.e., 25 observation hours and 375 practicum hours, of which a minimum of 325 must be at the graduate level) is required for certification by the American Speech-Language-Hearing Association (ASHA), the total of 400 clinical clock hours are not required for the M.A. degree. Nevertheless, students typically elect to complete all 400 hours, because clinical certification may ultimately be necessary for professional/employment opportunities.

As with all of the degree programs, the information presented here should be viewed as a general overview of the academic degree program information. It should not be viewed as the final authority on degree requirements. Students must consult their academic advisor to have their specific program of study approved.

Primary professional certification for speech-language pathologists is accomplished through the American Speech-Language-Hearing Association via its Certificate of Clinical Competence (CCC). To be so certified, a candidate must possess a master’s degree in speech-language pathology from a program that is accredited by ASHA’s Council on Academic Accreditation (CAA). In completing the Master’s degree, the candidate must demonstrate the successful completion of a specified academic program of study, as well as a specified program of clinical practica. Following the completion of the academic and practicum requirements, a candidate must successfully complete a clinical fellowship under the supervision of a certified speech-language pathologist, and successfully complete the ASHA national certification examination in speech-language pathology [i.e., Educational Testing Service (ETS) Speech-Language Pathology PRAXIS Examination].
Graduate Curriculum and Course Work

To earn a M.A. degree, students must complete a minimum of 51 graduate credit hours. These must include 11 required courses (totaling 33 credit hours) and six credits of electives. 12-credits of clinical practicum (CSD 883) are required. A maximum of 15 credits of CSD 883 is allowed. A maximum of 9 credit hours may be transferred from another program of study; however, all transfers must be approved by the Graduate Program Director and/or the faculty advisor. Enrollment in most graduate classes assumes that the student has completed all necessary prerequisites satisfactorily. If such prerequisites have not been met, the Graduate Program Director and/or the course instructor may request completion of necessary prerequisites.

Courses at the 400-level or above may apply to a graduate degree with the approval of the student's academic advisor. Courses at the 400-level taken by a master’s degree student for the purpose of teacher certification (detailed below) may not be considered for graduate credit toward the M.A. degree.

Required and elective course work offered by the Department to satisfy requirements for the master’s degree in speech-language pathology is listed below by typical semester of offering. Students should consult the relevant MSU publications for pertinent information on graduate education and degree requirements as well (i.e., www.reg.msu.edu).

**Required Course Work**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 803</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>CSD 813</td>
<td>Neuroanatomy and Neurophysiology of Speech, Language, and Hearing</td>
<td>3</td>
</tr>
<tr>
<td>CSD 815</td>
<td>Acquired Language Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 820</td>
<td>Language Assessment and Intervention: Early Stages</td>
<td>3</td>
</tr>
<tr>
<td>CSD 821</td>
<td>Language Assessment and Intervention: Later Stages</td>
<td>3</td>
</tr>
<tr>
<td>CSD 830</td>
<td>Fluency Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 840</td>
<td>Voice Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 855</td>
<td>Assessment and Treatment of Dysphagia</td>
<td>3</td>
</tr>
<tr>
<td>CSD 860</td>
<td>Articulation and Phonological Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 865</td>
<td>Motor Speech Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 880</td>
<td>Clinical Proseminar: Professional Issues</td>
<td>3</td>
</tr>
<tr>
<td>CSD 883</td>
<td>Clinical Practicum in Speech-Language Pathology</td>
<td>12</td>
</tr>
</tbody>
</table>

**Elective Course Work**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 819</td>
<td>Cognitive-Communicative Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 850</td>
<td>Medical Aspects of Speech-Language Pathology</td>
<td>3</td>
</tr>
<tr>
<td>CSD 870</td>
<td>Augmentative and Alternative Communication</td>
<td>3</td>
</tr>
<tr>
<td>CSD 888</td>
<td>Counseling in Communicative Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 890</td>
<td>Independent Study</td>
<td>var.</td>
</tr>
<tr>
<td>CSD 899</td>
<td>Master’s Thesis</td>
<td>var.</td>
</tr>
</tbody>
</table>

Students are also encouraged to explore related graduate electives outside of the CSD department at MSU with approval of courses from their academic advisor.
Typical Course Sequence

<table>
<thead>
<tr>
<th>Fall 1</th>
<th>CSD 803 Research Methods</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CSD 813 Neuroanatomy and Neurophysiology of Speech, Language, and Hearing</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>CSD 860 Articulation and Phonological Disorders</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>CSD 880 Clinical Proseminar: Professional Issues</td>
<td>3 credits</td>
</tr>
<tr>
<td>Spring 1</td>
<td>CSD 815 Acquired Language Disorders</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>CSD 820 Language Assessment and Intervention: Early Stages</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>CSD 855 Assessment and Treatment of Dysphagia</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>CSD 883 Clinical Practicum in Speech-Language Pathology</td>
<td>3 credits</td>
</tr>
<tr>
<td>Summer 1</td>
<td>CSD 865 Motor Speech Disorders</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>CSD 883 Clinical Practicum in Speech-Language Pathology</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3 credits</td>
</tr>
<tr>
<td>Fall 2</td>
<td>CSD 821 Language Assessment and Intervention: Later Stages</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>CSD 830 Fluency Disorders</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>CSD 840 Voice Disorders</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>CSD 883 Clinical Practicum in Speech-Language Pathology</td>
<td>3 credits</td>
</tr>
<tr>
<td>Spring 2</td>
<td>CSD 883 Clinical Practicum in Speech-Language Pathology</td>
<td>3-6 credits</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Students may complete the M.A. program by choosing one of the following two plans. A decision to enroll in Plan A or Plan B must be communicated to the Program Director no later than October 31st of the first Fall semester in the program.

**PLAN A (thesis option):**
- 51 total credits
- 33 required credits
- 12 practicum
- 6 thesis credits
- Thesis Defense

**PLAN B (non-thesis option):**
- 51 total credits
- 33 required credits
- 12 practicum credits
- 6 elective credits
- Departmental Final Examination
**Study Abroad**

The Department also offers a Study Abroad program(s) typically in London, England, during the summer. This program is open to undergraduate students and graduate majors.

**Advising**

At the time of acceptance into the graduate program, each graduate student is assigned an academic advisor from a pool of faculty in the Department. The Department Chair and/or Graduate Program Director is/are responsible for initially assigning faculty members and student advisees. The Program Director or the Chairperson may change advising assignments when such changes are deemed to be in the best interest of the Department, a given advisor, or a given student.

Students are expected to meet with their advisor at the beginning of their graduate program, and periodically throughout their program, to plan and evaluate their course of study. Changes in program plans should be made only after consultation with the academic advisor. The Departmental Speech-Language Pathology M.A. Degree Academic Advising Form (Appendix A), the Annual Progress Report Form (Appendix B), and the CALIPSO Program (Page 10) should be used by students to plan their course of study, and to monitor their progress in completing the required academic course work for the M.A. degree and for ASHA certification. The original completed forms are stored in students’ graduate file and on the CALIPSO Program Website. Students are also responsible for maintaining a copy of their own records.

After consultation with their advisors, students are responsible for entering an initial set of undergraduate and graduate information on the forms that is accurate and reflective of the entire plan of study during the master’s degree program, as well as addressing pre-requisite, background, pre-professional, undergraduate academic experience. This documentation should be completed within the first week of course work of the student’s master’s degree program. Once reviewed and initialed by both the advisor and advisee, a signed original of the completed forms will be placed by in the student’s graduate file. The advisor, in consultation with the advisee, is responsible for updating the information on an as-needed basis at the end of each semester. Each updated hard copy version will be placed in the student’s file by the Academic Programs Coordinator.

Prior to the end of the semester in which the student is to graduate, the Academic Programs Coordinator will ask advisors to provide a copy of the Departmental Speech-Language Pathology M.A. Degree Academic Advising Form (Appendix A) and the Annual Progress Report Form (Appendix B), and the Departmental ASHA-KASA Form using the CALIPSO Program that reflect the completion of all academic requirements for each of their advisee’s M.A. degree and ASHA academic certification requirements. These final forms must be signed by the student and advisor. They will replace all previous versions, and become part of the student’s Departmental record documenting that all academic course work requirements have been met. Normally such forms need not be submitted to ASHA as part of its certification application process, as the Department is accredited by the Council on Academic Accreditation in Speech-Language Pathology. Students are encouraged to keep their own copies of such documentation as well.
Master of Arts Degree Program Options

The M.A. degree program offers two options:

1. Plan A: This plan consists of required course work, supervised clinical practica, and the successful completion of a 6-credit thesis (as approved by the student’s thesis committee).

2. Plan B: This plan consists of required and elective course work, supervised clinical practica, and the successful completion of a departmental final examination based on the student’s acquired knowledge and skills as regards speech, language, hearing, and related areas of the discipline.

Both Plan A (thesis option) and Plan B (non-thesis option) typically require five contiguous semesters of enrollment.

Academic Standards for College of Communication Arts and Sciences

When a student receives a grade below 3.0 in more than two 400–level or higher courses taken for graduate credit at Michigan State University, the student is automatically withdrawn from the program. A graduate student who has been withdrawn under this regulation is required to wait a minimum of one calendar year from the date of the withdrawal before being eligible to apply for readmission to a graduate program in the College of Communication Arts and Sciences. The student may be readmitted, contingent upon repeating one of the three courses in which a grade below a 3.0 was earned, and earning a 3.0 or better grade in the course. The course to be repeated may be specified by the department. Following readmission, any additional grade below 3.0 in any course numbered 400 or higher will result in permanent dismissal. Courses below the 400 level may also be included under this regulation at the discretion of the individual academic unit. While permission may be granted by the student’s academic unit chairperson and the associate dean of the College to repeat a course in which a grade of less than 3.0 has been earned, subsequently earning a grade of 3.0 or higher does not eliminate the first earned grade in the course as one of the two allowed under this regulation. The student must also have at least a 3.00 average in all courses taken for graduate credit.

Clinical Practicum Requirements

Students in the M.A. program are expected to successfully complete requisite experiences in clinical practicum activities. By the end of the student's M.A. program, a sufficient number of clinical practicum clock hours should be acquired to meet ASHA's clinical certification requirements. In rare cases, a student’s M.A. degree program may need to be extended for the student to acquire the necessary ASHA clinical practicum hours, knowledge, and skills. Students are expected to perform at an acceptable professional achievement level during their clinical practica experiences. All clinical clock hours used to meet the ASHA practicum requirement must be earned under the supervision of a CSD faculty member with ASHA certification or a designated supervisor at an MSU-affiliated off-campus clinical practicum site. The student cannot receive certified clinical clock hour credit at an off-campus site without prior Departmental approval.
The CALIPSO Program

The MSU graduate program in CSD uses the CALIPSO web application for tracking the development of knowledge and skills for each graduate student. In addition, CALIPSO allows for tracking of clock hours and competencies. CALIPSO is a web-based application that manages key aspects of clinical education designed specifically and exclusively for speech-language pathology training programs. It offers the unique feature of interactive and customized data dashboards that enable knowledge management between the clinical administrator, supervisor, and student. A one-time fee of $85.00 is required for this program which allows access during the entire graduate program and for five years following. At the start of the graduate program, each student will set up his/her own CALIPSO profile. Then, throughout the graduate clinical and coursework sequences, each graduate student must adhere to departmental notifications and policies for keeping his/her CALIPSO account current and complete. More information is provided throughout the program by the Clinical Education Coordinator and/or the Graduate Program Director.

Remediation Plan for CSD MA Program
Approved by CSD Faculty 4-14-2015

Remediation plans are designed to support a student in their application of knowledge and skills as defined by the current ASHA KASA standards and CSD MA program goals. Remediation plans are implemented when a student is identified as having an area of need in meeting these standards beyond the regular academic or clinical experiences. Three scenarios can result in the implementation of a remediation plan.

1. A remediation plan will be automatically implemented whenever a student has knowledge and/or skills that are identified as an area in need of remediation by any instructor or clinical supervisor.
2. A remediation plan may be instituted if a student demonstrates multiple areas of need within an individual experience, for example, receiving multiple ratings of “emerging”, or demonstrates an area of need multiple times, such as receiving multiple ratings of “emerging” on the same ASHA standard. A remediation plan may be implemented if few or no future opportunities are available for that standard to be addressed. However, a remediation plan should not be approved if there are other appropriate opportunities in the future for completion of the standard. The decision to implement a remediation plan will be made jointly by the instructor(s) of a content course or the clinical supervisor that identified the area(s) of need and the Graduate Program Director.
3. A student may request that a remediation plan be developed for area(s) of need that did not already result in a plan. The decision to implement a remediation plan under this circumstance must also be approved by the instructor(s), academic advisor, Clinical Education Placement Director, and the Graduate Program Director. This is to be based on the impact that unsatisfactory performance in an area of need may have on the student’s successful completion of the program in a timely manner. For example, a remediation plan may be implemented if few or no future opportunities are available for that standard to be addressed. However, a remediation plan may not be approved if there are other appropriate opportunities in the future for completion of the standard.

If a remediation plan is necessary, the following steps will take place:

1. To determine the need for a remediation plan the Graduate Program Director will meet with the instructor of the course content. If a clinical placement is involved the Graduate
Program Director will meet with the Clinic Education Program Director to determine the need for a remediation plan.

2. Should a remediation plan be required for academic performance, the remediation committee will consist of a minimum of at least the Graduate Program Director, the student’s Academic Advisor, and the instructor of the course that requires remediation. Should a remediation plan is required for clinical performance, the remediation committee will consist of the Clinic Education Program Director and the student’s Academic Advisor. Input from the clinical supervisor should be acquired. This input could range from consultation to serving as a member of the remediation committee. Consultation can be sought from the Graduate Program Director, if needed.

3. A meeting with the student and the remediation committee will be held to discuss identified areas of need and identify possible solutions to remediate the areas of concern.

4. After an initial meeting with the remediation committee, the student will develop a type-written plan outlining the activities and/or experiences that must be completed to demonstrate adequate improvement in the area of concern. The remedial plan should include a range of specific activities targeted to achieve knowledge and skills in the identified area of need. The plan will also include a timeline for completion as well as specific consequences in the event of failure to satisfactorily complete the plan in the identified timeline. This plan will be based on feedback from the initial remediation committee meeting. The academic advisor will serve as a consultant to the student in the development of the written plan. For clinically related concerns, the Clinical Education Program Director may also serve as consultant in the development of the written plan. The student will email the proposed remediation plan to the committee members within 48 hours of the initial meeting unless otherwise agreed upon by the committee at the time of the initial meeting. The student’s proposed remediation plan must be unanimously approved by the remediation committee. Upon approval, each committee member and the student will sign and receive a copy of the plan. A signed copy of the remediation plan will be placed in the student’s graduate departmental file. In cases of academic concerns, the instructor(s) involved in identifying the area(s) of need will serve as mentor(s) who is responsible to support the student in progressing toward the satisfactory completion of the plan. In special circumstances, an alternate person may be identified and must be approved by the remediation committee such as in the case of a student who feels as if working with the instructor isn’t supportive to the overall goal.

