Speech Pathology and Audiology Student Academic and Clinical Handbook

Academic Year 2026-2027

Speech Pathology and Audiology Department
Calvin University
North Hall
3201 Burton SE
Grand Rapids, Michigan 49546

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

Speech Pathology and Audiology Department
Calvin University
3201 Burton SE
Grand Rapids, Michigan 49546
(616) 526-6070

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The Calvin University Speech Pathology and Audiology Academic and Clinical Handbook is updated every academic year. While every effort is made to provide accurate, up-to-date information at the time of publication, Calvin Speech Pathology & Audiology department reserves the right to change, without notice, any statement in this publication concerning, but not limited to, policies, tuition, fees, curricula, course offerings, program requirements, faculty, and other information. The department will notify all students via email, when possible, of any major changes to the Student Handbook as soon as is practical.

Table of Contents

SECTION ONE: INTRODUCTION *5*

LETTER FROM DEPARTMENT CHAIR 5

MISSION STATEMENT 6

DEPARTMENT STATEMENT ON DIVERSITY, EQUITY, AND INCLUSION 6

SPEECH PATHOLOGY & AUDIOLOGY DEPARTMENT ADMINISTRATION 7

NATIONAL STUDENT SPEECH-LANGUAGE-HEARING ASSOCIATION MEMBERSHIP 7

SECTION TWO: DEPARTMENT ACADEMIC PROGRAMS OF STUDY *7*

REQUIRED EDUCATION FOR SPEECH-LANGUAGE PATHOLOGY OR AUDIOLOGY 7

SPEECH PATHOLOGY AND AUDIOLOGY MAJOR, BA (4 YEAR) 8

SPEECH AND HEARING FOUNDATIONS, CERTIFICATE 8

SPEECH PATHOLOGY AND AUDIOLOGY MAJOR, BA-MA (5 YEAR) 8

SPEECH-LANGUAGE PATHOLOGY, MA 8

SECTION THREE: DEPARTMENT POLICIES *9*

ACADEMIC INTEGRITY POLICY 9

ACADEMIC ADVISING 10

CALVIN EMAIL AND COMMUNICATION 11

COURSE MODALITY POLICY 11

GRIEVANCE PROCEDURES POLICY 11

INCOMPLETES, WITHDRAWALS, AUDITS 12

GRADING SCALES 100- TO 300-LEVEL COURSES 12

GRADING SCALES 500-LEVEL COURSES 13

STUDENT SUPPORT & ACCOUNTABILITY 13

TECHNOLOGY USE AND SECURITY 14

SECTION FOUR: BA IN SPEECH PATHOLOGY & AUDIOLOGY *15*

BA DEGREE 4-YEAR TRACK 15

BA TO MA DEGREE 5-YEAR TRACK 15

IN-PERSON CLASS ATTENDANCE 16

PARTICIPATING IN THE CALVIN SPEECH & HEARING CLINIC 17

SECTION FIVE: CERTIFICATE IN SPEECH & HEARING FOUNDATIONS *17*

PLAN OF STUDY 17

EARNING OF CERTIFICATE 18

CERTIFICATE TO MA PATHWAY FOR CSHF STUDENTS 18
SECTION SIX: MA IN SPEECH-LANGUAGE PATHOLOGY *18*
ACCREDITATION STATEMENT 18
STUDENT AND CLIENT EQUAL OPPORTUNITY POLICY 18
ASSESSMENT OF STUDENT KNOWLEDGE AND SKILLS 19
STATE LICENSURE DISCLOSURE 19
COUNCIL ON ACADEMIC ACCREDITATION (CAA) CONTACT 20
PROGRAMS OF STUDY 20
THESIS (OPTIONAL) 22
TRANSFER CREDIT 22
STUDENT ACADEMIC REQUIREMENTS 22
COMPREHENSIVE EXAMINATION IN THE MA PROGRAM 23
PRAXIS EXAM 23
RETENTION & REMEDIATION FOR MA STUDENTS 23
SECTION SEVEN: CLINICAL EXPERIENCES FOR MA STUDENTS *25*
SCREENING REQUIREMENTS OF ALL STUDENT CLINICIANS 25
BASIC LIFE SUPPORT TRAINING 26
CLINIC SESSION ATTENDANCE POLICY 27
CLINICAL PRACTICUM FEE 28
ETHICAL AND PROFESSIONAL BEHAVIOR 28
EXPERIENTIAL LEARNING CLOUD (ELC) 28
INFECTION CONTROL 28
CALVIN SPEECH & HEARING CLINIC 28
EXTERNSHIPS 34
APPENDICES *38*

SECTION ONE: INTRODUCTION

The Speech Pathology and Audiology (SPAUD) Student Academic and Clinical Handbook, usually referred to as the "Student Handbook," is intended to serve as a reference for students in the Speech Pathology and Audiology Department. The Speech Pathology and Audiology Department is a dynamic and diverse academic unit that currently offers three degree programs: a Bachelor of Arts in Speech Pathology and Audiology, and a Master of Arts in Speech-Language Pathology in two modes: residential and distance-education, and a 5-year BA-MA program. The department also offers an online Speech and Hearing Foundations Certificate program. This handbook will assist in the design of students' academic plans of study and to clearly delineate the requirements and responsibilities of students in each program and mode.

This handbook is not intended to replace Calvin University's catalog but to supplement the general guidelines with information relative to these specific programs. Calvin's catalog details the official requirements for the completion of programs in the Speech Pathology and Audiology Department. Please access the Calvin University Catalog online.

LETTER FROM DEPARTMENT CHAIR

Welcome to the Speech Pathology and Audiology Department at Calvin University! As your Department Chair, I am thrilled to have you join our vibrant community of learners and professionals dedicated to making a difference in people's lives through speech and hearing sciences.

Our department is dedicated to providing you with an enriching academic experience that is both challenging and rewarding. Our programs offer a diverse range of courses, led by our excellent faculty, that are designed to broaden your knowledge, sharpen your critical thinking skills, and prepare you for a successful future in your chosen field.

As you begin this exciting journey, I encourage you to take full advantage of the opportunities available to you. Engage with your professors, collaborate with your peers, and immerse yourself in the research and extracurricular activities that our department has to offer. Your time here is not just about acquiring knowledge, but also about growing as an individual and making lasting connections.

Please remember that our doors are always open to you. Whether you have questions about your academic path, need guidance on research projects, or simply want to talk, we are here to support you.

I look forward to meeting you and witnessing the unique contributions you will bring to our department. Together, let us strive for excellence and make this academic year both productive and memorable.

Warm regards,
Brian M. Kreisman, Ph.D., CCC-A
Department Chair

MISSION STATEMENT

The mission of the speech pathology and audiology department at Calvin University is to prepare students for the vocations of speech-language pathology or audiology within a liberal arts foundation. We specifically seek to provide an academically rigorous programs with a Reformed Christian perspective that educates our students to have the essential academic knowledge, clinical skills, and reflective practices that enable them to enter the professions, to become lifelong learners to improve their service to others, to be intentional advocates for individuals who have communicative disorders, to know, appreciate and respect cultural and linguistic traditions in a diverse world, and to become successful leaders specifically within the professions of speech-language pathology or audiology and more generally in society.

DEPARTMENT STATEMENT ON DIVERSITY, EQUITY, AND INCLUSION

The Department of Speech Pathology and Audiology at Calvin University embraces and recognizes our responsibility and opportunity to foster an open, welcoming environment where students, faculty, clients, and staff of all backgrounds can collaboratively learn, work, grow, and serve. As speech pathologists and audiologists, we understand that we need to be aware of our own cultural and linguistic backgrounds, and that of our clients and students if we want to serve them ethically. It is especially important that we train ourselves and our students in linguistic awareness so that we recognize that linguistic and dialectal differences do not imply deficiencies or disorders, and that all languages and dialects are equally effective as systems of communication. We value the academic, clinical, social, and broader community benefits that arise from a diverse campus and are committed to equity, inclusion, accountability, and representation. We define diversity as the variety of experiences, skills, knowledge, culture, and attributes that shape every one of us. Diversity enriches our university community and is a driving force instrumental to our institutional success and fulfillment of the university's mission to become agents of renewal.

Going forward, we commit to engaging in an ongoing dialogue to thoughtfully respond to the changing realities of our increasingly interconnected world. We will continually strive to work together to address the challenges of the future in a way that removes barriers to success and promotes a culture of inclusivity, compassion, and mutual respect. We aim not to discriminate based on race, ethnicity, color, nationality, sex, military status, visa status, economic status, geographic location, sexual orientation, and language or linguistic ability. We commit to actively recruiting, admitting, hiring, and retaining the widest array of diverse students, faculty, and staff; to deliberately designing and offering curricula that promote deep learning; to providing support, professional development, and working conditions for students, faculty and staff that lead to long-term understanding of diversity and inclusion of all peoples. We also commit to seek reconciliation in any event of intentional or unintentional racism. This work is central to who we are at Calvin, and who we are as a department.

SPEECH PATHOLOGY & AUDIOLOGY DEPARTMENT ADMINISTRATION

Department Chair: Brian Kreisman, Ph.D., CCC-A

Undergraduate Program Director: Elizabeth Oommen, Ph.D.