5. At the conclusion of the approved timeline in the remediation plan, the student will prepare a type-written resolution document detailing how each goal and objective were met, along with evidence of progress as determined by self-evaluation. The academic advisor will serve as a consultant to the student in the development of the resolution document. For clinically related concerns, the Clinical Education Program Director may also serve as consultant in the development of the resolution document. The resolution document will be distributed to the committee prior to the resolution meeting. The remediation committee will meet with the student to determine whether or not the goals and objectives of the remediation plan were met.
   a. If goals and objectives were met, each committee member and the student will sign and receive a copy of the plan. A signed copy of the resolution document will placed in the student’s graduate departmental file. Any documentation to support the resolution of the plan shall be presented at the meeting and placed in the student’s graduate departmental file.
   b. If goals and objectives were not met, a separate meeting will be scheduled with the student, the academic advisor, Graduate Program Director, Department Chair, and Clinical Education Program Director, if a clinical concern, to determine the
appropriate next step(s). If the remediation plan relates to a clinical placement, then the student may receive a final grade of “NC” in CSD 883. The NC grade may result in academic probation and may result in re-enrolling in CSD 883 in a subsequent semester.

The *Michigan State University Student Rights and Responsibilities (SRR)* and the *Graduate Student Rights and Responsibilities (GSRR)* documents establish the rights and responsibilities of MSU students and prescribe procedures to resolve allegations of violations of those rights through formal grievance hearings. In accordance with the SRR and the GSRR, the Communicative Sciences and Disorders Master’s Program has established the following Hearing Board procedures for adjudicating graduate student academic grievances and complaints. (See GSRR 5.4.). A student at any time can invoke a grievance hearing. Please refer CSD MA Graduate Handbook for the *Graduate Student Academic Grievance Hearing Procedures*.

**Sample remediation activities:**
Remediation activities are created based on the needs of the student and the identified area(s) of need. It is possible to have one remediation plan for multiple areas. Below is a list of sample remediation activities.

- Write a paper on a topic.
- Independent study of a topic.
- Complete a literature review for a topic.
- Receive added individual instruction on a topic.
- Complete an additional class or supervised experience (e.g., writing class, Writing Center workshops, remedial math class, undergraduate coursework in CSD).
- Complete supervised clinical observations.
- Participate in a professional development experience (e.g., conference or seminar).
- Further clinical training prior to, in place of, or during an off-campus placement.
- Specific clinical activities, such as diagnostic report writing, or clinical treatment methods.
- Support or training related to appropriate professional conduct.

**Definitions of Terms**

- **Remediate:** Student has not demonstrated appropriate progress towards the objective. This rating is similar to “failing”. Any student who receives a ‘remediate’ will be required to complete extra work until that objective has been met. Instructors are encouraged to attempt to remedy any weak areas during the semester, to avoid the need for remediation plans.
- **Not evident:** Skill not evident most of the time. Student requires direct instruction to modify behavior and is unaware of need to change. Supervisor must model behavior and implement the skill required for client to receive optimal care. Supervisor provides numerous instructions and frequent modeling (skill is present <25% of the time).
- **Emerging:** Skill is emerging, but is inconsistent or inadequate. Student shows awareness of need to change behavior with supervisor input. Supervisor frequently provides instructions and support for all aspects of case management and services (skill is present 26-50% of the time).
- **Present:** Skill is present and needs further development, refinement or consistency. Student is aware of need to modify behavior, but does not do this independently. Supervisor provides on-going monitoring and feedback; focuses on increasing student’s critical thinking on how/when to improve skill (skill is present 51-75% of the time).
• Adequate: Skill is developed/implemented most of the time and needs continued refinement or consistency. Student is aware and can modify behavior in-session, and can self-evaluate. Problem-solving is independent. Supervisor acts as a collaborator to plan and suggest possible alternatives (skill is present 76-90% of the time).

• Consistent: Skill is consistent and well developed. Student can modify own behavior as needed and is an independent problem-solver. Student can maintain skills with other clients, and in other settings, when appropriate. Supervisor serves as consultant in areas where student has less experience; Provides guidance on ideas initiated by student (skill is present >90% of the time).

Procedures for a Master of Arts Degree Thesis (Plan A/Thesis Option)

All students in the Master’s program are encouraged to consider completing a thesis. A thesis is defined by The Department of Communicative Science and Disorders as original research upon which a dissertation, which makes a significant contribution to knowledge, is to be prepared and published. Those students interested in the thesis option should meet with their academic advisor and other members of the faculty, as appropriate, early in the student’s master’s degree program, to discuss and determine a specific thesis topic, a thesis advisor, and a thesis committee. This committee is composed of a minimum of three faculty members; two of which, to include the thesis advisor, must be regular faculty in the Department. The appointment of these persons is to be approved by the Departmental Chairperson via M.A. Program Form Request for Appointment of M.A. Thesis Committee. All necessary Departmental forms to be completed for the Master's thesis (see Appendix D) can be obtained from the departmental website.

Before conducting the actual research for the thesis, the student must work with their thesis advisor to prepare and submit a prospectus to thesis committee members for their approval. This prospectus should include a discussion of the need for the proposed study, a summary of relevant literature, a description of plans for research participants, data collection and analysis, pilot data (as appropriate), and the planned format of the research report. A formal prospectus meeting must be held, in which the student presents the research plan to the thesis committee for its approval. Completing M.A. Form Results of M.A. Thesis Prospectus (Appendix D) indicates official approval of the plan. Students must have their project approved by the MSU’s Institutional Review Board, if it involves human research participants, and prior to beginning recruitment. Information on the Human Research Protection Program can be found at http://www.humanresearch.msu.edu/

Working with the thesis advisor and the other members of the thesis committee, the student must prepare the thesis in accordance with the approved plan and the instructions in the University Guide to the Preparation of Master's Thesis, which may be obtained from the Graduate School website at http://grad.msu.edu/etd/ The thesis committee, prior to final processing, must approve the content, form, and style of the thesis. The thesis advisor is responsible for approving necessary modifications in the thesis as recommended by the committee and for supervising its completion.

It is typical of many theses to include work of other authors that have already been published. In this context, graduate program faculty and thesis/dissertation committees and their chairs will evaluate the appropriateness of including a chapter in a thesis/dissertation that is a multi-
authored published paper not written by the author of record of the thesis/dissertation.

While implementing published papers in multiple chapters there are several requirements: a) These chapters must be introduced with the list of all authors, citation for the publication, and include a copy or notation of the written permission from the publisher (who generally holds the copyright) to reprint the article. (b) If multiple articles make up the document, these must be “tied together” with a required general introduction and summary/discussion.

A thesis is a research project which is guided by faculty support. While students pursuing a thesis are expected to work independently on their project and the following are general departmental guidelines for a timeline for Plan A Thesis. The intent of these guidelines is to provide a structure of support for both the student and the thesis committee members. Those dates in italics indicate University deadlines and are not negotiable.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Important Dates</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall I</td>
<td>October 31\textsuperscript{st} November 30\textsuperscript{th}</td>
<td>Declare intent to pursue thesis option, Identify thesis advisor, select thesis topic Establish thesis committee</td>
</tr>
<tr>
<td>Spring I</td>
<td>January 20\textsuperscript{th} February 15\textsuperscript{th} March 1\textsuperscript{st} March 15\textsuperscript{th} April 15\textsuperscript{th}</td>
<td>Discuss thesis project with each committee member Submit prospectus to thesis committee Prospectus meeting Obtain human or animal subjects approval, if applicable Start data collection</td>
</tr>
<tr>
<td>Summer I</td>
<td>Continue data collection</td>
<td></td>
</tr>
<tr>
<td>Fall II</td>
<td>Continue data collection</td>
<td></td>
</tr>
<tr>
<td>Spring II</td>
<td>Prior to start of this semester March 1\textsuperscript{st} March 15\textsuperscript{th} April 1\textsuperscript{st} April 15\textsuperscript{th} \textit{At least five days before the first day of classes of the first Summer session}</td>
<td>Register for 6 credits of CSD899 (can be done earlier however most students register in final semester of program) Submit thesis to committee for approval Oral defense of thesis Submission of thesis to Graduate School via ProQuest Thesis approval necessary for graduation</td>
</tr>
</tbody>
</table>

**Thesis Submission (M.A. Plan A only)**

**ELECTRONIC SUBMISSIONS OF THESSES & DISSERTATIONS:**

MSU only accepts electronic theses and dissertations submitted via ProQuest. The instructions for electronic submissions are available from [http://grad.msu.edu/etd/](http://grad.msu.edu/etd/).

Supplemental materials may also be submitted ProQuest. These supplemental materials will not be reviewed by the Graduate School for formatting requirements, but they must be acceptable by ProQuest and comply with ProQuest’s criteria and storage limits. All supplementary materials need the written approval of the thesis/dissertation committee chair. The Graduate School does not review these materials for formatting requirements. Any questions regarding submission of
these materials should be directed to the Assistant Director for Digital Information: Shawn Nicholson (nichoi47@mail.lib.msu.edu).

The target date for the **FINAL APPROVAL** of an electronic Thesis or Dissertation to the Graduate School for graduating the semester of that submission is FIVE working days prior to the first day of classes for the next semester. **Be aware that a submission via ProQuest does not mean that the document has been ACCEPTED.** The review process is interactive and final approval can take anywhere from a few hours to weeks, depending upon the extent of the necessary revisions and how diligent the author is when making the necessary revisions.

**Graduation on the semester of the electronic submission is only guaranteed if the document is APPROVED on or before the target date for that semester**

### Procedures for Master of Arts Degree Departmental Final Examination (Plan B/Non-Thesis Option)

Approved by faculty 8-21-2015

Successful completion of a Departmental Final Examination is a degree requirement for all M.A. degree candidates at Michigan State University who elect the non-thesis option. The Department expects that students will integrate basic and applied material in human communication sciences and disorders. The purpose of the examination is to evaluate students’: 1) abilities to relate and apply terminology, concepts, theory and issues, 2) abilities to relate and apply facts, observations, and procedures, 3) skills in the analysis and integration of information, and (4) skills in critical thinking and evaluation.

The Faculty periodically reviews the final examination process. When appropriate, the Faculty initiates and implements modifications in examination policies, procedures, formats, and/or criteria. Although the Faculty attempts to avoid implementing major changes that depart from the policies and procedures in effect at the time of students’ admission into the master’s program, changes will occasionally occur that necessitate departure from such earlier procedures and/or practices. Students must meet the requirements in effect when their individual Departmental Final Examinations are scheduled. The procedures will be as follows for the upcoming academic year.

*Departmental Final Examination Schedule and Examining Committee Composition* -
Departmental Final Examinations are offered during the first half of fall, spring, and summer semesters, and are to be taken during the semester the student plans to graduate. The examination consists of a written and an oral component. An Examining Committee representing the faculty of CSD will evaluate the student’s performance for both components.

Request to take Departmental Final Examination – The Faculty will notify students of the dates and times that the Written and oral components of Departmental Final Examination will be given each semester. Students who wish to take either or both components must inform the Graduate Program Director of their decision in writing by one month prior to the administration of the examination. To be eligible to take the examination, the student must have completed 42 credits of the program.
Orientation - Most students pursuing Plan B (non-thesis) take the Department Final Examination in the Spring semester of the second year of the program. An orientation meeting will be held no later than October 15 for students planning to take the Departmental Final Examination in the Spring semester of their second year of the program. For students taking the examination in semesters other than Spring, orientations will be arranged as requested. Information for the purpose of orienting students to the Departmental Final Examination process will be disseminated several weeks before the written exam. Students may contact their academic advisor for additional information.

Examination Format – The Final Examination will have both a written component and an oral component and to pass the examination the student must earn approval status on both.

Final Written Examination

The written component of the Final Examination will be a closed-book examination to be completed in a single 150-minute long session. The written examination will be in multiple choice format and include research, clinical, and factual components. It will occur on the first week of the spring semester or as arranged in other semesters. There will be 10 content areas covered on the written portion of the examination. The 10 areas are:

- Articulation
- Fluency
- Voice & Resonance
- Receptive & Expressive language
- Cognitive Aspects
- Social Aspects
- Communication Modalities
- Swallowing
- Hearing
- Research

Outcomes of the Departmental Final Written Examination include Approval, Hold, or Disapproval.

Approval Status: Approval status indicates that the student has satisfactorily completed the Departmental Final Written Examination. This is achieved by earning a score of 70% or better on the examination as a whole.

Hold Status: Hold status is to be used when the student receives a score of 69% or less on the written examination. To earn approval status, the student must retake the written examination and receive a score of 70% or higher. A maximum of two retakes will be allowed in any given semester. If a score of 70% or higher is not earned after two retakes, the status will be changed to Disapproval.

Disapproval Status: Disapproval status indicates that the student’s performance on the Departmental Final Written Examination was unsatisfactory. A student who has received a single disapproval status for the written final examination may retake the examination in a subsequent semester. A student who receives a second disapproval status will have failed the written
examination and must petition the department for further opportunities to retake the examination. This final opportunity must occur within the time limit specified by the University for completing the master’s degree. There is a five (5) calendar year time limit, from initial enrollment, for completion of the M.A. degree requirements.

**Final Oral Examination**

Students will be given two case studies to prepare for the oral examination portion. Case studies will be available at least one week prior to the oral examination. One of the two cases will be selected by the committee members at the time of the scheduled oral examination. Students will be informed at the start of the oral exam period which of the two cases they will present for the oral portion. Students are expected to provide peer-reviewed evidence to support their case and are encouraged to use visual structures (e.g., powerpoint) to support their oral case study. The oral component will consist of the following sections:

- Case study presentation (10 min)
- Faculty questions (30 min)
- Discussion & feedback (20 min)

**Outcomes of the Departmental Final Oral Examination include Approval, Hold, or Disapproval.**

**Approval Status:** Approval status indicates that the student has completed the Departmental Final Oral Examination to the satisfaction of the majority of the student’s Examining Committee. Committee members will sign appropriate Departmental forms and provide the student with a copy (see Appendix D).

**Hold Status:** A status of Hold will be given when the committee has specific concerns about the student’s oral presentation that it believes can be addressed within the current semester with specific work that it believes can be completed within the same semester. The committee will specify the work to be completed and the schedule for its completion to the student in writing. This will include the nature of the task(s) to be performed, due dates and the faculty member(s) responsible for the evaluation. It is expected that students with a Hold status should be able to complete the necessary work to obtain an Approval status before the end of that semester. If the work is satisfactorily completed, the student will receive Approval status and a signed copy of the approval form. If the work is not completed satisfactorily, the status will be changed to Disapproval. Disapproval status indicates that the student’s performance on the Departmental Final Oral Examination was unsatisfactory.

**Disapproval Status:** Disapproval status indicates that the student’s performance on the Departmental Final Oral Examination was unsatisfactory. A student who has received a single disapproval status for the oral final examination may retake the examination in a subsequent semester. A new examination committee will be formed prior to the time of the re-examination. A student who receives a second disapproval status will have failed the oral examination and must petition the department for further opportunities to retake the examination. This final opportunity must occur within the time limit specified by the University for completing the master’s degree. There is a five (5) calendar year time limit, from initial enrollment, for completion of the M.A. degree requirements.

As with earlier examination disapprovals and re-examinations, the student may be required to meet certain stipulations made by the most recent examination committee, such as the re-taking
of a course, or courses, independent study, etc., before being allowed to retake the examination for the final time. If the third examination is not passed, the student will be required to withdraw from graduate studies in the Department.

**Alternative Testing Accommodations** - Students requiring special testing accommodations arising from a handicapping condition must be registered with MSU's Resource Center for Persons with Disabilities (RCPD). The Center is located in 120 Bessey Hall, where the telephone number (voice) is 517-884-7273, (TTY) 517-355-1293, and the fax number is 517-432-3191. The email address is rcpd@msu.edu. The website is located at http://www.rcpd.msu.edu/. These accommodations will be developed through a joint effort of the student, the academic advisor, and the Resource Center. Except for any essential communications between the RCPD and the instructor, the RCPD will treat all communications confidentially.

**Academic Review of Students in the Master of Arts Degree Program**

The Department conducts a review of the academic, clinical, and research performance of each graduate student annually. Students in the program are required to update the Progress Report/Yearly Evaluation form (Appendix B) and submit the updated copy to their academic advisor for approval. Students are encouraged to meet with their academic advisors to review this material. Upon review, the academic advisors will submit the completed form to the Academic Affairs Coordinator to be placed in the student’s graduate file. The Faculty or designated committee will review each graduate student’s progress in the program and make recommendations to the Department Chair and/or Graduate Program Director. The Department Chair and/or Graduate Program Director will then send written notice to the graduate student as to their status. If a student is not meeting the program outcomes, a plan of action for improving performance will be developed with the student, academic advisor, and Department Chair and/or Graduate Program Director. A copy of this review will also be placed in the student’s departmental file.

In addition to the annual review, the Department conducts a review of individual students when:

- A student receives a grade under 3.0 in the major area,
- Clinical practicum performance is judged as inadequate, and/or
- A member of the faculty identifies the need for such a review.

**Final Semester Enrollment**

Should a student need to extend the program beyond a typical 5-semester program, such as for completion of a thesis or remediation work to address a “hold” status on the Departmental Final Examination, students must enroll for a minimum of 1-credit hour. Students using University services of any kind relative to their degree programs must be registered for a minimum of 1 credit. For example, if in the final semester a student needs to complete only the Departmental Final Examination, that student will need to enroll for a minimum of 1 credit. If a student is required to do remediation work toward completing the Departmental Final Examination requirement in a subsequent semester, the grading status must be extended to avoid payment of additional tuition and fees. It is the student’s responsibility to request that their academic advisor process the grading extension.
Certification Requirements for Teachers of the Speech-Language Impaired

Speech-language pathologists working in the schools contribute to the education of children across a continuum of service alternatives. This continuum includes: a) regular classroom, b) itinerant instruction, c) resource room services, d) full-time special classes, e) special schools, and f) non-school settings (e.g., homes, hospitals, developmental centers, and other institutions). The contributions that speech-language pathologists make to the education of students include identification, evaluation, consultation, and provision of intervention services for communication disorders. The caseload of speech-language pathologists in the schools may include students with hearing impairment, autism, emotional disorders, mental retardation, physical handicaps and other health-related problems, learning disabilities, as well as those children whose handicap may be limited to the communication disorder they demonstrate.

In addition to a Master’s degree in speech-language pathology and professional certification, speech-language pathologists who wish to work in Michigan schools also may possess a valid teaching certificate (in addition to any other certificate or license the professional may possess). Speech-language pathologists who work in the schools do not teach subject matter in a classroom. They may, however, work in the classroom with children who possess a communication disorder with the aim of improving students’ communication skills.

The teacher education credentialing is accomplished via college or university teacher-education programs that recognize speech-language pathology as a teacher education/certification major. Students who pursue teacher certification as a teacher of the speech and language impaired at Michigan State University major in Communicative Sciences and Disorders complete an approved sequence of course work in teacher education, and complete an approved teaching minor. A recommended plan of study for such students is given in Appendix D. They must also pass the State Teaching Examination in basic skills, major, and minor areas. Upon completion of an approved master’s degree in speech-language pathology, students must request recommendation for teacher certification as a Michigan Teacher of the Speech-Language Impaired through the College of Education and the Department of Communicative Sciences and Disorders. Special requirements for certification as a Teacher of the Speech-Language Impaired are described in the section below on Interdepartmental Specializations.

Exit Surveys:

University: All students graduating with a graduate degree from MSU who complete a thesis, Plan A, are encouraged to complete an online survey for the university. Only students who have applied for graduation have access to the survey. The survey asks about educational experiences in MSU graduate programs, as well as about immediate professional plans. The Graduate School uses data from this survey when reviewing graduate programs and to guide decisions about services and initiatives for graduate students.

The identity of all survey respondents will be kept confidential and only aggregate (group) information will be made available to faculty and administrators. The students will receive an e-mail message from the Dean of the Graduate School with a link to the survey. However, students do not need to wait for that e-mail message to complete the survey after applying for graduation. The survey takes approximately 5-10 minutes to complete online. Below are the instructions for completing the survey and they are also available from http://grad.msu.edu/etd/
Instructions for students:

- Access the following website: Master’s Students: https://www.egr.msu.edu/masters/survey/
- Enter your MSU NetID (Login Name) and Password
- Complete all the items on the survey. When finished, click Submit.

If you cannot open this survey, please contact the Chair of the Department.

Departmental: Students will also complete periodic a departmental surveys including an exit survey at the conclusion of the program. This information is used for program evaluation and improvement purposes. These surveys are confidential in nature and used for the purposes of program evaluation and improvement.

Master of Arts Degree Program Forms

A series of forms to be completed (as appropriate) is utilized to monitor and assure student progress through the master’s program. These forms are presented in the Appendices:

Appendix A
M.A. Program Planning Worksheet
Speech-Language Pathology M.A. Degree Academic Advising Form

Appendix B
Annual Progress Report

Appendix C
Request for Appointment of M.A. Thesis Committee (Plan A students only)
Results of M.A. Thesis Prospectus (Plan A students only)
Results of M.A. Thesis Defense (Plan A students only)
Results of M.A. Departmental Final Examination (Plan B students only)
Other Relevant Information

Faculty

A list of Departmental faculty members and a brief description of their research and clinical interests are given on our website, www.comdis.msu.edu. All members of the regular faculty are eligible to serve on master’s degree students’ guidance or examination committees, academic advisors/advocates.

Scholarly Integrity in Research and Creative Activities

The conduct of research and creative activities by faculty, staff, and students is central to the mission of Michigan State University and is an institutional priority. Faculty, staff, and students work in a rich and competitive environment for the common purpose of learning, creating new knowledge, and disseminating information and ideas for the benefit of their peers and the public. The stature and reputation of MSU as a research university are based on the commitment of its faculty, staff, and students to excellence in scholarly and creative activities and to the highest standards of professional integrity. As a partner in scholarly endeavors, MSU is committed to creating an environment that promotes ethical conduct and integrity in research and creative activities. Students should become familiar with the Guidelines for Integrity in Research and Creative Activities, http://grad.msu.edu/researchintegrity/.

Innovative ideas and advances in research and creative activities have the potential to generate professional and public recognition and, in some instances, commercial interest, and financial gain. In rare cases, such benefits may become motivating factors to violate professional ethics. Pressures to publish, to obtain research grants, or to complete academic requirements may also lead to an erosion of professional integrity.

Breaches in professional ethics range from questionable research practices to misconduct. The primary responsibility for adhering to professional standards lies with the individual scholar. It is, however, also the responsibility of advisors and of the disciplinary community at large. Passive acceptance of improper practices lowers inhibitions to violate professional ethics. Integrity in research and creative activities is based not only on sound disciplinary practice but also on a commitment to basic personal values such as fairness, equity, honesty, and respect. These guidelines are intended to promote high professional standards by everyone—faculty, staff, and students alike.

Key Principles

Integrity in research and creative activities embodies a range of practices that includes:

- Honesty in proposing, performing, and reporting research
- Recognition of prior work
- Confidentiality in peer review
- Disclosure of potential conflicts of interest
- Compliance with institutional and sponsor requirements
- Protection of human subjects and humane care of animals in the conduct of research
• Collegiality in scholarly interactions and sharing of resources
• Adherence to fair and open relationships between senior scholars and their coworkers

Honesty in proposing, performing, and reporting research

The foundation underlying all research is uncompromising honesty in presenting one’s own ideas in research proposals, in performing one’s research, and in reporting one’s data. Detailed and accurate records of primary data must be kept as unalterable documentation of one’s research and must be available for scrutiny and critique. It is expected that researchers will always be truthful and explicit in disclosing what was done, how it was done, and what results were obtained. To this end, research aims, methods, and outcomes must be described in sufficient detail such that others can judge the quality of what is reported and can reproduce the data. Results from valid observations and tests that run counter to expectations must be reported along with supportive data.

Recognition of prior work

Research proposals, original research, and creative endeavors often build on one’s own work and also on the work of others. Both published and unpublished work must always be properly credited. Reporting the work of others as if it were one’s own is plagiarism. Graduate advisors and members of guidance committees have a unique role in guiding the independent research and creative activities of students. Information learned through private discussions or committee meetings should be respected as proprietary and accorded the same protection granted to information obtained in any peer-review process.

Confidentiality in peer review

Critical and impartial review by respected disciplinary peers is the foundation for important decisions in the evaluation of internal and external funding requests, allocation of resources, publication of research results, granting of awards, and in other scholarly decisions. The peer-review process involves the sharing of information for scholarly assessment on behalf of the larger disciplinary community. The integrity of this process depends on confidentiality until the information is released to the public. Therefore, the contents of research proposals, of manuscripts submitted for publication, and of other scholarly documents under review should be considered privileged information not to be shared with others, including students and staff, without explicit permission by the authority requesting the review. Ideas and results learned through the peer-review process should not be made use of prior to their presentation in a public forum or their release through publication.

Disclosure of potential conflicts of interest

There is real or perceived conflict of interest when a researcher has material or personal interest that could compromise the integrity of the scholarship. It is, therefore, imperative that potential conflicts of interest be considered and acted upon appropriately by the researcher. Some federal sponsors require the University to implement formal conflict of interest policies. It is the responsibility of all researchers to be aware of and comply with such requirements.
Compliance with institutional and sponsor requirements

Investigators are granted broad freedoms in making decisions concerning their research. These decisions are, however, still guided, and in some cases limited, by the laws, regulations, and procedures that have been established by the University and sponsors of research to protect the integrity of the research process and the uses of the information developed for the common good. Although the legal agreement underlying the funding of a sponsored project is a matter between the sponsor and the University, the primary responsibility for management of a sponsored project rests with the principal investigator and his or her academic unit.

Protection of human subjects and humane care of animals in the conduct of research

Research techniques should not violate established professional ethics or federal and state requirements pertaining to the health, safety, privacy, and protection of human beings, or to the welfare of animal subjects. Whereas it is the responsibility of faculty to assist students and staff in complying with such requirements, it is the responsibility of all researchers to be aware of and to comply with such requirements.

Collegiality in scholarly interactions and sharing of resources

Collegiality in scholarly interactions, including open communications and sharing of resources, facilitates progress in research and creative activities for the good of the community. At the same time, it has to be understood that scholars who first report important findings are both recognized for their discovery and afforded intellectual property rights that permit discretion in the use and sharing of their discoveries and inventions. Balancing openness and protecting the intellectual property rights of individuals and the institution will always be a challenge for the community. Once the results of research or creative activities have been published or otherwise communicated to the public, scholars are expected to share materials and information on methodologies with their colleagues according to the tradition of their discipline.

Faculty advisors have a particular responsibility to respect and protect the intellectual property rights of their advisees. A clear understanding must be reached during the course of the project on who will be entitled to continue what part of the overall research program after the advisee leaves for an independent position. Faculty advisors should also strive to protect junior scholars from abuses by others who have gained knowledge of the junior scholar’s results during the mentoring process, for example, as members of guidance committees.

Adherence to fair and open relationships between senior scholars and their coworkers

The relationship between senior scholars and their coworkers should be based on mutual respect, trust, honesty, fairness in the assignment of effort and credit, open communications, and accountability. The principles that will be used to establish authorship and ordering of authors on presentations of results must be communicated early and clearly to all coworkers. These principles should be determined objectively
according to the standards of the discipline, with the understanding that such standards may not be the same as those used to assign credit for contributions to intellectual property. It is the responsibility of the faculty to protect the freedom to publish results of research and creative activities. The University has affirmed the right of its scholars for first publication except for “exigencies of national defense.” It is also the responsibility of the faculty to recognize and balance their dual roles as investigators and advisors in interacting with graduate students of their group, especially when a student’s efforts do not contribute directly to the completion of his or her degree requirements.

**Misconduct in Research and Creative Activities**

Federal and University policies define misconduct to include fabrication (making up data and recording or reporting them), falsification (manipulating research materials, equipment or processes, or changing or omitting data such that the research is not accurately represented in the record), and plagiarism (appropriation of another person’s ideas, processes, results, or words without giving appropriate credit). Serious or continuing non-compliance with government regulations pertaining to research may constitute misconduct as well. University policy also defines retaliation against whistle blowers as misconduct. Misconduct does not include honest errors or honest differences of opinion in the interpretation or judgment of data.