Graduate Program Director: Heather Koole, Ph.D., CCC-SLP

Operations Manager: Emily Vedra, BA

NATIONAL STUDENT SPEECH-LANGUAGE-HEARING ASSOCIATION MEMBERSHIP

The National Student Speech-Language-Hearing Association (NSSLHA) is the national student organization for pre-professionals studying communication sciences and disorders. National membership provides benefits that help students stay current on advancements in the field, enhance their academic knowledge, find internships and employment, network with other students with similar interests, and save money on products and services. It is recommended that all Speech Pathology & Audiology majors become members of NSSLHA at the national level.

Calvin NSSLHA Chapter

All students are encouraged to join the Calvin NSSLHA chapter. The Calvin chapter seeks to encourage interest in the study of human communication sciences and disorders by equipping students with information about careers, offering opportunities to be represented in matters of professional concern, and promoting lifelong Christian service in the field. The chapter hosts monthly events including speakers, celebrations, and community service opportunities. For more information on Calvin's NSSLHA chapter, see see their website.

SECTION TWO: DEPARTMENT ACADEMIC PROGRAMS OF STUDY

REQUIRED EDUCATION FOR SPEECH-LANGUAGE PATHOLOGY OR AUDIOLOGY

Students who wish to enter the professions of Speech-Language Pathology or Audiology should seek the degree of BA in speech pathology and audiology. If the student has a bachelor's degree in another field, they can complete the Certificate in Speech & Hearing Foundations to meet the requirements for enrollment in a master's program. The undergraduate program prepares students to apply to graduate programs in speech-language pathology or audiology. The graduate programs provide the entry-level education and clinical skills needed to practice in the respective field. Students who wish to become

audiologists should apply to accredited doctor of audiology (Au.D.) programs during the fall of their senior year. Students wishing to pursue a graduate program in speech-language pathology at another university should apply to programs during the fall of their senior year. Please note that admission into graduate programs in audiology or speech-language pathology is very competitive.

SPEECH PATHOLOGY AND AUDIOLOGY MAJOR, BA (4 YEAR)

The four-year BA in Speech Pathology and Audiology is designed for students who plan to apply to graduate programs for speech-language pathology (MA/MS) or audiology (AuD) at other universities. The BA degree program includes undergraduate coursework such as core classes, department requirements, and cognates. Please see Section Four of the Student Handbook for more details regarding this program.

SPEECH AND HEARING FOUNDATIONS, CERTIFICATE

The Certificate in Speech and Hearing Foundations offers prerequisite coursework in communication sciences and disorders for post-baccalaureate students from other fields and for undergraduates at institutions without a speech-language pathology and audiology program. This coursework prepares students to apply to most graduate programs in speech-language pathology. The certificate consists of six online courses. Please see Section Five of the Student Handbook for more details regarding this program.

SPEECH PATHOLOGY AND AUDIOLOGY MAJOR, BA-MA (5 YEAR)

The BA-MA degree program is designed for students who complete their undergraduate and graduate work at Calvin University. This BA-MA program is typically completed over the course of 5 years; it typically includes six semesters of undergraduate coursework, including core classes, Speech Pathology & Audiology requirements, and cognates, followed by five semesters of graduate coursework. Please see Sections Four and Six of the Student Handbook for more details regarding this program.

SPEECH-LANGUAGE PATHOLOGY, MA

The MA in Speech-Language Pathology is an entry-level degree required for a speech-language pathologist. This program offers two different modalities: the residential (on-campus) mode and the distance education mode. Please see Section Six of the Student Handbook for more details regarding this program.

SECTION THREE: DEPARTMENT POLICIES

Students are encouraged to familiarize themselves with Calvin University's student policies found in the Student Handbook and Academic Policies and Standards:

- Calvin University Student Handbook
- Academic Policies and Standards (Graduate)

ACADEMIC INTEGRITY POLICY

The Speech Pathology and Audiology Department has a zero-tolerance policy for any violation of academic integrity and/or academic misconduct for all program requirements. It is the student's responsibility to understand the definitions of academic dishonesty and misconduct. Calvin's Academic Integrity Policy is available in its entirety in the Calvin University Student Conduct Code or in the Student Handbook.

Calvin's Academic Integrity Policy defines nine forms of academic dishonesty: cheating and using unauthorized material on examinations; cheating and using unauthorized material in coursework; attempting to commit academic dishonesty; improper collaboration; fabrication, falsification, forgery, lying to gain academic advantage; assisting others in academic dishonesty; stealing or vandalism of academic resources; and plagiarism. The policy also provides examples of each form of academic dishonesty. To elaborate on the examples provided in the policy, if a student is in possession of any material(s) used in any course from a semester in which the student was not enrolled, that student is considered to have violated the policy. Specifically, these materials may include any exam, quiz, completed assignments, handout, class notes (including hand-written notes), PowerPoint notes or narrated PowerPoints developed by the instructor, etc. If a student did not previously take the course, then that student has obtained course information in a clearly inappropriate manner and has violated the policy. The only exception to this policy includes the sharing/distribution of published readings (e.g., books, journal articles, etc.) with fellow students. Similarly, if a student is retaking the course, they should not be using any material from the previous time they enrolled in the course, such as assignments, exams, and answer keys from exams.

Students should not be in possession of any exam questions and/or answer keys from the exams. Narrated lectures or any other materials developed for a specific course should not be shared with anyone not concurrently enrolled in the course. In addition, students should not record, post, share, or edit any course materials without the written consent of the instructor. Use of software to transcribe lectures or class discussions without the permission of the instructor is also considered to be a violation of academic integrity.

Use of artificial intelligence (AI) tools in our department is governed by Calvin University Policy on Artificial Intelligence and any additional guidance provided by course instructors. Students are responsible for understanding when and how AI may be used and for ensuring that submitted work complies with those expectations.

In summary, students are expected to submit their own work and ideas for assignments (or properly cite others' work), quizzes, and all exams. Academic dishonesty (in any form) will be determined by the course instructor in consultation with the program director or department chair. Then, the violation will be reported to the OSSAR for the adjudication process. If a student is found responsible, the OSSAR and the Speech Pathology and Audiology Department will log the violation of academic integrity. In addition, the Speech Pathology and Audiology department policy stipulates the following sanctions:

1) For a first violation of the academic integrity policy, the student will receive a grade of zero on the assignment or exam.
2) For a second violation of the academic integrity policy, the student will receive a grade of F in the course.
3) For a third violation of the academic integrity policy, the student will be dismissed from the program permanently.

Confirmed violations of the academic integrity policy are counted over the entire time a student is enrolled at Calvin University and across all academic courses. For example, if a student had one violation of academic integrity in a class outside of the department, and then a violation was found in a Speech Pathology & Audiology class, the student would receive the sanction for the second violation of academic integrity (i.e., F in the course).

If a student has been found responsible for academic dishonesty and is not currently enrolled in the course associated with the misconduct incident, a sanction will still be imposed. Possible sanctions in such a case include (but are not limited to): rescind course grade, retroactive zero on assignment with change of course grade, remediation for core functions, hearing in front of the OSSAR board, etc.

Here are some resources for avoiding plagiarism:

- https://calvin.edu/offices-services/provost/rac/writing-with-integrity/plagiarism/
- https://owl.purdue.edu/owl/avoiding_plagiarism/index.html
- https://wts.indiana.edu/writing-guides/plagiarism.html

ACADEMIC ADVISING

All students are assigned an academic advisor. Typically, students meet with their advisor prior to registering for the following semester's courses. Students also meet with their advisor when they have questions about their program of study or campus resources.

CALVIN EMAIL AND COMMUNICATION

Email & Program Communication

Students are responsible for staying current with program and university communication. This includes:

- Checking your Calvin email and course Moodle sites regularly.
- Reading messages and announcements carefully.
- Responding when a response is requested or appropriate.
- Paying attention to deadlines and completing required actions by the stated date.

Calvin email should be used for electronic written communication between students and faculty. During the work week (Monday–Friday), students and faculty are typically expected to respond to email within 24 hours. Emails sent over the weekend can generally expect a response on Monday.

We recognize that inboxes can get busy and messages can occasionally be missed. At the same time, **information sent to your Calvin email is considered communicated to you.** Missing or overlooking a message does not ordinarily excuse a missed deadline or other program responsibility.

Professional and Respectful Communication

As members of a professional learning community, students are expected to communicate with faculty, staff, and one another in ways that are respectful, courteous, and constructive. This includes using an appropriate tone, communicating concerns directly and thoughtfully, and engaging respectfully when questions, concerns, or disagreements arise. Professional communication does not require agreement, but it does require **civility, respect, and a willingness to engage in constructive dialogue.**

COURSE MODALITY POLICY

The Speech Pathology & Audiology Department offers courses in two different modalities: residential (on-campus) and distance education (online) courses. Students should register exclusively for the classes offered for their modality – on-campus for residential students and online for distance education students. Residential students will not be allowed to take a class online without permission from the program director. Enrolling in the wrong modality will result in automatic withdrawal from the course at such time that this enrollment is discovered, which may delay completion of the course, forfeited tuition fees, and potential delay in clinical placements or graduation. Residential students are expected to attend classes in person as scheduled.