The University views misconduct to be the most egregious violation of standards of integrity and as grounds for disciplinary action, including the termination of employment of faculty and staff, dismissal of students, and revocation of degrees. It is the responsibility of faculty, staff, and students alike to understand the University’s policy on misconduct in research and creative activities, to report perceived acts of misconduct of which they have direct knowledge to the University Intellectual Integrity Officer, and to protect the rights and privacy of individuals making such reports in good faith.

**Standards of Scholarship and Professionalism**

The faculty, staff, and students of the Department are members of an academic community joined in the pursuit of scientific and professional excellence. Our common purpose is to increase our individual and collective knowledge of the processes of normal and disordered communication, and to discover optimal ways to correct or ameliorate the adverse effects of disordered communication on the lives of individuals. This endeavor demands dedication to the highest standards of discipline, integrity, and creativity. These standards apply to all our efforts -- academic, research, and clinical/professional.

We are proud of the scholarly achievements -- scientific, academic, and clinical -- of our Department’s faculty, and of the reputations they have earned within the University community and state, as well as nationally and internationally. Our graduate students are invited and encouraged to share in that pride by establishing student-mentor relationships with one or more members of the faculty, and performing to the highest possible standards.

Further, students are encouraged to consult the ethical standards of the *Code of Ethics* American Speech-Language-Hearing Association (Appendix G), as well as MSU’s *Graduate Student Rights and Responsibilities* located at http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities and MSU’s
Scholarly Style in Writing

Most scholarly fields develop preferred modes of formal communication, especially written communication. Particular modes become preferred because they simplify and expedite the exchange of information and ideas. The field of communication disorders is highly eclectic, therefore may draw upon professional writing styles from a number of fields including medicine, behavioral sciences, engineering, and physical sciences. Students are encouraged to communicate with each faculty member for particular assignments and projects for specific scholarly writing styles. Examples of such styles would include American Psychological Association (APA), American Medical Association (AMA), etc.

Among the most important of these in a scholarly community is respect for the intellectual enterprise of others. The behavioral reflection of this value is a readiness to acknowledge individuals for their original work, ideas, findings, and creative endeavors. Failure to provide such credit—knowingly representing the work or ideas of another as one's own—is plagiarism. Imitation may be "the sincerest form of flattery," but when it involves imitation of the work of another scholar, it is theft.

It is the policy of Michigan State University that no student shall knowingly plagiarize examinations, reports, term papers, or other work submitted for academic credit. Unless otherwise instructed, it is expected that all work submitted by individual students to instructors be solely their own. Proven violations of this policy may result in actions ranging from reprimand to expulsion.

Integrity of Scholarship and Grades

The following statement of University policy addresses principles and procedures to be used in instances of academic dishonesty, violations of professional standards, and falsification of academic or admission records, herein after referred to as academic misconduct. [See General Student Regulation 1.00, Protection of Scholarship and Grades.]

1. The principles of truth and honesty are recognized as fundamental to a community of scholars. The University expects both instructors and students to honor these principles and, in so doing, to protect the validity of University education and grades. Practices that maintain the integrity of scholarship and grades include providing accurate information for academic and admission records, adherence to unit-approved professional standards and honor codes, and completion of original academic work by the student to whom it is assigned, without unauthorized aid of any kind. To encourage adherence to the principles of truth and honesty, instructors should exercise care in planning and supervising academic work.

2. If an instructor alleges a student has committed an act of academic misconduct, the instructor is responsible for taking appropriate action. Depending on the instructor’s judgment of a specific instance, the instructor may give the student a
penalty grade. A penalty grade may be a reduced score or grade for the assignment or a reduced grade for the course. [For a definition of “penalty grade”, see Academic Freedom Report (AFR) 8.1.15 and Graduate Students Rights and Responsibilities (GSRR) 8.1.15.]

3. When an instructor gives an undergraduate or graduate student a penalty grade for academic misconduct, the instructor must provide a written description of the details of the academic misconduct to the student and to the student’s academic dean. The student’s academic dean will add the written description to the student’s academic record, where it will remain, unless the student successfully grieves the allegation.

4. In notifying the student’s academic dean of the student’s act of academic misconduct, the instructor may request the student’s academic dean to initiate an academic disciplinary hearing to impose sanctions in addition to, or other than, a penalty grade.

5. When in the judgment of the student’s academic dean, a sanction in addition to, or other than, a penalty grade is warranted (e.g., dismissal from a unit or program), the dean may call for an academic disciplinary hearing. In calling for an academic disciplinary hearing, the student’s academic dean may act independently or in response to a request by the instructor. [See AFR 4.3.1.1, GSRR 5.5.2, and Medical Student Rights and Responsibilities (MSRR) 5.1.3.1.]

6. A student accused of academic misconduct may request an academic grievance hearing to contest the allegation before the appropriate hearing board of the department, school, or college in which the alleged academic dishonesty occurred. In cases involving academic misconduct, no student may be dismissed from a course or program of study without an academic disciplinary hearing.

7. On the first offense of academic misconduct, the student must attend an educational program on academic integrity and academic misconduct provided by the Associate Provost for Undergraduate Education and Dean of Undergraduate Studies for undergraduate students and the Dean of The Graduate School for graduate students.

8. In cases involving graduate students in which the student’s academic dean, or designee, calls for an academic disciplinary hearing, the student’s academic dean will refer the case to the Dean of The Graduate School. The Dean of The Graduate School will notify the student in writing of the call for a disciplinary hearing and will invite the student to a meeting to determine the appropriate judiciary for the hearing. At this meeting, the student will be asked to select either an administrative disciplinary hearing conducted by the Dean of The Graduate School or a disciplinary hearing conducted by the college hearing board within the student’s college. In cases of ambiguous jurisdiction involving graduate students, the Dean of The Graduate School will select the appropriate judiciary. [See GSRR 5.5.2.]

9. Either party may appeal a decision of an administrative disciplinary hearing or a disciplinary hearing board to the appropriate appellate board. [See AFR 2.4.7.1,
Research Involving Human Research Subjects

http://www.humanresearch.msu.edu/

Any research activity that involves the use of human participants must be approved before the collection of even preliminary data. The principal investigator must complete the necessary review process through the Institutional Review Board regardless of whether or not there is outside funding for the project. Information concerning the correct procedures and forms can be obtained through the student's advisor or thesis or dissertation director.

Federal and University regulations require that all research projects involving human participants be reviewed and approved by an IRB before initiation. Under the regulations, research is defined as a formal investigation designed to develop or contribute to generalizable knowledge. A human research participant is an individual (1) from whom an investigator obtains data by interaction or intervention, or (2) about whom the researcher obtains confidential information.

The review process begins when an investigator submits a completed application to the IRB office. IRB assigns the application an IRB log number.

Research Involving Animals

The use of vertebrate animals in research, teaching, and outreach activities is subject to state and federal laws and guidelines. University policy specifies that:

1. All vertebrate animals under University care will be treated humanely,

2. Prior to their inception, all vertebrate-animal projects will receive approval by the All-University Committee on Animal Use and Care (AUCAUC), and

3. Michigan State University (MSU) will comply with state and federal regulations regarding vertebrate-animal use and care.

A graduate student whose thesis or dissertation includes research involving vertebrate animals must provide the Graduate School with the approval number and a copy of the AUCAUC approval letter. If a principal investigator or project director believes that a particular animal project does not need to be reviewed, the secretary of the AUCAUC should be contacted. There are several AUCAUC policies related to exclusion. Graduate students should request a letter from the AUCAUC that indicates approval of the exclusion, which can be presented to the Graduate School along with the thesis or
dissertation. Information concerning the correct procedures and forms can be obtained through the student's advisor or thesis or dissertation director.

**Research Equipment and Labor**

No Departmental funds are available for the direct payment of clerical assistance with student research projects. Use of equipment, supplies, services, etc., or funds for the purchase or rental of such, needed in connection with graduate student research may be supported by the Department within the limits of its resources provided the request for these funds is approved in advance by the student's advisor and the Departmental Chairperson. However, the likelihood of such financial support is not high, and students should be prepared to fund their course, thesis, and/or dissertation research activities entirely on their own. Pursuit of governmental, private, or university funding for research is highly encouraged, as appropriate. It should be understood that any equipment purchased on such funding belongs to the Department, and not to the student.

**Policy Regarding Training in the Responsible and Ethical Conduct of Research**

**Background:**

Michigan State University (MSU) College Communication Arts and Sciences (CAS) strives to foster a research environment of ethical and responsible research conduct. CAS discourages research misconduct, and responds promptly to allegations or evidence of possible research misconduct. This document outlines the CAS policy on training and regulation of integrity in research and publication.

The Federal and Michigan State University Offices of Research Integrity outline procedures to help ensure the quality and integrity in research. These bodies recommend a combination of self-regulation, adherence to individual and professional standards, and reference to research traditions and best practices that characterize academic research institutions.

**Purpose:**

This policy is to establish a plan for complying with Section 7009 of the America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science (COMPETES) as implemented by the National Science Foundation (NSF) and the NIH Responsible Conduct of Research Notice (NOT-OD-10-019), to provide training and oversight in the responsible and ethical conduct of research to undergraduate, graduate, and postdoctoral researchers supported by NSF and NIH funding to conduct research and research-related activities. This policy also extends to all individuals from CAS who engage in any type of research activity.

*Responsible Conduct of Research* is defined as conducting research in ways that fulfill the professional responsibilities of researchers, as those responsibilities are defined by their professional organizations, Michigan State University (MSU) and, when relevant, governmental and other entities that support and regulate research. *Research integrity* is defined as the quality of possessing and steadfastly adhering to high professional
principles, standards, and obligations, as prescribed by professional organizations, MSU, and, when relevant, governmental and other entities that support and regulate research. Research Ethics is defined as the critical study of the moral problems associated with, or that arise in the course of, pursuing research.

**Applicability:**

This policy applies to the following individuals, henceforth referred to as “Researchers”:

- Graduate and postdoctoral students - now considered a requirement for graduation.
- Undergraduates, graduate students, and postdoctoral researchers supported by NSF funding to conduct research and research-related activities.
- Scholars receiving NIH Institutional Research Training Grants, Individual Fellowship Awards, Career Development Awards (Institutional and Individual), Research Education Grants, Dissertation Research Grants, or other grant programs with a training component,
- All individuals from CAS engaging in funded research activities.

**Procedure:**

Applicable parties are required to complete 5 hours of training, and will be responsible for documenting the completion of their training using the Research Training Tracking System (RTTS) devised by the College of Engineering.

**Tracking:**

- Apply for an RTTS account by logging in to the RTTS Web site at [https://www.egr.msu.edu/secureresearchcourses/](https://www.egr.msu.edu/secureresearchcourses/) and follow the instructions for creating an account.
- Indicate primary department and enter the MSU Net ID of their “Faculty Advisor” (project PI for students on research grants, and major professor for all others).
- As training is completed, upload certificates of completion, indicate training date and number of hours.
- Those employed on grants will sign this document and turn it in, along with verification of completion, to the PI. **The PI will sign this document and insure that this documentation becomes part of the appropriate research project file.**
- Those not employed on grants must get the authorized signature from their major professor and then maintain their own RCR file.
- RTTS data will be accessible to PIs and other administrators.

For researchers funded by grants, the Principal Investigator (PI) is responsible for encouraging attendance, and documenting and confirming researcher compliance with this policy. In coordination with RTTS, the CAS Office for Research will facilitate collection of compliance information. Researchers will earn a certificate of completion after attending each Research Integrity Workshop. Authorized copies of these will be retained in the grant file as evidence of compliance.

This policy, which matches the NSF requirements, takes effect 1/1/2013. It revises the prior CAS policy that required 8 hours of training in the first 12 months to 5 hours of
training. This new policy also limits the number of training options from what was contained in the prior policy.

NOTE: All documented training that began prior to 1/1/2013 will be grandfathered in for compliance purposes.

Initial Training:

The initial 5 hours of training will consist of one of the below options:

1. Attendance at the annual Fall Orientation RCR workshop PLUS attendance at one 2.5 hour, face-to-face CAS Research Integrity workshops

OR

2. Attendance is required at two separate 2.5 hour, face-to-face CAS Research Integrity workshops held throughout the academic year, conducted by faculty researchers

OR

3. Enrollment in, and successful completion of, a one-credit Summer Course on Research Integrity offered by CAS

TRACKING: Tracking for the initial training will be handled as indicated above under “Procedure”.

Refresher Training:

The refresher training (minimum of 3 hours annually after the initial 5 hour training requirement after the first year) can consist of any of the following:

1. CAS Research Integrity workshops

2. The online course EPIGEUM (in D2L) will be used to cover some RCR topics both in assigned homework and in the workshops themselves.

Please register for access to these courses through your D2L account. Go to “Self Registration” in the upper right menu, next to help. Click, and then choose to be enrolled in the Course Offering Named “Research and Scholarly Integrity (Epigeum). Embedded within these lessons are MSU Context boxes such that you will learn both general and MSU-specific RCR information.
**Overall, what do I need to do?**

1. Participate in five hours of training, as indicated in this document, within my first year of employment or first year as a graduate/postdoctoral student.

2. Maintain three hours of training each year after the initial training.

3. Make sure I have signatures from my PI or my major professor.

4. Make sure the training is recorded in the RTTS and in GradPlan.

**Policy Violations:**

Researchers who are employed by Michigan State University on grants covered by this policy who do not demonstrate compliance within their first 12 months are subject to termination from the federal funded project.

**Endnotes:**

1. The CAS Office for Research acknowledges the College of Nursing and the Graduate School draft policy documents from where the language for this policy was drawn.

2. An exception will be made for students who are appointed on a grant for one semester or less, i.e., students on short term NSF REU appointments. Those students will be required to either complete one CAS Research Integrity Workshop, or completion of on-line courses sponsored by Epigeum. They will also be required to complete 2 hours of individual “face to face” training on responsible research conduct. This can be done through informal discussions with Principal Investigators in the course of conducting research, or through a more formal means such as the Engineering summer RCR program.

**Conflict Resolution**

Questions pertaining to classroom assignments, performance, or grading should be raised with the course instructor. Students who are uncertain as to policies or procedures with regard to course selection, requirements, or any of a number of other such issues, should consult their advisors. Questions regarding assignments in particular practicum/internship sites should be directed to the Graduate Program Director and/or Clinical Education Program Director. If a satisfactory solution is not reached, it is then appropriate to discuss the matter with the Departmental Chairperson, who can advise further actions or avenues of appeal.
Office of the University Ombudsperson

Conflicts, disagreements, and issues sometimes arise during the course of a graduate program. If you find yourself in this situation and have exhausted the internal resources for resolving the issue, you may contact the Office of the University Ombudsperson.