GRIEVANCE PROCEDURES POLICY

Policies and procedures pertaining to student grievances depend on the nature of the concern. Course grades may be appealed under the Protest and Appeals Policy, as outlined in Calvin's Student Handbook.

Concerns about sexual, racial, and ethnic harassment and discrimination may be pursued under the policies and procedures pertaining to those matters.

Students served in our program are treated in a nondiscriminatory manner, without regard to race, color, religion, sex, national or ethnic origin, disability, age, sexual orientation, gender identification, genetic information, citizenship, or status as a covered veteran. The institution and program comply with all applicable laws, regulations, and executive orders pertaining thereto.

Specific policies and procedures are detailed in this handbook. Students may pursue all concerns with the Department Chair. Every effort will be made at the department level to resolve expressed complaints or concerns. If there is a grievance with the Department Chair, please contact the Dean of the School of Health.

INCOMPLETES, WITHDRAWALS, AUDITS

Incompletes: Incompletes are intended solely when the majority of a class has been completed. Students who are experiencing or anticipate experiencing difficulties completing a course should contact the instructor(s) and the department chair as soon as possible, to work out the most beneficial course of action. Any student requesting an incomplete grade must receive instructor approval first. The student should then complete the contract available online with the course instructor to document the terms of the completion agreement. Incompletes should not be requested except under extenuating circumstances. We strongly discourage incompletes during the MA program.

Withdrawals: Students experiencing *extraordinary* circumstances causing them to fail to complete substantial portions of a class's requirements should petition for late withdrawal rather than an incomplete. To petition, students should send a letter explaining the circumstances and request the withdrawal to the program director and department chair.

Audits: Auditing at the undergraduate level is permitted with instructor approval. Auditing master's level courses is not permitted under any circumstances.

GRADING SCALES 100- TO 300-LEVEL COURSES

The grading scale for undergraduate courses in the Speech Pathology and Audiology Department is:

A	93-100%	C	73-76.99%
A-	90-92.99%	C-	70-72.99%
B+	87-89.99%	D+	67-69.99%
B	83-86.99%	D	63-66.99%
B-	80-82.99%	D-	60-62.99%
C+	77-79.99%	F	0-59.99%

GRADING SCALES 500-LEVEL COURSES

Attendance requirements for classes and clinic are addressed separately in their respective attendance policies and may affect the final course grade independent of performance on course assignments and learning objectives.

A = Final course score of 90-100% and attainment of all learning objectives at a grade of B or higher
B = Final course score of 80-89% and attainment of all learning objectives at a grade of B or higher
C = Final course score of 70-79% and/or failure to attain a grade of B or higher on one or more learning objectives
D = Final course score of 60-69%
F = Final course score below 60%

GRADUATE ATTENDANCE POLICY (RESIDENTIAL)

Regular class attendance is a professional expectation and an essential component of graduate education. Students are expected to attend all scheduled class sessions and arrive punctually. Attendance shall be calculated based on the total number of scheduled class minutes. Missed class time, including tardiness and early departures, shall be counted in the attendance calculation. Attendance requirements may affect the final course grade regardless of academic performance.

- Students whose attendance falls below **90%** of scheduled class time shall receive a reduction of **one full letter grade** (A to B, B to C, or C to D).
- Students whose attendance falls below **80%** of scheduled class time shall not be eligible to earn a final course grade of **B or higher**, regardless of academic performance.

Class time missed due to **approved accommodations** or **university-authorized absences** shall be excluded from the calculation of attendance percentages. **Documented extenuating circumstances** may be considered on a case-by-case basis by the instructor and Program Director. Faculty shall maintain attendance records for each course throughout the semester. Attendance percentages and any resulting grade reductions or limitations shall be determined based on these records.

CLINICAL ATTENDANCE POLICIES, see page 27

STUDENT SUPPORT & ACCOUNTABILITY

Assistance and Accommodations

Calvin University and the Calvin Speech Pathology & Audiology department are committed to providing access to all students, including both residential and online graduate students. If you would like to learn more about accommodations for students, please see the following links:

- For students with disabilities, please visit the disability services website or email disabilityservices@calvin.edu. If you already have an accommodation memo, you must share it with your class instructor within the first two weeks of the term.
- If you are a student needing reasonable modifications for pregnancy and related conditions, please contact the Title IX Coordinator in Student Life (located in Spoelhof University Center 364).
- Grievance procedures related to disabilities are located in Calvin's Student Handbook
- For tutoring and academic coaching, see Student Success
- For writing assistance, please contact the Rhetoric Center

For more resources about study assistance, see Calvin's study assistance webpage

Accommodations for Graduate Students

In accordance with the university's policy, if a graduate student has a documented disability and requires accommodations to obtain equal access to the educational opportunities in a class or a clinical practicum experience, the student should arrange for appropriate accommodations with a Calvin University disability coordinator. Accommodations that change the fundamental nature of an essential requirement or objective cannot be made. Regardless of accommodations, all students must meet the core functions for speech-language pathology education, as outlined in the appendix.

It is the student's responsibility to contact their instructors (for academic and clinical courses) each semester to provide documentation of their accommodations and discuss how their accommodations will function within each course or practicum experience. Any grades earned in a course prior to the student sharing their accommodations documentation with the instructor will remain in effect (i.e., accommodations are not retroactive).

TECHNOLOGY USE AND SECURITY

As a user of Calvin University information technology resources, it is the student's responsibility to be aware of Calvin's policies on using the university's information technologies and federal, state, and local laws that affect use of technology. This policy outlines what Calvin expects of every student, the student's rights, and how to report policy violations. Further information about technology and security at Calvin University may be obtained on the Information Technology policy webpage.

SECTION FOUR: BA IN SPEECH PATHOLOGY & AUDIOLOGY

BA DEGREE 4-YEAR TRACK

Students may choose to complete a BA degree in Speech Pathology and Audiology and then apply to graduate programs in speech-language pathology or audiology at Calvin or other universities. Students who choose this option should be aware that admittance into all graduate programs in speech pathology or audiology is highly competitive. Students should indicate their preference to pursue this track to their academic advisors. Please refer to the Speech Pathology & Audiology department website for information on timeline, retention, and program requirements. A sample course sequence for SPAUD courses in the BA degree is outlined below.

	Fall	Spring
Year 1	SPAUD 101: Intro to Speech Pathology & Audiology	SPAUD 210: Anatomy & Physiology of the Speech, Hearing, and Language Mechanisms
Year 2	SPAUD 216: Phonetics	SPAUD 212: Speech & Hearing Science
Year 3	SPAUD 343: Principles of Communication Neuroscience	SPAUD 311: Child Language Development
	SPAUD 344: Audiology: Testing and Diagnosis	SPAUD 381: Speech Sound and Language Disorders - Lifespan
Year 4		SPAUD 399: Critical Reflections in Speech Pathology
		SPAUD 370: Intro to Clinical Practicum: Observation

BA TO MA DEGREE 5-YEAR TRACK

The BA-MA degree program is designed for students who complete their undergraduate and graduate work at Calvin University. This BA-MA program is typically completed over the course of 5 years. It includes six semesters of undergraduate coursework, including core classes, SPAUD classes, and cognates, followed by five semesters of graduate coursework. All undergraduate speech pathology and audiology undergraduate students are assumed to be in the BA-MA program unless they have notified their academic advisor of their intention to pursue the BA-only degree. Students who successfully complete the BA-MA. Program will earn a BA in Speech Pathology and Audiology and an MA in Speech-Language Pathology.

In the third year of the BA-MA program, students apply for admission to the MA program if they did not meet the criteria for the BA-MA guaranteed seat. Please refer to the department website for information on timeline, retention requirements for the guaranteed seat, program requirements, and admissions policies and processes into residential and distance education modalities of the graduate program. A sample course sequence for Speech Pathology & Audiology coursework in the BA-MA program is outlined below.

Note: Students in their fourth year of the BA-MA program may be referred to as undergraduate students or graduate students, depending on the context. As such, they are responsible for following both undergraduate and graduate policies. Should policies contradict each other, students are to follow the graduate policies.