The Office of the University Ombudsperson provides assistance to students, faculty, and staff in resolving University-related concerns. Such concerns include: student-faculty conflicts; communication problems; concerns about the university climate; and questions about what options are available for handling a problem according to Michigan State University policy. The University Ombudsperson also provides information about available resources and student/faculty rights and responsibilities. The office operates as a confidential, independent, and neutral resource. It does not provide notice to the University - that is, it does not speak or hear for the University.

Contact the Ombudsperson at any point during an issue when a confidential conversation or source of information may be needed. The Ombudsperson will listen to your concerns, give you information about university policies, help you evaluate the situation, and assist you in making plans to resolve the conflict.

Contact information:

Office of the University Ombudsperson
129 N. Kedzie Hall
(517) 353-8830
ombud@msu.edu
https://www.msu.edu/unit/ombud/
Each right of an individual places a reciprocal duty upon others: the duty to permit the individual to exercise the right. The student, as a member of the academic community, has both rights and duties. Within that community, the student’s most essential right is the right to learn. The University has a duty to provide for the student those privileges, opportunities, and protections which best promote the learning process in all its aspects. The student also has duties to other members of the academic community, the most important of which is to refrain from interference with those rights of others which are equally essential to the purposes and processes of the University. (GSRR Article 1.2)

The Michigan State University Student Rights and Responsibilities (SRR) and the Graduate Student Rights and Responsibilities (GSRR) documents establish the rights and responsibilities of MSU students and prescribe procedures to resolve allegations of violations of those rights through formal grievance hearings. In accordance with the SRR and the GSRR, the Communicative Sciences and Disorders Master’s Program has established the following Hearing Board procedures for adjudicating graduate student academic grievances and complaints. (See GSRR 5.4.)

I. JURISDICTION OF THE Communicative Sciences and Disorders Master’s PROGRAM HEARING BOARD:

A. The Hearing Board serves as the initial Hearing Board for academic grievance hearings involving graduate students who allege violations of academic rights or seek to contest an allegation of academic misconduct (academic dishonesty, violations of professional standards or falsifying admission and academic records). (See GSRR 2.3 and 5.1.1.)

B. Students may not request an academic grievance hearing based on an allegation of incompetent instruction. (See GSRR 2.2.2)

II. COMPOSITION OF THE HEARING BOARD:

A. The Program shall constitute a Hearing Board pool no later than the end of the tenth week of the spring semester according to established Program procedures. Hearing Board members serve one year terms with reappointment possible. The Hearing Board pool should include both faculty and graduate students. (See GSRR 5.1.2 and 5.1.6.)

B. The Chair of the Hearing Board shall be the faculty member with rank who shall vote only in the event of a tie. In addition to the Chair, the Hearing Board shall include an equal number of voting graduate students and faculty. (See GSRR 5.1.2, and 5.1.5.)
C. The Program will train hearing board members about these procedures and the applicable sections of the GSRR. (See GSRR 5.1.3.)

III. REFERRAL TO THE HEARING BOARD:

A. After consulting with the instructor and appropriate unit administrator, graduate students who remain dissatisfied with their attempt to resolve an allegation of a violation of student academic rights or an allegation of academic misconduct (academic dishonesty, violations of professional standards or falsifying admission and academic records) may request an academic grievance hearing. When appropriate, the Department Chair, in consultation with the Dean, may waive jurisdiction and refer the request for an initial hearing to the College Hearing Board. (See GSRR 5.3.6.2.)

B. At any time in the grievance process, either party may consult with the University Ombudsperson. (See GSRR 5.3.2.)

C. In cases of ambiguous jurisdiction, the Dean of The Graduate School will select the appropriate Hearing Board for cases involving graduate students. (See GSRR 5.3.5.)

D. Generally, the deadline for submitting the written request for a hearing is the middle of the next semester in which the student is enrolled (including Summer). In cases in which a student seeks to contest an allegation of academic misconduct and the student’s dean has called for an academic disciplinary hearing, the student has 10 class days to request an academic grievance to contest the allegation. (See GSRR 5.3.6.1 and 5.5.2.2.)

E. If either the student (the complainant) or the respondent (usually, the instructor or an administrator) is absent from the university during that semester, or if other appropriate reasons emerge, the Hearing Board may grant an extension of this deadline. If the university no longer employs the respondent before the grievance hearing commences, the hearing may proceed. (See GSRR 5.4.9.)

F. A written request for an academic grievance hearing must (1) specify the specific bases for the grievance, including the alleged violation(s), (2) identify the individual against whom the grievance is filed (the respondent) and (3) state the desired redress. Anonymous grievances will not be accepted. (See GSRR 5.1 and 5.3.6.)

IV. PRE-HEARING PROCEDURES

A. After receiving a graduate student's written request for a hearing, the Chair of the Department will promptly refer the grievance to the Chair of the Hearing Board. (See GSRR 5.3.2, 5.4.3.)

B. Within 5 class days, the Chair of the Hearing Board will:
1. forward the request for a hearing to the respondent;

2. send the names of the Hearing Board members to both parties and, to avoid conflicts of interest between the two parties and the Hearing Board members, request written challenges, if any, within 3 class days of this notification;

3. rule promptly on any challenges, impanel a Hearing Board and send each party the names of the Hearing Board members. If the Chair of the Hearing Board is the subject of a challenge, the challenge shall be filed with the Dean of the College, or designee. (See GSRR 5.1.7.)

4. send the Hearing Board members a copy of the request for a hearing and the written response, and send all parties a copy of these procedures.

C. Within 5 class days of being established, the Hearing Board shall review the request, and, after considering all requested and submitted information:

1. accept the request, in full or in part, and promptly schedule a hearing.

2. reject the request and provide a written explanation to appropriate parties; e.g., lack of jurisdiction. (The student may appeal this decision.)

3. the GSRR allows the hearing board to invite the two parties to meet with the Hearing Board in an informal session to try to resolve the matter. Such a meeting does not preclude a later hearing. However, by the time a grievance is requested all informal methods of conflict resolution should have been exhausted so this option is rarely used. (See GSRR 5.4.6.)

D. If the Hearing Board calls for a hearing, the Chair of the Hearing Board shall promptly negotiate a hearing date, schedule an additional meeting only for the Hearing Board should additional deliberations on the findings become necessary, and request a written response to the grievance from the respondent.

E. At least 5 class days before the scheduled hearing, the Chair of the Hearing Board shall notify the respondent and the complainant in writing of the (1) time, date, and place of the hearing; (2) the names of the parties to the grievance; (3) a copy of the hearing request and the respondent's reply; and (4) the names of the Hearing Board members after any challenges. (See GSRR 5.4.7.)

F. At least 3 class days before the scheduled hearing, the parties must notify the Chair of the Hearing Board the names of their witnesses and advisor, if
any, and request permission for the advisor to have voice at the hearing. The chair may grant or deny this request. The Chair will promptly forward the names given by the complainant to the respondent and visa versa. (See GSRR 5.4.7.1.)

G. The Chair of the Hearing Board may accept written statements from either party's witnesses at least 3 class days before the hearing. (See GSRR 5.4.9.)

H. In unusual circumstances and in lieu of a personal appearance, either party may request permission to submit a written statement to the Hearing Board or request permission to participate in the hearing through an electronic communication channel. Written statements must be submitted to the Hearing Board at least 3 class days before the scheduled hearing. (See GSRR 5.4.9c.)

I. Either party to the grievance hearing may request a postponement of the hearing. The Hearing Board may either grant or deny the request. (See GSRR 5.4.8.)

J. At its discretion, the Hearing Board may set a reasonable time limit for each party to present its case, and the Chair of the Hearing Board must inform the parties of such a time limit in the written notification of the hearing.

K. Hearings are closed unless the student requests an open hearing, which would be open to all members of the MSU community. The Hearing Board may close an open hearing to protect the confidentiality of information or to maintain order. (See GSRR 5.4.10.4.)

L. Members of the Hearing Board are expected to respect the confidentiality of the hearing process. (See GSRR 5.4.10.4 and 5.4.11.)

V. HEARING PROCEDURES:

A. The Hearing will proceed as follows:

1. Introductory remarks by the Chair of the Hearing Board: The Chair of the Hearing Board introduces hearing panel members, the complainant, the respondent and advisors, if any. The Chair reviews the hearing procedures, including announced time restraints for presentations by each party and the witnesses, and informs the parties if their advisors may have a voice in the hearings and if the proceedings are being recorded. Witnesses shall be excluded from the proceedings except when testifying. The Chair also explains:

   • In academic grievance hearings in which a graduate student alleges a violation of academic rights, the student bears the burden of proof.
• In hearings in which a graduate student seeks to contest allegations of academic misconduct, the instructor bears the burden of proof.

• All Hearing Board decisions must be reached by a majority of the Hearing Board, based on a "clear and convincing evidence." (See GSRR 8.1.18.)

(See GSRR 5.4.10.1 and 8.1.18.) For various other definitions, see GSRR Article 8.)

2. If the complainant fails to appear in person or via an electronic channel at a scheduled hearing, the Hearing Board may either postpone the hearing or dismiss the case for demonstrated cause. (See GSRR 5.4.9a.)

3. If the respondent fails to appear in person or via an electronic channel at a scheduled hearing, the Hearing Board may postpone the hearing, hear the case in the respondent's absence, or dismiss the case. (See GSRR 5.4.9-b.)

4. If the respondent is absent from the University during the semester of the grievance hearing or no longer employed by the University before the grievance procedure concludes, the hearing process may still proceed. (See GSRR 5.3.6.1.)

5. To assure orderly questioning, the Chair of the Hearing Board will recognize individuals before they speak. All parties have a right to speak without interruption. Each party has a right to question the other party and to rebut any oral or written statements submitted to the Hearing Board. (See GSRR 5.4.10.2.)

6. Presentation by the Complainant: The Chair recognizes the complainant to present without interruption any statements relevant to the complainant's case, including the redress sought. The Chair then recognizes questions directed at the complainant by the Hearing Board, the respondent and the respondent's advisor, if any.

7. Presentation by the Complainant's Witnesses: The Chair recognizes the complainant's witnesses, if any, to present, without interruption, any statement directly relevant to the complainant's case. The Chair then recognizes questions directed at the witnesses by the Hearing Board, the respondent, and the respondent's advisor, if any.

8. Presentation by the Respondent: The Chair recognizes the respondent to present without interruption any statements relevant to the respondent's case. The Chair then recognizes questions
directed at the respondent by the Hearing Board, the complainant, and the complainant's advisor, if any.

9. Presentation by the Respondent's Witnesses: The Chair recognizes the respondent's witnesses, if any, to present, without interruption, and statement directly relevant to the respondent's case. The Chair then recognizes questions directed at the witnesses by the Hearing Board, the complainant, and the complainant's advisor, if any.

10. Rebuttal and Closing Statement by Complainant: The complainant refutes statements by the respondent, the respondent's witnesses and advisor, if any, and presents a final summary statement.

11. Rebuttal and Closing Statement by Respondent: The respondent refutes statements by the complainant, the complainant's witnesses and advisor, if any, and presents a final summary statement.

12. Final questions by the Hearing Board: The Hearing Board asks questions of any of the participants in the hearing.

VI. POST-HEARING PROCEDURES

A. Deliberation:

After all evidence has been presented, with full opportunity for explanations, questions and rebuttal, the Chair of the Hearing Board shall excuse all parties to the grievance and convene the Hearing Board to determine its findings in executive session. When possible, deliberations should take place directly following the hearing and/or at the previously scheduled follow-up meeting. (See Section IV.D above.)

B. Decision:

1. In grievance (non-disciplinary) hearings involving graduate students in which a majority of the Hearing Board finds, based on a "clear and convincing evidence," that a violation of the student's academic rights has occurred and that redress is possible, it shall recommend an appropriate remedy to the Department Chair or School Director. Upon receiving the Hearing Board’s recommendation, the Department Chair or School Director shall implement an appropriate remedy, in consultation with the Hearing Board, within 3 class days. If the Hearing Board finds that no violation of academic rights has occurred, it shall so inform the Chair or Director. The Chair of the Hearing Board shall promptly forward copies of the final decision to parties and the University Ombudsperson. (See GSRR 5.4.11.)

2. In grievance (non-disciplinary) hearings involving graduate students in which the Hearing Board serves as the initial hearing body to adjudicate an allegation of academic dishonesty and, based
on a "clear and convincing evidence," the Hearing Board finds for
the student, the Hearing Board shall recommend to the Department
Chair or School Director that the penalty grade be removed, the
Academic Dishonesty Report be removed from the student's
records and a "good faith judgment" of the student's academic
performance in the course take place. If the Hearing Board finds
for the instructor, the penalty grade shall stand and the Academic
Dishonesty Report regarding the allegation will remain on file,
pending an appeal, if any to the College Hearing Board within 5
class days of the Hearing Board's decision. If an academic
disciplinary hearing is pending, and the Hearing Board decides for
the instructor, the graduate student's disciplinary hearing before
either the College Hearing Board or the Dean of The Graduate
School would promptly follow, pending an appeal, if any, within 5
class days. (See GSRR 5.5.2.2 and 5.4.12.3)

C. Written Report:

The Chair of the Hearing Board shall prepare a written report of
the Hearing Board’s findings, including recommended redress or
sanctions for the complainant, if applicable, and forward a copy of
the decision to the appropriate unit administrator within 3 class
days of the hearing. The report shall indicate the rationale for the
decision and the major elements of evidence, or lack thereof, that
support the Hearing Board's decision. The administrator, in
consultation with the Hearing Board, shall then implement an
appropriate remedy. The report also should inform the parties of
the right to appeal within 5 class days following notice of the
decision, or 5 class days if an academic disciplinary hearing is
pending. The Chair shall forward copies of the Hearing Board’s
report and the administrator’s redress, if applicable, to the parties
involved, the responsible administrators, the University
Ombudsperson and the Dean of The Graduate School. All
recipients must respect the confidentiality of the report and of the
hearing board's deliberations resulting in a decision. (See GSRR
5.4.12 and 5.5.2.2)

VII. APPEAL OF THE HEARING BOARD DECISION:

A. Either party may appeal a decision by the Hearing Board to the College
Hearing Board for cases involving (1) academic grievances alleging
violations of student rights and (2) alleged violations of regulations
involving academic misconduct (academic dishonesty, professional
standards or falsification of admission and academic records.) (See GSRR
5.4.12.)