<table>
<tr><td></td><td colspan="2">Fall</td><td colspan="2">Spring</td><td colspan="2"></td></tr>
<tr><td>Year 1</td><td colspan="2">SPAUD 101: Intro to Speech Pathology & Audiology</td><td colspan="2">SPAUD 210: Anatomy & Physiology of the Speech, Hearing, and Language Mechanisms</td><td colspan="2"></td></tr>
<tr><td rowspan="2">Year 2</td><td colspan="2">SPAUD 216: Phonetics</td><td colspan="2">SPAUD 212: Speech & Hearing Science</td><td colspan="2"></td></tr>
<tr><td colspan="2"></td><td colspan="2">SPAUD 311: Child Language Development</td><td colspan="2"></td></tr>
<tr><td rowspan="3">Year 3</td><td colspan="2">SPAUD 343: Principles of Communication Neuroscience</td><td colspan="2">SPAUD 381: Speech Sound and Language Disorders - Lifespan</td><td colspan="2"></td></tr>
<tr><td colspan="2">SPAUD 344: Audiology: Testing and Diagnosis</td><td colspan="2">SPAUD 370: Intro to Clinical Practicum: Observation</td><td colspan="2"></td></tr>
<tr><td colspan="2"></td><td colspan="2">SPAUD 399: Critical Reflections in SLP</td><td colspan="2"></td></tr>
<tr><td></td><td>Fall 1</td><td>Fall 2</td><td>Spring 1</td><td>Spring 2</td><td>Summer 1</td><td>Summer 2</td></tr>
<tr><td rowspan="3">Year 4</td><td>SPAUD 505: Research Methods</td><td>SPAUD 503: Lang Disorders I</td><td>SPAUD 523: Dysphagia</td><td>SPAUD 508: Speech Sound Disorders</td><td>SPAUD 522: Neurocognitive Comm</td><td>SPAUD 514: Autism Spectrum Disorder</td></tr>
<tr><td>SPAUD 502: Counseling</td><td>SPAUD 506: Aphasia</td><td>SPAUD 504: Lang Disorders II</td><td>SPAUD 519: Aural Rehabilitation</td><td>SPAUD 510: Fluency</td><td>SPAUD 512: AAC</td></tr>
<tr><td colspan="2">SPAUD 530: Clinical Practicum Clinic 1</td><td colspan="2">SPAUD 531: Clinical Practicum Clinic 2</td><td colspan="2">SPAUD 532: Clinical Practicum Clinic 3</td></tr>
<tr><td rowspan="2">Year 5</td><td>SPAUD 520: Motor Speech Disorders</td><td>SPAUD 521: Voice Disorders</td><td>SPAUD 524: Cleft & Craniofacial Disorders</td><td>SPAUD 515: Seminar in SLP</td><td colspan="2" rowspan="2"></td></tr>
<tr><td colspan="2">SPAUD 540: Clinical Practicum Externship 1</td><td colspan="2">SPAUD 541: Clinical Practicum Externship 2</td></tr>
</table>

IN-PERSON CLASS ATTENDANCE

The Speech Pathology and Audiology Department expects in-person class attendance and for students to be prompt. Obviously, unforeseen circumstances do arise, and professors handle such circumstances on a case-by-case basis. Because participation and in-class assignments/discussions are integral to each course, frequent absences or tardiness whether excused or unexcused will affect a student's final grade. Please ensure you complete the following in the event of an excused/unexcused absence:

- Please contact the instructor via email prior to the start of the class session, if possible. Students should be prepared to provide appropriate written documentation for absences if asked to do so (e.g., doctor's note, funeral announcement, note from athletic coach, etc.).

- **Students should not ask the instructor for virtual access to a class (synchronously or asynchronously) or class recordings in the event that they cannot attend class in person.**
- Students are responsible for obtaining lecture notes and assignments from a classmate. It is also the student's responsibility to follow up on any discussion from the class session. If a graded assignment/activity was completed in the class period, the student with an excused absence is expected to contact the professor for the possibility of a follow-up, which is up to the discretion of the instructor. Students with unexcused absences may receive a zero for any in-class graded activities.
- Extensions on exam/assignments for an excused absence may be considered if students have contacted the instructor prior to the exam/assignment due date. If the exam schedule as indicated on the syllabus is not followed, the format of the make-up exam is up to the discretion of the instructor.

PARTICIPATING IN THE CALVIN SPEECH & HEARING CLINIC

Undergraduate residential students may have occasion to observe in the Speech & Hearing Clinic as part of SPAUD 370 or other volunteer opportunities. When observing in the clinic, undergraduate students must follow the same confidentiality, safety, and professional behavior requirements as graduate clinicians. Please see Section 7 for the Speech & Hearing Clinic policies found in the MA section of this handbook.

SECTION FIVE: CERTIFICATE IN SPEECH & HEARING FOUNDATIONS

To apply to graduate programs in speech-language pathology, students from other academic backgrounds must complete prerequisite coursework in communication sciences and disorders. Calvin's Certificate in Speech and Hearing Foundations (CSHF) is designed to meet the prerequisite coursework for Calvin and most other graduate programs, preparing students to pursue the graduate degrees required for the profession.

PLAN OF STUDY

Semester 1 Term 1	Semester 1 Term 2	Semester 2 Term 1	Semester 2 Term 2	Semester 3 Term 1	Semester 3 Term 2
SPAUD 210 (3) SPAUD 210-L (1)	SPAUD 216 (3) SPAUD 216-L (1)	SPAUD 212 (4)	SPAUD 311 (4)	SPAUD 344 (4)	SPAUD 371 (4)

EARNING OF CERTIFICATE

Calvin University requires that students earn a 3.0 overall GPA for the six courses to earn the Certificate in Speech and Hearing Foundations (CSHF). Up to three transfer credits are accepted. See program director for more information.

CERTIFICATE TO MA PATHWAY FOR CSHF STUDENTS

CSHF students are guaranteed a seat in the distance-education (DE) mode of the MA in Speech-Language Pathology program. Conditional entry (based on criteria below) will commence the fall semester of the calendar year following the start date of the CSHF. To retain the guaranteed seat, students must:

- Earn a B+ or higher in all courses in the CSHF on the first attempt
- Obtain a recommendation letter from an instructor in the CSHF program
- Have an undergraduate GPA of 3.0 or higher
- Apply to the DE mode of the master's program via CSDCAS

*Students who do not meet the criteria can still apply into the DE and/or residential mode of the MA program

Please see Section Six of the Student Handbook for more details regarding the MA program.

SECTION SIX: MA IN SPEECH-LANGUAGE PATHOLOGY

ACCREDITATION STATEMENT

The Master of Arts (M.A.) education program in speech-language pathology (residential and distance education) at Calvin University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

STUDENT AND CLIENT EQUAL OPPORTUNITY POLICY

The Speech Pathology and Audiology Program is committed to the principle of equal opportunity. We do not discriminate on the basis of race, color, religion, sex, national or ethnic origin, disability, age, sexual orientation, gender identity, genetic information, citizenship, and status as a covered veteran (e.g., the Americans with Disabilities Act of 1990, the Civil Rights Act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972 [to the Higher Education Act of 1965], the Rehabilitation Act of 1973, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, the Uniformed Services Employment and Reemployment Rights Act [USERRA], the Genetic Information Nondiscrimination Act [GINA], the

Immigration Reform and Control Act [IRCA], and the Equal Employment Opportunity Commission's Civil Service Reform Act of 1978 [CSRA], and all amendments to the foregoing). Questions pertaining to discrimination may be directed to the Speech Pathology and Audiology Department Chair at Calvin University, 3201 Burton Street SE, Grand Rapids, Michigan, 49546, (616) 526-6289. To register a complaint outside the university, students should follow the Complaint Procedure against Graduate Education Programs.

ASSESSMENT OF STUDENT KNOWLEDGE AND SKILLS

Classroom instructors and clinical supervisors inform students at the beginning of the semester of the specific learning outcomes that are expected in a particular course or clinical practicum experience. These learning outcomes and their associated assessment methods are stated on each course syllabus. While in the program, there are multiple opportunities for students to achieve all KASA/certification standards needed for entry-level clinical practice. All students are required to meet all KASA/certification standards; however, each student may meet these standards with a different mix of classes, clinical assignments, research, independent studies, and other approved activities. This flexibility allows faculty to adapt classes to address important concepts as they pertain to current best practices, while still meeting the KASA/certification standards.

Students will meet with assigned academic advisors and clinical instructors each semester to discuss progress in the program and towards the KASA/certification standards. Should a student require extra assistance, there is a system in place to identify weak areas and create objective remediation plans to address those needs. Students will receive pertinent materials during the last semester before graduation to ensure all standards are met.

STATE LICENSURE DISCLOSURE

Calvin University discloses that the **Master of Arts (M.A.) in Speech-Language Pathology** program (residential mode and distance education mode) will fulfill state requirements for professional license in Michigan. However, some state licensing boards require additional requirements, which may include (but are not limited to): additional post-graduation examinations or experience, application and licensing fees, criminal background checks, reference checks, fingerprint submissions, etc. Continuing education may also be required for maintenance of licensure. Students are responsible for reviewing the academic and clinical prerequisites for their intended state/territory of licensure and ensuring that the MA program meets requirements for licensure prior to enrolling in the M.A. in Speech-Language Pathology program at Calvin University.

State licensing requirements are subject to change at any time at the discretion of the state/territory licensing agency. In addition, licensing **requirements vary by state/territory and relocating could impact whether students will meet eligibility requirements for licensure.** The Department strongly recommends that students inquire with the applicable agencies to confirm eligibility for licensure in their desired location(s) prior to enrolling in the M.A. in Speech-Language Pathology program. **Licensing** For any questions about relocation eligibility, the Department strongly

recommends that the student contact the agency where licensure is desired before relocating to eligibility for licensure or reciprocity.

If questions remain after speaking with the respective state/territory licensing agency, contact the **graduate program director**. While the University can provide initial guidance, it is ultimately the student's responsibility to continually check with the state/territory to confirm all licensing/certification requirements.