B. All appeals must be in writing, signed and submitted to the Chair of the
College Hearing Board within 5 class days following notification of the
Hearing Board's decision. While under appeal, the original decision of the
Hearing Board will be held in abeyance. (See GSRR 5.4.12, 5.4.12.2 and 5.4.12.3.)

C. A request for an appeal of a Hearing Board decision to the College Hearing Board must allege, in sufficient particularity to justify a hearing, that the initial Hearing Board failed to follow applicable procedures for adjudicating the hearing or that findings of the Hearing Board were not supported by the "clear and convincing evidence." The request also must include the redress sought. Presentation of new evidence normally will be inappropriate. (See GSRR 5.4.12.1, 5.4.12.2 and 5.4.12.4.)

VIII. RECONSIDERATION:

If new evidence should arise, either party to a hearing may request the appropriate Hearing Board to reconsider the case within 30 days upon receipt of the hearing outcome. The written request for reconsideration is to be sent to the Chair of the Hearing Board, who shall promptly convene the Hearing Board to review the new material and render a decision on a new hearing. (See GSRR 5.4.13.)

IX. FILE COPY:

The Chair of the Department shall file a copy of these procedures with the Office of the Ombudsperson and with the Dean of The Graduate School. (See GSRR 5.4.1.)

Approved by Faculty (3-20-2015)

How to File a Complaint to the CAA

The CAA also requires that all accredited programs provide information regarding complaints about the program. A complaint about any accredited program or program in candidacy status may be submitted by any individual(s). For more information about the complaint process please visit http://www.asha.org/academic/accreditation/accredmanual/section8/#complaint1

Complaints about the program or the CAA can be submitted to:
Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850

Course Evaluation

The Michigan State University Code of Teaching Responsibility holds all instructors, including Graduate Assistants, to certain obligations with respect to course content, statements of course objectives and grading criteria, regular class attendance, published office hours, and timely return of examinations and term papers. This Code, including details about complaint procedures available to students who believe that their instructors
have violated the Code, is printed in full in the *Schedule of Courses* and *Spartan Life Student Resources Guide & Handbook*.

All instructors, regardless of rank, must use a Student Instructional Rating System (SIRS) form in all classes (each term, each course). The Department utilizes the University’s electronic SIRS system for this purpose. All students are urged to participate in this important activity.

Instructors may also solicit open-ended comments to supplement the standard SIRS forms for more effective evaluation of a course’s contents. SIRS supplementary forms are available in the office of the Graduate Student Affairs Assistant. Students are free to complete either both or none of these forms. However, all students are strongly urged to complete SIRS forms for their courses. Faculty members cannot require or request that students identify themselves on the forms.

Instructors use results of course evaluations to evaluate and improve the content, organization, and effectiveness of future course offerings. Students’ evaluations of instructional practices are also used to make administrative decisions regarding future instructor assignments, course offerings, and course scheduling, etc.

**Student Records Policy**

The program maintains records concerning each student’s application materials, results of annual reviews, semester grade reports, completion of academic and practicum requirements, completion of Departmental Final Examination, and other materials considered necessary to document student progress. These materials are stored in files in the Departmental office, and only appropriate faculty and staff have direct access to them.

Each academic advisor may maintain records concerning their student’s progress through the graduate program. These records may include such items as the program plan, correspondence with the advisee, and letters of reference.

Students may request to examine their own program files; this request should be directed to and approved by the student’s advisor, Program Director, or the Departmental Chairperson -- not to the Graduate Student Affairs Assistant. The only material that will be withheld is that which the student has clearly waived his or her right to examine, for example, confidential reference letters. (Other than the latter, files generally contain only records that students are likely to possess already, or of which they are allowed to possess copies.) Once students graduate, the program maintains a permanent file for a limited time.

Students are strongly advised that they also are responsible for maintaining records/files of their undergraduate and graduate academic, clinical practicum, externship, observational, evaluation, etc. experiences pertinent to their education, graduation, certification, and related areas, which, among other things, may assist in the documentation for future licensure and professional certification.
Time Limits for Graduate Degrees

For the M.A. degree, all requirements must be completed within five calendar years from initial enrollment.

Transferring Credits

With your advisor's approval, up to 9 semester credits can be transferred from another graduate program or MSU Lifelong Education status, or Graduate Certificate (a combined maximum of 9 credits - effective December 2008). All transfer requests must reflect current and cutting-edge work, which is typically interpreted as graduate course work completed within the past five years. Course work taken while pursuing an undergraduate cannot be counted towards a graduate degree, there are no exceptions. Courses taken at MSU for another graduate program or Lifelong Education Status (at a graduate level) or Graduate level Certificate may be counted toward the Master’s degree by processing an Administrative Action Form. This requires providing written verification from your advisor, such as a letter/email or an approved Program of Study form to: the Academic Programs Office, Academic and Student Affairs, College of Communication Arts & Sciences, 466 Communication Arts Bldg, 404 Wilson Road, East Lansing, MI 48824-1212 and an administrative action form or transfer evaluation form will be processed on your behalf by the Academic Programs Office.

For course work from other universities please obtain the MSU Credit Evaluation Graduate Program form from the Academic Programs Office, 466 CAS. Please complete all information indicated, have your advisor sign his/her approval on the body of the form, and return the form with an official transcript from the university where course work was taken. Then the Academic Programs Office will process. You will need to list these transferred courses on your Program of Study form as "trf" (transferred).

All transfer requests must be initiated by the graduate student with approval from their academic advisor, then approved by the Graduate Program Director, Department Chair, the Graduate Dean within the College of Communication Arts and Sciences and with final approval by the Dean of the Graduate School.

Financial Aid

Whenever possible, the Department of Communicative Sciences and Disorders provides financial support for students enrolled in its graduate programs. Sources of support include the following:

1. Scholarships and fellowships funded by the university, foundations, government, and other agencies.
2. Assistantships, or student employment, funded by grants and contracts that have been awarded to the Department.
3. Assistantships, or student employment, funded by Departmental funds.
Departmental Guidelines for Financial Awards

There are several guidelines that the Department follows in awarding its assistantships and student employment:

1. These awards are given to students who have skills that match the needs of the Department.
2. Awards are generally made only within the first two years of a student’s enrollment in the master’s program, or the first four years of enrollment in the doctoral program.
3. The Department seeks to support doctoral students who are fully enrolled, continuously resident, and actively engaged in their research training.

Graduate Assistantships

*Availability* -- A limited number of Graduate Assistant (GA) appointments may be available to graduate students as Teaching Assistants (TAs), Research Assistants (RAs), or Clinical Assistants (CAs). The latter appointments are available only to selected doctoral students who hold appropriate professional clinical certification. To be considered for any of these appointments, a student must be in good academic standing and receive the endorsement of one or more faculty members of the Department.

*Relationship to Major Field* -- A GA appointment is ordinarily made to a student in his/her major department. Should an appointee indicate intent to change departments during the course of the academic year, the Department will notify him/her that the appointment is subject to immediate review. For appointees who change departments, it will be presumed that the appointment will not be renewed for another year.

*Period of Assistantship Appointment* -- *Appointments* for assistantships are made on a semester-by-semester basis, and begin on the Monday of registration week and continue through the Friday of final exam week. Continuation of assistantships is subject to Departmental needs, availability of funding, and satisfactory supervisory evaluations. A Graduate Assistant Evaluation form is shown in Appendix F.

*General Guidelines for Graduate Assistantship Appointments* -- The University specifies that graduate students who are making satisfactory progress toward their degrees may be appointed as Graduate Assistants on a quarter-time, half-time, or three-quarter time basis. The Department generally appoints Graduate Assistants on a quarter-time basis.

Graduate assistantships are governed by the University and the Graduate Student Employees’ Union agreements. Students are encouraged to consult the most recent MSU-Graduate Employees Union Contract for information concerning the terms, levels, financial and fringe benefits, enrollment requirements, etc. as regards a Graduate Assistantship. Students should contact the Departmental Chairperson for further information. In addition, students may secure additional general information on Graduate Assistantships from the Graduate School Office.

The Office of Employee Relations in cooperation with Academic Human Resources and the Graduate Student Employees’ Union have established a four year agreement through May 15, 2019.
Stipends and Wages – The minimum stipend amounts will be increased by 10% in 2015, 2% in 2016, 5% in 2017 and 2% in 2018.

Wage Increases -- Will be 2% in each year of the contract.

Tuition Waiver Pool – The Tuition Waiver pool for TAs has been increased from 200 to 450 per year.

Employment Period Dates – The contract also reset the employment period dates to August 16 to December 31, January 1 to May 15 and May 16 to August 15. In addition, the contract now makes clear that stipends are compensation for completion of the entire body of work associated with a TA appointment, including through the submission of grades when that date falls outside the employment period.

Employment Levels -- Article 19 of the contract defines three (3) employment levels for TAs. Every employing unit is able to define the number of semesters required to move to level 3 (so long as they are no fewer than four and no more than six). The only restriction is that the departmental standard cannot exceed the practice in place in 2004, though it could be reduced from the 2004 level.

Right to Work -- The payment of union dues and fees is now consistent with Michigan Right to Work legislation.

Leave Time – Several changes were made to Article 18, Employee Leave Time.
- Article 18 now provides for possible medical disputes where TAs may not be able to perform their employment responsibilities due to physical or mental health conditions.
- In addition, adoption and parental leave time provides for pay during the first work week of applicable leave.
- Finally, the language on jury duty has been refined with regard to payment for lost time and reporting back to work after jury duty.

Outside Employment -- Each student employed by the Department is expected to fulfill his/her assigned responsibilities to the satisfaction of the department faculty. Any non-university activity that may conflict with the responsibilities of a Graduate Assistantship must be made known to the Departmental Chairperson for approval of the continuation of the assistantship.

Vacations -- Individuals holding Graduate Assistantships are expected to adhere to the vacation schedule followed by the University. Extended periods away from the University are strongly discouraged.

Graduate Office Scholarships

The College of Communication Arts and Sciences awards a limited number of Graduate Office Scholarships to the various departments on a semester-by-semester basis. Departments recommend students for these funds, based on availability. These awards, being based on scholarship, are made only to graduate students in excellent academic standing.
Other Forms of Financial Aid

A variety of funding information is available through the Graduate School. Information on various sources of funding is available in the office of the Graduate Student Affairs Assistant. Information is also accessible through the Graduate School’s Web site, which may be located via MSU’s main home page: www.msu.edu.

Student Representation on Committees

*Department Level*-- The administrative affairs of the Department of Communicative Sciences and Disorders are governed by the Department’s Bylaws. These affairs are managed by a Chairperson, an Assistant Chairperson (if appointed), a Graduate Program Director (if appointed) and the collective body of faculty. The formal business of the Department is conducted by a variety of standing and ad hoc committees that make recommendations to the general body, which normally meets once a month during regular semesters of the academic year.

The standing committees of the Department are listed below, along with an indication of those on which graduate students have representation:

1. Clinical Education Program Committee (1 graduate student)
2. Graduate Student Advisory Committee (4 graduate students – two per cohort year)
3. Curriculum Committee (1 graduate student)

*College Level*-- The Graduate Affairs Committee in the College of Communication Arts and Sciences advises on matters concerned with the graduate program and proposes to departments that they change their curriculum and their graduate requirements before these are submitted to the University Curriculum Committee. This Committee normally meets once per semester. Graduate Affairs Committee membership includes one faculty representative and one graduate student representative from each unit of the College. Graduate student members customarily are drawn from those who represent graduate affairs on Departmental committees, and are chosen by those committees.

The graduate student members of the College Graduate Affairs Committee, as a group, constitute the college Graduate Student Advisory Council, which consults with and advises the Dean on matters relevant to students.

The graduate student members of the College Graduate Affairs Committee also choose a graduate student (who may be one of their own members) to serve on the College Advisory Council. The Council serves as an open channel of communication among students, faculty, and the Dean.

*University Level*-- The Council of Graduate Students (COGS) represents the graduate student population to the rest of the University. The representative attends COGS meetings and reports back to the graduate students of the Department on those issues relevant to them. COGS generally meets about once a month. The graduate student representative to COGS is customarily a student representative on one or more of the department committees, and is chosen by the members of those committees.
Organizational Membership

Graduate students are encouraged to join relevant professional organizations. The state, national, regional, and international organizations hold annual or semi-annual meetings for the dissemination of research, clinical, and other information of professional interest. In addition, most professional association memberships entitle members to subscriptions to one or more journals. Associations of interest to many Departmental majors are the National Student Speech-Language-Hearing Association (NSSLHA), the Michigan Speech-Language-Hearing Association (MSHA), and the American Speech-Language-Hearing Association (ASHA). These organizations often offer a reduced membership fee to students.

Membership of undergraduate and graduate students in the National Speech-Language-Hearing Association (NSSLHA) is encouraged to assist students in focusing on their career aspirations and professional development. NSSLHA membership provides opportunities to become involved in fundraising and other special projects aimed at advancing in numerous areas of (pre-) professional growth.

Participation in Symposia

Each year the Department, as well as departments in related disciplines, sponsors on-campus professional presentations and/or symposia. Such activities are considered to be an integral part of the graduate-education experience. All graduate students are strongly urged to take advantage of these opportunities for scholarly development.

Interdepartmental Specializations

A variety of interdepartmental specializations are available to eligible graduate students. Most are offered to doctoral students, but some are available to master’s degree students who have goals for specialized careers. Programs that are potentially appropriate for Communicative Sciences and Disorders majors are the following:

*Interdisciplinary Graduate Specialization in Infancy and Early Childhood Studies* – This specialization was initiated in the fall of 1990 as a new area of specialization whose purpose was to promote interdisciplinary cooperation to provide an opportunity for graduate students to obtain a comprehensive and contemporary academic experience in the field of human infancy. The objectives of the program are to: (1) provide an opportunity for graduate students to obtain a comprehensive and contemporary academic experience in the field of human infancy, (2) help graduate students with an interest in human infancy to become sensitized to their professional obligations and responsibilities, (3) develop an intellectual environment that will foster the growth of research and teaching in the area of human infancy, as well as sensitize students to clinical, educational, and social policy issues related to early human development, and (4) increase public awareness of the critical importance of the early years of human development.

To enter the program, a graduate student in any of the 12 participating academic units, which include Communicative Sciences and Disorders, must petition the Coordinating Committee for acceptance into the specialization. Academic standing and adequacy of
preparation in experimental design and statistical analysis are especially important
criteria in the admissions process. The Coordinating Committee may require collateral
course work.

*Cognitive Science Program* - This is an interdepartmental, transdisciplinary program
whose aim is to offer an integrated cognitive science program. The program is
administered by the Department of Psychology. Doctoral students in Communicative
Sciences and Disorders may request formal acceptance into the program, or informally
take course work with appropriate approvals.

*Teacher-Certification Program* - Students who major in speech-language pathology and
expect to work in the Michigan school system as speech-language pathologists may elect
to complete an ASHA-approved sequence of course work in Communicative Sciences
and Disorders and Teacher Education. The teacher-education component of such a
program requires them to complete an approved teaching minor at the undergraduate
level. Upon completion of an approved master’s degree in speech-language pathology,
they are recommended to be certified as Teachers of the Speech-Language Impaired.
Basic requirements of the teacher-certification program can be found on the MSU
the certification program for Teachers of the Speech-Language Impaired, as well as the
coursework requirements, can be found via: www.msu.edu/~comdis.

**Independent Study**

Forms for Independent Study (CSD 890/990) may be obtained from the Academic
Programs Coordinator and must be approved prior to registration. Appropriate topics for
independent studies are generally limited to only those unavailable in the regular
curriculum. These may take a variety of formats. All independent studies must have
faculty or adjunct-faculty sponsorship. Independent study under the direction of
individuals unaffiliated with the University is generally prohibited.

**Student Travel Policy**

Graduate students are encouraged to present papers, without financial subsidy, at local,
state, national, and international meetings. Occasionally, graduate students may be
authorized by the Department to travel through use of either internal or external funding
support. Either form of authorized travel requires approval of the Departmental
Chairperson.

The University requires—and prudence dictates—that the least expensive means of travel
and per diem accommodations be utilized. University per diem rates are available from
the Departmental Administrative Assistant.

University policy and regulations governing student travel are summarized as follows:
Graduate students may be authorized to travel on University business and may be
reimbursed for such travel. Air travel may need to be arranged through the MSU-
approved travel agency. Graduate Student Travel Funding Criteria are summarized on the
Web. And can be accessed at [http://grad.msu.edu/forms/docs/studenttravel.pdf](http://grad.msu.edu/forms/docs/studenttravel.pdf) In
addition, graduate students may be assigned, and may drive University vehicles on

47
authorized trips. When driving University vehicles, they are protected by the University’s liability insurance, but not medical coverage. Many students already have some form of hospitalization and accident insurance that may cover them (and their dependents) if they should be injured, disabled, or killed in a travel-related accident. University vehicles are for their authorized use, travel, location, travelers, passengers, etc. only.

The travel authorization portion of the MSU Travel Voucher should be submitted and approved prior to departure. The form provides evidence that the traveler is on University business, and may be critical in the event of an insurance claim, worker’s compensation claim, or other litigation. These forms are available from the Departmental Administrative Assistant.

Clinical Practicum Education Resources

The Departmental Clinical Practicum Education Resource Room contains various tests and measures employed in the evaluation of speech, language, and hearing impairments, to include a portable audiometer. It also contains various intervention materials for use by the Department’s professional staff and students. Assessment and therapy materials must be returned to the Resource Room directly after use. All Resource Room materials must be properly logged out and in through a sign out sheet in the main office of Oyer Room 109. To support student success in clinical practicum experiences, treatment materials may be checked out for a period of 2 days. Assessment materials must stay in the Oyer Building unless written approval (i.e., email) from the Graduate Program Director and/or Clinical Education Program Director.

Spartan Life

http://splife.studentlife.msu.edu/

The above listed website is an important resource for Graduate Student Rights and Responsibilities and Academic Freedom amongst other topics. Please take the time to review this document.

Grief Absence Policy

The faculty and staff should be sensitive to and accommodate the bereavement process of a student who has lost a family member or who is experiencing emotional distress from a similar tragedy so that the student is not academically disadvantaged in their classes or other academic work (e.g. research). For undergraduate and master’s (Plan B) students without research responsibilities, it is the responsibility of the student to: a) notify the Associate Dean or designee of their college of the need for a grief absence in a timely manner, but no later than one week from the student’s initial knowledge of the situation, b) provide appropriate verification of the grief absence as specified by the Associate Dean, and c) complete all missed work as determined in consultation with the instructor.

It is the responsibility of the Associate Dean or designee to: a) determine with the student the expected period of absence – it is expected that some bereavement processes may be more extensive than others depending on individual circumstances, b) notify the faculty that the student will be absent, and c) receive verification of the authenticity of a grief
absence request upon the student’s return. It is the responsibility of the instructor to work with the student to make reasonable accommodations and to include appropriate language describing such accommodations in their course syllabus, so that the student is not penalized due to a verified grief absence.

For master’s (Plan A), master’s (Plan B) with research responsibilities, and doctoral students, it is the responsibility of the student to: a) notify their advisor/major professor and faculty of the courses in which they are enrolled of the need for a grief absence in a timely manner, but no later than one week from the student’s initial knowledge of the situation, b) provide appropriate verification of the grief absence as specified by the advisor/major professor and faculty, and c) complete all missed work as determined in consultation with the advisor/major professor and faculty. It is the responsibility of the advisor/major professor to: a) determine with the student the expected period of absence – it is expected that some bereavement processes may be more extensive than others depending on individual circumstances, b) receive verification of the authenticity of a grief absence request upon the student’s return, and c) make reasonable accommodations so that the student is not penalized due to a verified grief absence. If employed as a RA or TE, the graduate student must also notify their employer. Both employer and student will swiftly communicate to determine how the student’s responsibilities will be covered during their absence. Graduate teaching assistants (TAs) should refer to the bereavement policy in the MSU GEU CBU Article 18.

Students in the graduate professional colleges (CHM, COM, CVM, LAW) with their own grief absence policies are excluded from the above and should follow their own policies. Students who believe their rights under this policy have been violated should contact the University Ombudsperson.
APPENDIX A:
M.A. Degree Program Planning Worksheet
Speech-Language Pathology M.A. Degree Academic Advising Form
### Communicative Sciences & Disorders
**Michigan State University**

**M.A. Degree Program Planning Worksheet**

<table>
<thead>
<tr>
<th>FALL 1</th>
<th>SPRING 1</th>
<th>SUMMER 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 803 - 3 credits</td>
<td>CSD 815 - 3 credits</td>
<td>CSD 865 – 3 credits</td>
</tr>
<tr>
<td>CSD 813 – 3 credits</td>
<td>CSD 820 – 3 credits</td>
<td>CSD 883 – 3 credits</td>
</tr>
<tr>
<td>CSD 860 – 3 credits</td>
<td>CSD 855 – 3 credits</td>
<td>Elective _________</td>
</tr>
<tr>
<td>CSD 880 - 3 credits</td>
<td>CSD 883 – 3 credits</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>FALL 2</th>
<th>SPRING 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 821 - 3 credits</td>
<td>CSD 883 - 3 or 6 credits</td>
</tr>
<tr>
<td>CSD 830 – 3 credits</td>
<td>Elective _________</td>
</tr>
<tr>
<td>CSD 840 – 3 credits</td>
<td></td>
</tr>
<tr>
<td>CSD 883 - 3 credits</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**

Student name, signature and
date:________________________________________________

Advisor name, signature and
date:________________________________________________
## Communicative Sciences & Disorders
Michigan State University
Speech-Language Pathology M.A. Degree Academic Advising Form

<table>
<thead>
<tr>
<th>Name:</th>
<th>Advisor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate program:</td>
<td>Date began M.A. program:</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

### I. BASIC SCIENCES (min 27 sch)

- **Math/Statistics** (min one course)  
  - 
- **Biological Sciences** (min one course)  
  - 
- **Physical Sciences** (min of one course)  
  - 
- **Behavioral/Social Sciences** (min one course)  
  - 
- **Human Communication Processes** (min 15 sch)  
  1. Anatomy & Physiology (min one course)  
     - CSD 213 (4)  
     - CSD 813 (3) Neuroanatomy  
  2. Physical/Psychophysical (min one course)  
     - CSD 303 (3)  
     - CSD 313 (3)  
  3. Linguistics/Psycholinguistics (min one course)  
     - LIN 200/401 (3 or 4)  
     - CSD 232 (2)  
     - CSD 333 (3)  

- **Basic Sciences Sub-Total (min 27 sch) =_____**

### II. PROFESSIONAL COURSEWORK (min 36 graduate sch)

- **Audiology**
  1. Hearing Disorders and Evaluation (min 3 sch)  
     - CSD 344 (4)  
     - CSD 444 (4)  

- **Habilitative/Rehabilitative Procedures (min 3 sch)  
  - CSD 444 (4)  

- **Audiology Sub-Total (min 6 sch) =_____**

- **Speech Disorders**  
  - CSD 364 (2)  
  - CSD 463 (1.5)  
  - CSD 473 (1.5)  
  - CSD 865 (3) Motor Speech Dis  
  - CSD 840 (3) Voice Disorders  
  - CSD 830 (3) Fluency Disorders  
  - CSD 855 (3) Dysphagia  

- **Speech Disorders Sub-Total (min 6 sch) =_____**

**Total Graduate Work =_____**
c. Language Disorders

CSD 364 (2) _______________    
CSD 463 (1.5) _______________   
CSD 473 (1.5) _______________   

CSD 820 (3) Lang Interven: Early    
CSD 821 (3) Lang Interven: Later    
CSD 823 I (3) Cognitive Disorders    

____________________________   
____________________________   

Language Disorders Sub-Total (min 6 sch) =____

d. Other Professional Course Work

CSD 203 (3) _______________    
CSD 391 (1) _______________    
CSD 433 (3) _______________    
CSD 483 (3) _______________    

CSD 803(3) Research Methods    
CSD 850 (3) Medical Aspects SLP    
CSD 888 (3) Counseling Com Dis    
CSD 870 (3) Augmentative Com    
CSD 899 Thesis (6 sch)    
CSD 883 3 or 6) Clinical Practicum    
CSD 880 (3) Clinical ProSeminar    

____________________________   

Other Prof. Course Work Sub-Total =____

TOTAL ACADEMIC CREDITS (min 75 sch) =____
(add all 5 sub-totals from both pages)

SPH-LANG PATH M.A. DEGREE REQUIREMENTS
(minimum 51 credits)

• 45 required CSD credits (list term taken)
  803 ___ 813 ___ 815 ___
  820 ___ 821 ___ 830 ___
  840 ___ 855 ___ 860 ___
  865 ___ 880 ___
  883 ___ ___ ___ ___

 6 elective credits (list term taken)
  819 ___ 850 ___ 870 ___
  888 ___ 890 ___ ___

 899 ___ ___ ___ ___ ___
(minimum of 6 sch required for thesis option a)

• Departmental Exam _____ or Thesis _____

Student Signature: ___________________________
Advisor Signature: ___________________________
Date: __________

Notes:
Credit CSD 203, CSD 391, CSD 433, CSD 483, CSD494 as “Other Professional Coursework.”.

Credit CSD 490, 890, 991, and 992 to appropriate categories, based on their content.

Manual communication courses may not be used to meet the minimums for the area of audiology.

Must have a minimum of 75 sch; and a minimum of 36 of the 75 must be at the graduate-level.

Clinical practicum, thesis, and research methods credit can be used in “Professional Coursework” but not to meet SLP minimums.

(revised 8/21/12)
APPENDIX B
Annual Progress Report for CSD MA Program
Department of Communicative Sciences and Disorders
Annual Progress Report for CSD MA Program

Name:__________________ Advisor:__________________ Graduation Year:____________

The following is an outline of the CSD MA program goals expected of each student. Please write a brief description of your progress of each goal and then a description of the remaining work you plan to do to complete your goal.

A. Integrated Reasoning for Evidence-Based Practice

5. Acquire, analyze, and evaluate information from multiple evidence-based sources within and across disciplines to define problems and formulate solutions.

Year 1: Course(s) ☐: #___________ Internship ☐: Site:______________

Progress toward goal: ☐ None ☐ In Progress ☐ Complete

Plan to complete goal:

Year 2: Course(s) ☐: #___________ Internship : Site:______________

Progress toward goal: ☐ None ☐ In Progress ☐ Complete

Plan to complete goal:

Final: Course(s) ☐: #___________ Internship ☐: Site:______________

Summary:

2. Use a variety of inquiry strategies incorporating multiple views to make informed judgments, solve problems, answer questions, and generate new understanding related to clinical practice.

Year 1: Course(s) :#___________ Internship : Site:______________

Progress toward goal: ☐ None ☐ In Progress ☐ Complete
Plan to complete goal:

Year 2: Course(s): #___________ Internship: Site:______________
Progress toward goal: □ None □ In Progress □ Complete

Plan to complete goal:
Final: Course(s) □: #___________ Internship: Site:______________
Summary:

3. **Demonstrate competency of technology for tools of clinical practice.**

Year 1: Course(s): #___________ Internship: Site:______________
Progress toward goal: □ None □ In Progress □ Complete

Plan to complete goal:

Year 2: Course(s): #___________ Internship: Site:______________
Progress toward goal: □ None □ In Progress □ Complete

Plan to complete goal:
Final: Course(s) □: #___________ Internship: Site:______________
Summary:

4. **Demonstrate clinical competency suitable for successful professional practice.**
Year 1: Course(s) : #___________ Internship : Site:_______________

Progress toward goal: □ None □ In Progress □ Complete

Plan to complete goal:

Year 2: Course(s) : #___________ Internship : Site:_______________

Progress toward goal: □ None □ In Progress □ Complete

Plan to complete goal:

Final: Course(s) □: #___________ Internship : Site:_______________

Summary:

B. Leadership and Effective Communication

1. Demonstrate leadership by creating a vision, organization, enhancing talent and skills, adapting to barriers, motivation, and others through team activities.