COUNCIL ON ACADEMIC ACCREDITATION (CAA) CONTACT

Concerns and questions related to academic and clinical training issues of the MA program should be directed first to the Speech Pathology & Audiology Department Chair, and then to the Department's Academic Dean. Confidentiality is strictly maintained at all levels.

Students (as well as consumers) may also contact the Council on Academic Accreditation (CAA) with complaints related to the department's compliance with program accreditation standards. Please follow the Complaint Procedure against Graduate Education Programs. As part of that process, complaints are submitted in writing to:

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

More information on accreditation standards is located at:
http://www.asha.org/academic/accreditation/accredmanual/section3/

PROGRAMS OF STUDY

BA-MA Program

If you are in the BA-MA program, refer to the information in Section Four for your full course sequence. Please note that years 4 and 5 in that course sequence are the same as years 1 and 2 in the MA Degree – Residential Mode, as described below.

MA Degree – Residential Mode

Students who have completed an undergraduate degree at other universities and successfully complete the graduate program requirements will earn an MA in Speech-Language Pathology. Sample course sequence is outlined below.

	Fall 1	Fall 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	SPAUD 505: Research Methods	SPAUD 503: Child Lang Disorders I	SPAUD 523: Dysphagia	SPAUD 508: Speech Sound Disorders	SPAUD 522: Cognitive Comm Disorders	SPAUD 514: Autism Spectrum Disorder
	SPAUD 502: Counseling	SPAUD 506: Aphasia	SPAUD 504: Child Lang Disorders II	SPAUD 519: Aural Rehabilitation	SPAUD 510: Fluency	SPAUD 512: AAC
	SPAUD 530: Clinical Practicum Clinic 1		SPAUD 531: Clinical Practicum Clinic 2		SPAUD 532: Clinical Practicum Clinic 3	
Year 2	SPAUD 520: Motor Speech Disorders	SPAUD 521: Voice Disorders	SPAUD 524: Cleft & Craniofacial Disorders	SPAUD 515: Seminar in SLP		
	SPAUD 540: Clinical Practicum Externship 1		SPAUD 541: Clinical Practicum Externship 2			

MA Degree 2-Year Track – Distance Education Mode

Students who have completed an undergraduate degree at other universities and successfully complete the graduate program requirements will earn an MA in Speech-Language Pathology. **Students should take note that this track requires an intensive time commitment. Students who are unsure about handling this workload are strongly encouraged to pursue the 3-year distance education track to ensure the best opportunity for success.** Students may change their track from the two-year track to the three-year track within the first 10 days of the program (before the "add a course" deadline) only. To remain on the 2-year track, a student must earn a B or better in every course. If a student fails to complete a course (or courses) with a B or better or withdraws from a required course, the student will be moved automatically to the 3-year track to reduce their academic load to support future success and to allow them time to retake the course (or courses). The course sequence for the 2-year track is outlined below.

	Fall 1	Fall 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	SPAUD 505: Research Methods	SPAUD 503: Child Lang Disorders I	SPAUD 523: Dysphagia	SPAUD 508: Speech Sound Disorders	SPAUD 522: Cognitive Comm Disorders	SPAUD 514: Autism Spectrum Disorder
	SPAUD 502: Counseling	SPAUD 506: Aphasia	SPAUD 504: Child Lang Disorders II	SPAUD 519: Aural Rehabilitation	SPAUD 510: Fluency	SPAUD 512: AAC
	SPAUD 530: Clinical Practicum Clinic 1		SPAUD 531: Clinical Practicum Clinic 2		SPAUD 532: Clinical Practicum Clinic 3	
Year 2	SPAUD 520: Motor Speech Disorders	SPAUD 521: Voice Disorders	SPAUD 524: Cleft & Craniofacial Disorders	SPAUD 515: Seminar in SLP		
	SPAUD 540: Clinical Practicum Externship 1		SPAUD 541: Clinical Practicum Externship 2			

MA Degree 3-Year Track – Distance Education Mode

Students who have completed an undergraduate degree at other universities and successfully complete the graduate program requirements will earn an MA in Speech-Language Pathology. Students may

change their track from the three-year track to the two-year track within the first 10 days of the program (before the "add a course" deadline) only. The course sequence for the 3-year track is outlined below.

<table>
<tr><td></td><td>Fall 1</td><td>Fall 2</td><td>Spring 1</td><td>Spring 2</td><td>Summer 1</td><td>Summer 2</td></tr>
<tr><td>Year 1</td><td>SPAUD 505: Research Methods</td><td>SPAUD 503: Child Lang Disorders I</td><td>SPAUD 523: Dysphagia</td><td>SPAUD 508: Speech Sound Disorders</td><td>SPAUD 522: Cognitive Comm Disorders</td><td>SPAUD 514: Autism Spectrum Disorder</td></tr>
<tr><td rowspan="2">Year 2</td><td>SPAUD 502: Counseling</td><td>SPAUD 506: Aphasia</td><td>SPAUD 504: Child Lang Disorders II</td><td>SPAUD 519: Aural Rehabilitation</td><td>SPAUD 510: Fluency</td><td>SPAUD 512: AAC</td></tr>
<tr><td colspan="2">SPAUD 530: Clinical Practicum Clinic 1</td><td colspan="2">SPAUD 531: Clinical Practicum Clinic 2</td><td colspan="2">SPAUD 532: Clinical Practicum Clinic 3</td></tr>
<tr><td rowspan="2">Year 3</td><td>SPAUD 520: Motor Speech Disorders</td><td>SPAUD 521: Voice Disorders</td><td>SPAUD 524: Cleft & Craniofacial Disorders</td><td>SPAUD 515: Seminar in SLP</td><td colspan="2"></td></tr>
<tr><td colspan="2">SPAUD 540: Clinical Practicum Externship 1</td><td colspan="2">SPAUD 541: Clinical Practicum Externship 2</td><td colspan="2"></td></tr>
</table>

THESIS (OPTIONAL)

Students deciding to pursue the thesis option will be encouraged to complete a scholarly activity that will be of sufficient quality for subsequent professional presentation and/or publication. A thesis is intended to acquaint the student with research methodology; it is expected that original research or replication of a research project will be undertaken. Students who select the thesis option should notify their advisor by their academic advising appointment in the fall of their first year of the MA program. The student should also identify a thesis advisor who is willing to work with them on their topic of interest. The thesis advisor will provide the student with the required guidelines and deadlines to ensure proper completion of a thesis. (See appendix.)

TRANSFER CREDIT

A student may transfer a maximum of six semester hours of graduate course credit into the MA program, subject to approval by the program and the university. Students seeking transfer credit should contact the graduate program director for approval prior to beginning the MA program. Students will be asked to provide syllabi and other course materials from the prior institution to assist in determining whether courses will transfer. Undergraduate credits will not be accepted as transfer credits for the MA program (e.g., undergraduate research methods, language disorders, speech sound disorders). All courses taken for transfer credit must be completed before beginning the MA program.

STUDENT ACADEMIC REQUIREMENTS

To practice as a speech-language pathologist, it is important to have the knowledge and skills necessary to be a competent professional as outlined by the American Speech-Language-Hearing Association. Therefore, the academic and core functions requirements are designed to be one method of ensuring a student's professional competency upon completion of the program. All students must indicate that they have read and understand the Retention Requirements and Core Functions documents by signing the

appropriate acknowledgment forms. There are separate retention documents for the BA program and the MA program.

COMPREHENSIVE EXAMINATION IN THE MA PROGRAM

Students must take and pass a comprehensive examination to earn an MA degree. The comprehensive examination is taken in the final semester of the student's MA program. Specific details on the format and timing of the exam are provided several months before the exam. The comprehensive examination must be taken on the specified date, without exception.

PRAXIS EXAM

To be certified and practice as a speech-language pathologist, students must pass the National Examination in Speech-Language Pathology (PRAXIS). The examination is designed to assess the student's ability to integrate academic and clinical knowledge in various areas of speech-language pathology and audiology. **Students should plan on taking the exam during the penultimate or final semester of their final year of the MA program; however, earning the MA degree is not dependent on passing the PRAXIS.**

RETENTION & REMEDIATION FOR MA STUDENTS

Remediation

Remediation is designed to improve an MA student's academic and/or clinical knowledge and skills, based on their performance in academic and clinical courses. Remediation can be used to address academic and/or clinical knowledge and skills. The steps for academic and clinical remediation are listed below. Remediation plans will not be implemented for MA students who have earned less than a 3.0 GPA for a second semester; these students will be dismissed from the MA program.

A remediation plan may impact a student's progress towards external clinical placement and eventual graduation, which therefore may result in additional financial costs and time commitments to the student. For example, a remediation plan for a student in the residential program could prevent a student from beginning an external clinical placement and require them to complete an additional clinical practicum experience in the Calvin Speech and Hearing Clinic and/or additional coursework. See "Prerequisites for External Clinical Placements" in this handbook.

Academic Remediation

Academic remediation will occur if a student does not demonstrate sufficient understanding and application of the course material and/or instructors raise concerns regarding core functions or professional behavior. Concerns regarding core functions or professional behavior will be addressed as a part of the clinical remediation plan. In lieu of individual academic remediation plans, students must retake the course the next time it is offered if the criteria below are met.

Criteria for Remediation

- In the syllabus for each course, instructors will identify student learning outcomes, corresponding KASA/certification standards, and assessment methods for each learning outcome. There will be at minimum two assessment methods specified for each learning outcome.
- The assessment methods listed will have objective data associated with them. For example, score on exams, rating on rubric, score on assignment, etc., and not, for example, class participation or discussion. The average score across the assessment methods will be calculated for each learning outcome.
- Students must achieve a minimum average of 80% (B) on each learning outcome to demonstrate competency. The average grade for each learning outcome will be used as part of the determination for the final course grade.
- Students are encouraged to meet with the instructor if needed to identify and discuss strategies that the student can implement during the semester.

After the grading is completed for the end of the semester

- **If the student does not earn a final course grade of B or better, the student must retake the course. A second grade below a B when retaking the course will result in the student being dismissed from the program.**
- If a student does not earn a final course grade of B or better, the instructor will send an email to the student and copy the department's operations manager who will document the course grade in the student's file and notify the student's academic advisor.
- Any student who fails a graduate course must meet with the graduate program director to determine an alternate course sequence. Approval from the graduate program director is required prior to enrolling in courses for the next semester.
- After meeting with the graduate program director, the student may register for the course the next time it is offered for the cohort, which under most circumstances is the following year. **The student should be aware that academic remediation may result in delayed externship start, delayed graduation date and additional tuition expenses for the academic course.**

Students who have earned below a B more than two times in the graduate curriculum will be dismissed from the program.

Clinical Remediation

Clinical grades are calculated using evaluation and progress reports, and final clinical competency evaluation grading rubrics. If a student does not meet the minimum competency of 80% in any of these areas, a clinical remediation plan will be created. The plan will outline the areas of concern, evidence that the student did not meet minimum competencies, support that will be provided to the student to facilitate knowledge and skill development, and how remediation outcomes will be measured. All remediation plans are reviewed by the clinic and program directors and will be discussed with the student at the start of the remediation semester.

- Students will have one semester to successfully complete the clinical remediation.

- Students may not remediate the same area more than one time. If a student does not meet the minimum competency for an area for which a remediation plan was already completed, they will not be offered a remediation plan and will instead be dismissed from the program.
- At the completion of the remediation plan, the student support and accountability committee will gather all pertinent information from faculty and staff to determine if the student successfully completed the remediation plan. The student will be notified of the decision, and a copy of the decision will be placed in the student's file.
- If the student support and accountability committee determines that the student did not successfully complete the remediation plan, the student will be dismissed from the program.

SECTION SEVEN: CLINICAL EXPERIENCES FOR MA STUDENTS

Each graduate student clinician will complete a minimum of five clinical practicum experiences. The clinical practicum experiences include a combination of simulated case studies, telepractice, and in-person therapy through the Calvin Speech & Hearing Clinic and multiple off-site placement settings. Clinical experiences are designed to provide depth and breadth of knowledge and experience, while meeting ASHA's requirements for certification.

SCREENING REQUIREMENTS OF ALL STUDENT CLINICIANS

According to university, state, and national regulations, graduate student clinicians are required to complete various screenings and checks at multiple points during the program, as outlined below.

All drug screenings, background checks, and immunization review are completed through a third-party vendor known as Castle Branch. Students must order these items through and follow all procedures outlined by Castle Branch. Results will be available to designated faculty/staff of the Speech Pathology & Audiology Department and will be maintained in each student's confidential records. Note: These are department requirements; students may be asked to complete additional screenings by practicum sites.

Background Checks & Drug Screening

- Students will complete their first drug screening and background check before starting the program. All students are considered conditionally admitted to the MA program pending completion of a background check and drug screen test of the department's choice.
- Please note that while cannabis is legal in many states, Calvin University follows federal regulations which state it is an illegal substance.
- Random drug screenings may occur at the request of the practicum site and/or by the Department of Speech Pathology and Audiology. If the student is selected for random testing, the Department or the practicum agency will notify them. A positive random drug screen may result in dismissal from the program and/or university disciplinary action.

- Felony convictions may influence a student's standing in the MA program. Regardless of a student's status in the MA program, students should be aware that background check results may affect their eligibility for licensure, certification, and clinical practice. Students who believe a mistake has been made on their criminal background check may contact the vendor directly to gain more specific information and resolve the issue if possible.
- The student has a continual obligation to report any criminal conviction to the MA Program Director within 30 days of its occurrence. Random criminal background checks may be performed. The student will sign an authorization for repeat checks and give permission for dissemination of those results.
- Calvin University Department of Speech Pathology and Audiology may furnish drug screening and background check information to the Dean of Students and to third parties, such as practicum sites, in the course of fulfilling its official responsibilities. The decision to accept students into a clinical placement setting is the prerogative of the practicum site and not Calvin University.

Health Screenings

There are inherent risks to working in the healthcare field, including exposure to communicable diseases. In alignment with requirements set forth by healthcare facilities, Calvin University requires students to be up to date on immunizations for Measles, Mumps, Rubella, Hepatitis B, Varicella, Tetanus, Diphtheria, and Pertussis and be tested for tuberculosis. While Calvin does not require influenza or Covid-19 vaccinations, many clinical sites do, and students will need to comply with the guidelines set forth by their external clinical placement sites.

If a student does not have access to their vaccination records, they must provide blood test results that indicate they have the appropriate level of immunity.

If students choose not to be vaccinated, they will significantly limit their options for externship locations. The Speech Pathology & Audiology department will work with these students to identify locations and opportunities where vaccinations are not required; however, the department cannot guarantee that students will be able to complete all necessary clinical practicums needed for graduation and subsequent certification. Students who are not vaccinated should seriously reconsider entering a healthcare and helping field where they will be exposed to communicable diseases and can be a carrier, potentially placing themselves and their clients/patients at risk.

BASIC LIFE SUPPORT TRAINING

In order to engage in any clinical practicum experiences, students must have an active certification in Basic Life Support (BLS) for healthcare providers. The department provides BLS training every September on campus. Students who do not participate onsite are responsible for locating, purchasing, and completing their own BLS training. Please note, BLS training for healthcare providers is more extensive than CPR-only training; completion certificates must indicate BLS training was completed.

CLINIC SESSION ATTENDANCE POLICY

Clinic Attendance Policy – SPAUD 530, 531, 532

Regular attendance is a professional expectation and an essential component of graduate education and experiential learning. Students are expected to attend all scheduled clinical sessions and arrive punctually. Attendance shall be calculated based on the total number of scheduled clinical sessions. Missed clinical time, including tardiness and early departures, shall be counted in the attendance calculation. Attendance requirements may affect the final course grade regardless of academic or clinical performance.

- Students who miss **more than 2** scheduled clinical sessions shall receive a reduction of **one full letter grade** (A to B, B to C, or C to D).
- Students who miss **more than 6** scheduled clinical sessions shall **not be eligible** to earn a final course grade of B or higher, regardless of academic or clinical performance.

Clinical sessions missed due to **approved accommodations** or **university-authorized absences** shall be excluded from the calculation of attendance percentages. **Documented extenuating circumstances** may be considered on a case-by-case basis by the Clinic Director and Program Director.

Clinical Instructors shall maintain attendance records for each student throughout the semester. Attendance percentages and any resulting grade reductions or limitations shall be determined based on these records.

Clinic Attendance Policy – SPAUD 540, 541

Regular attendance is a professional expectation and an essential component of graduate education and experiential learning. Students are expected to attend all scheduled externship days and arrive punctually. Attendance shall be calculated based on the total number of scheduled externship days. Missed clinical time, including tardiness and early departures, shall be counted in the attendance calculation. Attendance requirements may affect the final course grade regardless of academic or clinical performance.

- Students who miss **more than 3** scheduled externship days shall receive a reduction of **one full letter grade** (A to B, B to C, or C to D) and must make up the missed days.
- Students who miss **more than 10** scheduled externship days shall **not be eligible** to earn a final course grade of B or higher, regardless of academic or clinical performance.

Clinical sessions missed due to **approved accommodations** or **university-authorized absences** shall be excluded from the calculation of attendance percentages. **Documented extenuating circumstances** may be considered on a case-by-case basis by the Clinic Director and Program Director.

Clinical supervisors shall maintain attendance records for each student throughout the semester. Attendance percentages and any resulting grade reductions or limitations shall be determined based on these records.

CLINICAL PRACTICUM FEE

A clinical practicum fee has been established to cover costs associated with the clinical component of the MA program, including supervision and materials. In addition, this fee covers the cost of background checks, drug screening, and on campus BLS training. The fee amount is set annually by the university and will be charged to your student account upon enrollment in each practicum courses.

ETHICAL AND PROFESSIONAL BEHAVIOR

All student clinicians, including student observers, are to conduct themselves ethically and professionally when engaging in any clinical activities. Students must abide by the Code of Ethics of the American Speech-Language and Hearing Association (ASHA), the Calvin student conduct code, and all policies and procedures of the Calvin Speech and Hearing Clinic (found in this handbook) and off-campus practicum sites. Students' ethical and professional behavior is part of their retention requirements and assessed through clinical competency evaluations. Please see Appendix for retention requirements.