Year 1: Course(s) : #___________ Internship : Site:_______________

Progress toward goal: □ None □ In Progress □ Complete

Plan to complete goal:

Year 2: Course(s) □: #___________ Internship : Site:_______________

Progress toward goal: □ None □ In Progress □ Complete

Plan to complete goal:

Final: Course(s) □: #___________ Internship : Site:_______________

Summary:
2. **Clear expression of vision and execution of goals.**

<table>
<thead>
<tr>
<th>Year 1:</th>
<th>Course(s) : #_________</th>
<th>Internship : Site:________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Progress toward goal: ☐ None ☐ In Progress ☐ Complete</td>
</tr>
</tbody>
</table>

Plan to complete goal:

<table>
<thead>
<tr>
<th>Year 2:</th>
<th>Course(s) : #_________</th>
<th>Internship : Site:________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Progress toward goal: ☐ None ☐ In Progress ☐ Complete</td>
</tr>
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</table>

Plan to complete goal:

<table>
<thead>
<tr>
<th>Final:</th>
<th>Course(s) ☐: #_________</th>
<th>Internship : Site:________________</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Summary:</td>
</tr>
</tbody>
</table>

3. **Engage in effective oral and written communication practices tailoring message to varied audiences and using all available communication technologies.**

<table>
<thead>
<tr>
<th>Year 1:</th>
<th>Course(s) : #_________</th>
<th>Internship : Site:________________</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td>Progress toward goal: ☐ None ☐ In Progress ☐ Complete</td>
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</tbody>
</table>

Plan to complete goal:

<table>
<thead>
<tr>
<th>Year 2:</th>
<th>Course(s) : #_________</th>
<th>Internship : Site:________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Progress toward goal: ☐ None ☐ In Progress ☐ Complete</td>
</tr>
</tbody>
</table>

Plan to complete goal:
Final: Course(s) ☐: #___________ Internship : Site:________________

Summary:

C. Cultural Understanding

1. Demonstrate knowledge of cultural, socioeconomic, and linguistic differences and sensitivities to those differences relevant to communicative sciences and disorders.

Year 1:

Course(s) ☐: #___________ Internship : Site:________________

Progress toward goal: ☐ None ☐ In Progress ☐ Complete

Plan to complete goal:

Year 2:

Course(s) : #___________ Internship : Site:________________

Progress toward goal: ☐ None ☐ In Progress ☐ Complete

Plan to complete goal:

Final:

Course(s) ☐: #___________ Internship : Site:________________

Summary:

2. Demonstrate competency in considering diversity in professional practice.

Year 1:

Course(s) : #___________ Internship : Site:________________

Progress toward goal: ☐ None ☐ In Progress ☐ Complete

Plan to complete goal:

Year 2:

Course(s) : #___________ Internship : Site:________________

Progress toward goal: ☐ None ☐ In Progress ☐ Complete
Plan to complete goal:

Final: Course(s) ☐: #___________ Internship : Site:________________

Summary:

**D. Professional Engagement and Outreach**

1. **Understand the range of clinical delivery models for professional practice.**

   **Year 1:** Course(s) : #___________ Internship : Site:________________
   
   Progress toward goal: ☐ None ☐ In Progress ☐ Complete

   Plan to complete goal:

   **Year 2:** Course(s) : #___________ Internship : Site:________________
   
   Progress toward goal: ☐ None ☐ In Progress ☐ Complete

   Plan to complete goal:

   **Final:** Course(s) ☐: #___________ Internship : Site:________________

   Summary:

2. **Demonstrate ethical behavior in professional practice including the American Speech-Language-Hearing Association (ASHA) Code of Ethics.**

   **Year 1:** Course(s) : #___________ Internship : Site:________________
   
   Progress toward goal: ☐ None ☐ In Progress ☐ Complete
Plan to complete goal:

Year 2: Course(s) : #___________ Internship : Site:_______________
Progress toward goal: ☐ None ☐ In Progress ☐ Complete

Plan to complete goal:

Final: Course(s) ☐: #___________ Internship : Site:_______________
Summary:

3. **Demonstrate knowledge and skills to effectively advocate for the profession of speech-language pathology and for individuals with communicative disorders.**

Year 1: Course(s) : #___________ Internship : Site:_______________
Progress toward goal: ☐ None ☐ In Progress ☐ Complete

Plan to complete goal:

Year 2: Course(s) : #___________ Internship : Site:_______________
Progress toward goal: ☐ None ☐ In Progress ☐ Complete

Plan to complete goal:

Final: Course(s) ☐: #___________ Internship : Site:_______________
Summary:

**Knowledge and Skills Acquisition (KASA)**

Year 1: Course(s) : #___________ Internship : Site:_______________
Progress toward goal:  ☐ None          ☐ In Progress          ☐ Complete

Plan to complete goal:

Year 2: Course(s)  #: __________ Internship  : Site: _______________

Progress toward goal:  ☐ None          ☐ In Progress          ☐ Complete

Plan to complete goal:

Final: Course(s) ☐ #: __________ Internship  : Site: _______________

Summary:
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Topic</th>
<th>Credits</th>
<th>Semester Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 803</td>
<td>Research Methods</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSD 813</td>
<td>Neuroanatomy and Neurophysiology of Speech, Language, and Hearing</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>CSD 860</td>
<td>Articulation and Phonological Disorders</td>
<td>3</td>
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<tr>
<td>CSD 880</td>
<td>Clinical Proseminar: Professional Issues</td>
<td>3</td>
<td></td>
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<td>CSD 815</td>
<td>Acquired Language Disorders</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSD 820</td>
<td>Language Assessment and Intervention: Early Stages</td>
<td>3</td>
<td></td>
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<tr>
<td>CSD 855</td>
<td>Assessment and Treatment of Dysphagia</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSD 883</td>
<td>Clinical Practicum in Speech-Language Pathology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSD 865</td>
<td>Motor Speech Disorders</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSD 883</td>
<td>Clinical practicum in Speech-Language Pathology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSD 821</td>
<td>Language Assessment and Intervention: Later Stages</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSD 830</td>
<td>Fluency Disorders</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSD 840</td>
<td>Voice Disorders</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSD 883</td>
<td>Clinical Practicum in Speech-Language Pathology</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>CSD 883</td>
<td>Clinical Practicum in Speech-Language Pathology</td>
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<tr>
<td>Elective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Plan A**
- **Plan B**

Planned date of thesis defense: Planned date of exam
Year 1:
Student Signature: ______________________________ Date: __________________

Advisor Signature: ______________________________ Date: __________________

Year 2:
Student Signature: ______________________________ Date: __________________

Advisor Signature: ______________________________ Date: __________________
APPENDIX C: M.A. Degree Program Forms
Request for Appointment of M.A. Thesis Committee (Plan A Students Only)
Results of M.A. Thesis Prospectus (Plan A Students Only)
Results of M.A. Thesis Defense (Plan A Students Only)
Results of M.A. Departmental Final Examination (Plan B Student Only)
M.A. Degree Program in Communicative Sciences & Disorders  
Michigan State University

Request for Appointment of M.A. Degree Thesis Committee

This is to request approval of the following personnel of the M.A. Degree Thesis Committee for:

____________________________________________________________:

1. __________________________________________

2. __________________________________________

3. __________________________________________

Adviser (if not a committee member) Date

APPROVED:

_________________________________________________________________
Departmental Chairperson

Original: Academic Programs Coordinator
Copies: Student, Advisor
M.A. Degree Program in Communicative Sciences and Disorders
Michigan State University

Results of M.A. Degree Thesis Prospectus Examination

This is to report that ____________________________
on ____________________________ has____ has not____ (please check one) passed the M.A.
prospectus for the thesis on the Plan A Program.

The title of his/her thesis is: ____________________________

__________________________

Successful completion of the above examination indicates partial fulfillment of the requirements
for the M.A. degree.

Members of the Committee:
Chairperson Signature: ____________________________
Name (typed): ____________________________

Signature: ____________________________
Name (typed): ____________________________

Signature: ____________________________
Name (typed): ____________________________

Original: Academic Programs Coordinator
Copies: Student, Advisor
M.A. Degree Program in Communicative Sciences and Disorders
Michigan State University

Results of M.A. Degree Departmental Final Examination

________________________________________ has undergone Departmental Final Examination in the professional area of ________________________________.

Examiner Committee’s decision:
Approval    Hold    Disapproval

THE FOLLOWING SECTION TO BE COMPLETED FOR HOLD STATUS ONLY
The following must be completed to the Committee’s satisfaction:

Submit to:
Due date:

______________________________

Committee Members

Chairperson’s Signature: ________________________________
Name (typed): ________________________________

Signature: ________________________________
Name (typed): ________________________________

Date

Signature: ________________________________
Name (typed): ________________________________

Date

Signature: ________________________________
Name (typed): ________________________________

Date

Original: Academic Programs Coordinator
Copies: Student, Advisor
M.A. Degree Program in Communicative Sciences and Disorders
Michigan State University

Results of M.A. Degree Thesis Examination

This is to report that ________________________________
on (date) ______________________ has ___ has not ___ (please check one) passed the M.A.
thesis examination on the Plan A Program.
The title of his/her thesis is: ________________________________

______________________________
Successful completion of the above examination indicates partial fulfillment of the requirements
for the M.A. degree.

Members of the Committee:
Chairperson’s Signature: ________________________________
Name (typed): ________________________________

Signature: ________________________________
Name (typed): ________________________________

Signature: ________________________________
Name (typed): ________________________________

Comments:

Original: Academic Programs Coordinator
Copies: Student, Advisor
APPENDIX D
Requirements For Certification as a Teacher of the Speech-Language Impaired
Requirements For Certification as a Teacher of the Speech-Language Impaired

Program Of Teacher Certification For The Department Of Communicative Sciences and Disorders Michigan State University

**University Requirements**

<table>
<thead>
<tr>
<th>Arts and Humanities (8)</th>
<th>Writing (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Science (7)</td>
<td>Tier II Writing Course (CSD 391, 344, or 364)</td>
</tr>
<tr>
<td>Social Behavioral, and Economic Sciences (8)</td>
<td></td>
</tr>
</tbody>
</table>

**Communicative Sciences and Disorders Major Requirements**

<table>
<thead>
<tr>
<th>CSD 203 Introduction to Communication Disorders (3)</th>
<th>CSD 344 Eval. Procedures in Audiology (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 232 Descriptive Phonetics (2)</td>
<td>CSD 391 Guidelines for Clinical Practice (1)</td>
</tr>
<tr>
<td>CSD 255 Speech and Hearing Science (5)</td>
<td>CSD 444 Aural Rehabilitation (3)</td>
</tr>
<tr>
<td>CSD 333 Oral Language Development (3)</td>
<td>CSD 463 Intervention Procedures in SLP (3)</td>
</tr>
</tbody>
</table>

**Outside-the-Major Requirements**

<table>
<thead>
<tr>
<th>CSE 101 Using Computers (3)</th>
<th>PSY 101 Introduction to Psychology (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 110 College Algebra and Finite Math (5)</td>
<td>PSY 244 Developmental Psychology (3)</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>MTH 116 College Algebra and Trig. (5)</td>
<td>FCE 211 Child Development (3)</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>MTH 103 and 114 College Algebra (3) and Trig. (3)</td>
<td>PSY 295 Data Analysis in Psychological Res. (3)</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>MTH 103 and 106 College Algebra (3) and Significance of Mathematics (3)</td>
<td>STT 200 Statistical Methods (3)</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>MTH 103 and STT 200 College Algebra (3) - Statistical Methods (3)</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>MTH 103 and STT 201 College Algebra (3) - Statistical Methods (4)</td>
<td></td>
</tr>
</tbody>
</table>

| LIN 200 Introduction to Language (3) |
| or |
| LIN 401 Introduction to Linguistics (4) |

**Teacher-Certification Requirements**

<table>
<thead>
<tr>
<th>TE 150 Reflections on Learning (3)</th>
<th>CSD 433 Lang. Dialect Diff. in App. Contexts (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEP 240 Diverse Learners (3)</td>
<td>CSD 483 School-Based Comm. Disorders Prgm. (3)</td>
</tr>
<tr>
<td>TE 302 Learners, Learning and Teaching in Context (4)</td>
<td>TE 843 Reading, Writing, and Reasoning in Secondary School Subjects (3)</td>
</tr>
<tr>
<td>Fall Semester Only</td>
<td>Spring Semester Only</td>
</tr>
</tbody>
</table>

**Teaching Minor Requirement**

Students seeking teacher certification as a teacher of the speech and language impaired are required to complete an approved teaching minor.

**Post-Bachelor's-Degree Internship**
Completion of a yearlong internship placement in a school setting: students attending MSU for their master's degree enroll in TE 501 and CSD 883 for the placement. Students attending a graduate program other than MSU's must have the equivalent of a yearlong school-based practicum placement approved by MSU.

Completion of a Master's Degree in Speech-Language Pathology
To complete the process of teacher certification students must complete a master's degree in speech-language pathology per State of Michigan regulations.
APPENDIX E
ASHA CODE OF ETHICS
ASHA CODE OF ETHICS

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
A. Individuals shall provide all services competently.
B. Individuals shall use every resource, including referral when appropriate, to ensure that high-quality service is provided.
C. 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.
D. 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.

E. 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.

F. 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.

G. 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.

H. 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.

I. 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.

J. Individuals shall not guarantee the results of any treatment or procedure, directly or by implication; however, they may make a reasonable statement of prognosis.

K. Individuals shall not provide clinical services solely by correspondence.

L. Individuals may practice by telecommunication (e.g., telehealth/e-health), where not prohibited by law.

M. 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.

N. 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.

O. Individuals shall not charge for services not rendered, nor shall they misrepresent services rendered, products dispensed, or research and scholarly activities conducted.

P. 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.

Q. 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.

R. 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**

A. 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.

B. 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.

C. Individuals shall engage in lifelong learning to maintain and enhance professional competence and performance.

D. 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.

E. 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.
**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.

**Rules of Ethics**

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

B. Individuals shall not participate in professional activities that constitute a conflict of interest.

C. 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.

D. Individuals shall not misrepresent research, diagnostic information, services rendered, results of services rendered, products dispensed, or the effects of products dispensed.

E. 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.

F. 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.

G. 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.

**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.

**Rules of Ethics**

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

B. Individuals shall prohibit anyone under their supervision from engaging in any practice that violates the Code of Ethics.
C. Individuals shall not engage in dishonesty, fraud, deceit, or misrepresentation.

D. Individuals shall not engage in any form of unlawful harassment, including sexual harassment or power abuse.

E. 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.

F. Individuals shall not engage in sexual activities with clients, students, or research participants over whom they exercise professional authority or power.

G. 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.

H. Individuals shall reference the source when using other persons' ideas, research, presentations, or products in written, oral, or any other media presentation or summary.

I. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.

J. Individuals shall not provide professional services without exercising independent professional judgment, regardless of referral source or prescription.

K. 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.

L. 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.

M. Individuals who have reason to believe that the Code of Ethics has been violated shall inform the Board of Ethics.

N. 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.

Index terms: ethics