EXPERIENTIAL LEARNING CLOUD (ELC)

ELC is a FERPA-compliant educational management platform where clinical experiences, hours accumulated, instructor feedback, and competency scores are recorded across all clinical semesters. Student clinicians are responsible for ensuring their records remain up to date throughout their time in the clinical practica. Student clinicians will have access to ELC throughout their clinical experiences and in perpetuity after graduation.

INFECTION CONTROL

Infection control is important across all clinical settings because of the risk of transmission of chronic and communicable diseases in all types of settings. Student clinicians must follow the infection control policies and procedures of the practicum site. If a practicum site does not have specific policies or procedures, the student clinician should follow universal precautions.

CALVIN SPEECH & HEARING CLINIC

The Calvin Speech & Hearing Clinic has a physical and virtual location. The physical location is in North Hall on the Grand Rapids campus of Calvin University. The virtual clinic location operates via Microsoft Teams. Both locations are HIPAA-compliant and follow ASHA guidelines for supervision and

observation. Though distance education students are not required to visit physical location, they are part of the clinic in every other way.

Donation-Based Clinic

Clients are not charged a fee for services. Donations of any amount are welcomed and encouraged to cover costs and help the clinic remain sustainable. All donors are given a letter of receipt from Calvin University which can be used as a record of a taxable donation.

Emergency & Safety Procedures

Grand Rapids Location

In the event of weather emergencies, building evacuations, and other disasters, students must be aware of Calvin's emergency procedures. North Hall/Speech & Hearing Clinic's Emergency Liaison is the primary communications link with Campus Safety. The Emergency Liaison is responsible for informing staff, faculty, students, clients and their families, and guests where the shelter area and designated gathering place is in the building.

During a building evacuation, the Emergency Liaison will direct faculty and staff members to walk quickly through the department to verify that everyone is leaving. Then the Emergency Liaison will proceed to the designated gathering place. As faculty and staff members arrive at the gathering place, they are to report any issues of concern to the Emergency Liaison. Campus and public safety personnel will check with the Emergency Liaison for evacuation status reports and will notify the Emergency Liaison when buildings are cleared for reentry.

If a student or client is involved in an accident, a staff member will phone 911 and then contact Campus Safety. Under no circumstances will a student or client place themselves in a situation where contact with the blood of a client or student could occur. If blood is present, staff and/or faculty may provide assistance in emergency situations, but only while wearing gloves.

If a client has a known problem requiring specific medical intervention methodology or treatment, the spouse, caregiver, or parent must be present during all interactions with the client. Clinic personnel cannot perform medical intervention procedures that are not within the scope of practice of a speech-language pathologist or audiologist.

Given the possibility of injury, no child should be left unattended, either in a therapy room, in the hallways, or in the waiting area. The clinician must also verify that an adult has assumed responsibility for a child upon the completion of an appointment visit, if the responsible adult was not included in the therapy session.

Virtual Location

If an emergency were to happen during a virtual session, student clinicians would need to call 911 on behalf of their client. Therefore, students must have each client's address and phone number readily available for all sessions.

Sessions can never be conducted with someone who is actively driving a vehicle. A passenger in a vehicle may participate in sessions, although clinicians must consider their physical location (the supervisor

must be licensed in the state where they are physically located) and if the environment is conducive to a productive session.

Graduate clinicians should never contact a client using their personal phone. Clinical instructors may call a client using their Calvin-issued phone number or students may opt to use *67 to de-identify their calling information.

Confidentiality

In accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the ASHA Code of Ethics, students and clinical instructors at the Calvin Speech & Hearing Clinic must adhere to Federal privacy rules which protect health information (PHI) for treatment, payment, and health care operations. All students and clinical instructors are required to complete HIPAA training prior to seeing clients in the clinic.

The clinic will provide clients with a HIPAA form regarding privacy practices and how Calvin University must use and disclose health information. Clients or their designated guardians will sign the form to indicate that they understand their rights under HIPAA.

In accordance with HIPAA and the ASHA Code of Ethics, all information concerning past and present clients is strictly confidential. Examples of information not to be divulged to anyone without express and written permission include:

- Name, location, age, contact information, or pictures of client
- Nature of the problem
- Family information
- Audio and video recordings of the client
- Lesson plans
- Clinical documentation (including, but not limited to, SOAP notes, assessment results, and reports)

Confidentiality training will be provided throughout the clinical courses. As a general rule, students must avoid circumstances that may lead to violations of confidentiality including but not limited to the following:

- Conversations with other students or professionals who are not involved in the client's care
- Removing client information from the physical or virtual clinic space
- Leaving reports, lesson plans, or other materials where they may be read by others
- Conversations about clients in non-private locations where you may be overheard by other people not involved in the client's care
- Saving client information to your personal computer

Client Permission to Photograph and Audio/Video Record

Clients sign permission forms that allow the Calvin Speech & Hearing Clinic to record and analyze their clinical sessions for educational purposes. This information is for educational use and will not become part of the client's medical record. The clinic administrative assistant will present the permission forms to clients or guardians, renewing them annually for returning clients. Clients have the right to refuse permission at any time. The signed forms will be filed in the client's medical record. Audio and video recordings should only be made and used for clinical service provision or clinical education. As always, care should be taken with audio and video recordings to protect client confidentiality; listening and viewing should only occur in private rooms. All recorded material is stored on a secure server in the Calvin Speech & Hearing Clinic and is only accessible by password. Students must not give their passwords to anyone else.

Therapeutic Observation

Spouses, parents, legal guardians, and significant others of clients are permitted to observe therapy sessions in accordance with HIPAA guidelines via our video monitoring system. Arrangements should be made with the clinic administrative assistant. On occasion, family members are encouraged to join the client and clinician, especially during sessions to gather information.

Guests who wish to observe clinic sessions for educational purposes are required to read HIPAA educational materials, sign acknowledgement forms, and maintain standard HIPAA laws.

Intelligent Video Solutions (VALT) Recording System

Treatment in the Calvin Speech & Hearing Clinic is monitored by a secure recording system called VALT. Each session is recorded and shared with the student clinician, along with department staff and clinical instructors. Access to the VALT program is limited to Speech Pathology & Audiology faculty, staff, and student clinicians. It may only be accessed by computers on Calvin's network, ensuring security and protection of client information. Video recordings are considered educational material and will not become part of the client's medical record.

Telepractice

Student clinicians may provide diagnostic and intervention services via telepractice. Calvin Speech & Hearing Clinic uses Zoom, a HIPAA-compliant platform. Students are supervised by a Calvin clinical instructor who is ASHA-certified and licensed in the state where the client is located while receiving services.

ClinicNote Electronic Medical Record System

Client medical records are stored in a secure electronic medical records platform called ClinicNote. Student clinicians will be given individual access to ClinicNote using their Calvin University login and should maintain client confidentiality as described in this handbook. Students are responsible for keeping up with charting and medical records pertaining to their clients, including frequent chart audits,

and re-submitting missing documentation. Permanent client medical records may never be downloaded to other devices.

Clinic Facility & Maintenance

For all clients who attend the clinic at a regular time each week for the entire semester, room assignments are made at the beginning of the semester and posted on the clinic schedule. Other assignments can be made by the clinic administrative assistant on an as-needed basis.

Student clinicians are expected to keep the rooms neat and clean, as would be expected in any professional environment. Cleaning procedures include surface sanitization per clinic standards, vacuuming any heavily used areas, and removing any trash that may include food or medical waste.

In addition, there will be a team of graduate student clinicians assigned to monitor and clean the clinic each week. The clinic staff will provide the cleaning schedule, supplies, and cleaning checklist.

The Calvin Speech & Hearing Clinic is considered a medical site pertaining to any special orders for infection control from the state or federal government, including the Centers for Disease Control and Prevention. All clinic staff, student clinicians, and clients will be required to follow guidelines for the use of personal protective equipment (PPE) to prevent the spread of infection. If PPE is required, staff and students will be trained in the proper use of such equipment.

Clinic Calendar & Scheduling/Cancelation Policy

MA students will receive a clinic calendar and course syllabus which will list the beginning and ending dates of practicum, clinic closures, holidays, and due dates. Specific details for client appointments will be communicated by the clinical assistant at the beginning of the semester.

Clinic assignments are not optional and must be a first priority in the student's schedule. The clinic staff manages scheduling of the clients; however, student clinicians are responsible for contacting clients **the week before the initial therapy session.** Student clinicians may also need to send weekly appointment reminders to their clients.

- Calvin University is closed: Students will be informed by Calvin University's emergency text alert system if the Grand Rapids campus is closed due to weather or emergency. In the case of a closure of the Grand Rapids campus, the on-campus location of the clinic will also be closed. The clinical assistant will confirm the closure with students and provide details for notifying clients. **The virtual clinic will remain open, and student clinicians are expected to meet with their clients for scheduled sessions.**
- Client cancelation: Clients are requested to notify the clinic to cancel appointments. If the client notifies the student of a cancellation, the student must immediately notify their supervisor and the clinic administrative assistant. If a client has two absences in one semester, the clinic administrative assistant will contact the client and explain the importance of regular attendance. If additional absences occur, the clinic administrative assistant may contact the client notifying them of the termination of services and then make an alternative assignment for the student clinician.

- Student cancelation: Student clinicians who miss sessions because of illness or other excused absences should immediately contact their clinical supervisor and the clinic administrative assistant. An excused absence is defined as a clearly unavoidable absence due to illness of the student clinician, death in the student clinician's immediate family, or similar traumatic events. Student clinicians are required to find their own coverage from a fellow student clinician and communicate this change with their clinical instructor, clinic administrative personnel, and the clinic director. Vacations, persistent car trouble, and social events are not considered excused absences. Student clinicians should discuss any special needs for clinic release or scheduling with the Clinic Director. In the event of illness or emergency, the student clinician will make every effort to notify the clinical instructor, who will tell the student clinician whether to contact the client to cancel therapy or to find a replacement clinician.

Clinic Materials & Equipment

- At the Grand Rapids campus, a variety of assessment and intervention materials are available for student clinicians. An inventory of materials is maintained by the clinic staff and students must sign out and return anything they use. Students are expected to take excellent care of all clinic materials and will be held fully responsible for the replacement of materials that are not returned. In the virtual clinic, student clinicians will get access to a variety of digital assessment and intervention materials. Q-global and WPS are web-based assessment administration, scoring, and reporting programs available through Pearson and WPS Publishing. ***Digital assessment materials may only be used within and for clinical coursework.*** Use of this technology for any other purposes will result in penalties which may include dismissal from the program. In compliance with copyright and licensing regulations, student clinicians will receive digital test protocols/record forms that they may only use during the semester they are enrolled in the clinical course and must delete after use. Assessment materials must not be shared with others, even those also enrolled in the clinical course.
- Little Bee Speech Articulation Station app is a comprehensive articulation program for practice of English language phonemes at the word, sentence, and story levels. A free account will be available to student clinicians while they are engaged in telepractice. This app is only compatible with Apple devices at this time.
- Lesson Pix is a platform for creating custom online learning materials. Student clinicians will be eligible for a free subscription after completing a virtual training session.
- Boom Cards by Boom Learning are interactive learning activities for children with special needs. Student clinicians will get a free premium account where they will have access to pre-built activities and the opportunity to create their own.
- Tactus Virtual Rehab Center is a web-based therapy platform for medical SLPs working with adults. Student clinicians will get a free account during their time in the program where they will have access to treatment materials, educational handouts, and home exercise programs.

Due to copyright and licensing restrictions, the clinic's digital material library is limited, and the software above may not meet all clinical needs. Student clinicians are encouraged to seek out or create individualized evaluation and intervention materials as appropriate.

Dress Code

Appropriate professional dress and personal hygiene is required. Student clinicians must purchase and wear black scrubs as the designated uniform for the Calvin Speech & Hearing Clinic (Grand Rapids campus and virtual clinic). The uniform, along with a clinic name badge, is required to be worn for all clinical sessions. If students are judged to be dressed inappropriately, they will be required to change, which may result in missed clinical sessions.

Student clinicians at the Grand Rapids campus must be aware of safety standards related to dress. Dangling jewelry is prohibited. Open lesions must be adequately covered and protected from contamination. Closed-toed footwear must be worn.

EXTERNSHIPS

After successful completion of all prerequisites listed below, graduate student clinicians are eligible to complete externships (SPAUD 540 course sequence). Externships are carefully selected to offer a variety of experiences across settings. The same professionalism and ethical behavior detailed for the Calvin Speech & Hearing Clinic is expected at externship sites in addition to abiding by the specific rules of each site.

Prerequisites for External Clinical Placements

Prior to beginning the externship experience (SPAUD 540), graduate student clinicians must have successfully completed the first eleven academic courses and three clinical courses (see below) with a grade of B or better.

Graduate students may need to retake courses or complete remediation plans before starting externship experiences. This may result in a change in the student's plan of study or delay their graduation date, potentially by several semesters.

Prerequisite Courses that must be completed with a B or better prior to enrollment in SPAUD 540:

Coursework*	
SPAUD 505: Research Methods	SPAUD 530: Clinical Practicum Calvin Clinic I
SPAUD 502: Counseling	SPAUD 531: Clinical Practicum Calvin Clinic II
SPAUD 503: Language Disorders I	SPAUD 532: Clinical Practicum Calvin Clinic III
SPAUD 506: Aphasia	
SPAUD 523: Dysphagia	
SPAUD 504: Language Disorders II	
SPAUD 508: Speech Sound Disorders	
SPAUD 519: Aural Rehabilitation	

SPAUD 522: Neurocognitive Comm Disorders	
SPAUD 510: Fluency	
SPAUD 514: Autism	
SPAUD 512: Augmentative & Alternative Comm	

Prerequisite Courses (in addition to those above) that must be completed with a B or better prior to enrollment in SPAUD 541:

Didactic Courses	Clinical Courses
SPAUD 520: Motor Speech Disorders	SPAUD 540: Clinical Practicum Externship 1
SPAUD 521: Voice & Voice Disorders	

Placement Policies

Transportation
Student clinicians are responsible for securing reliable transportation to and from externship sites.

Place of Employment
Graduate student clinicians may complete an externship at their place of employment for one semester only under the following conditions: they must be supervised by someone other than their regular work supervisor and they must work with a different clinical population than they typically serve in their place of employment.

International Placements
Students may complete an externship outside of the United States with an ASHA credentialed SLP with approval from the program director.

Working as an SLPA
Hours accrued as part of an SLPA program of study or during employment as an SLPA cannot be counted as clinical experience for the MA program. Students may not be supervised by a current SLPA supervisor at any site for a practicum experience.

Clinical Supervisors
Students cannot be supervised by a relative, significant other, or any individual with whom they have a prior or standing personal relationship.

Obtaining Clock Hours

Students must complete the required number of unique full-time, in-person externships. While clinical clock hours are important and necessary to graduate, the primary goal of the externships is a well-rounded experience in each setting. Placements are established so that students not only obtain a variety of clinical experiences, but also have exposure to the non-clinical aspects of being an SLP, such as attending meetings, managing a caseload, building relationships with colleagues within and outside of the field, balancing work and home life, etc.

Process for Securing Externships

All externships are arranged by the department. The university must complete a Clinical Affiliation Agreement with the externship facility, which may take several weeks to finalize. Students may not begin an externship until all parties have signed the written affiliation agreement.

- Requested placement sites are NOT guaranteed.
- Students may be required to participate in an interview process prior to securing a placement.
- Students may not modify their externship sites or schedules without the express permission of the clinic director or their representative. If you have any questions or concerns about your external clinical placements before they begin, please communicate with the clinic director, *not* your external supervisor.
- For placements outside of Grand Rapids, students will be asked to provide information on local speech and hearing service providers and any contact information in the area.
- Efforts will be made to secure a placement within a 60-mile radius of a student's home, but this is NOT guaranteed.
- Distance education students should be open minded about placements and may need to relocate. Consider staying with friends, relatives, Air B&B, etc. that would support completing an externship in another location.
- Once a clinical practicum site is identified, the student will be prompted to send their resume and arrange a meeting and/or interview as needed.
- If a student plans to relocate during the externship process, they must notify the clinical coordinator at least 3 months in advance.

Externship Schedules

Externship schedules will be established by the department. Students are expected to be on-site for a minimum of 32 hours/week and to work the same schedule as their supervisor unless otherwise noted. Ordinarily, externships run the length of the semester. Student requests for part-time placements may be considered on a case-by-case basis.

Externship Attendance

Consistent attendance at clinical placements is critical and expected. Graduate student clinicians must communicate promptly with their externship supervisor and the clinical liaison regarding any unavoidable absences. In general, excused absences are clearly unavoidable circumstances such as illness of the student clinician, family emergencies, death in the student clinician's immediate family, and severe weather. Vacations, unreliable transportation, and social events are not extenuating circumstances that would warrant an excused absence. Student clinicians should discuss any special needs for absences from externships with their clinical supervisor and the clinical liaison as soon as possible.

Please refer to the externship attendance policy in this handbook for more information.

Specialized Training for External Clinical Placements

Some off-campus sites may require additional training, such as LSVT. Students are responsible for those costs. If such a cost is prohibitive, students should reach out to the clinic director for financial assistance options.

Declination of a Placement

A student's lack of reliable transportation, distance required to travel, family care needs, employment, or other personal obligations are not considered when assigning practicum placements. If a student declines a placement for the reasons above, the program is under no obligation to provide an alternate, more amenable site for a student in such cases. Exceptions to these policies are granted only in situations where a student's participation restrictions are secondary to a documented disability.

When a student has a clinical placement offered to them, they should strongly consider accepting it. Calvin cannot guarantee that an alternate placement will be identified for that semester and is under no obligation to seek out alternate sites. Students who decline a confirmed clinical placement may need to defer the externship until the following semester, which will delay graduation from the program. Flexibility is an integral part of being an effective Speech-Language Pathologist and students who do not demonstrate this within the clinical placement process may jeopardize their professional appearance which could be recognized by professionals within their community.

Dismissal from a Placement

A supervisor and/or site may discontinue a student's clinical placement at any time during the semester with written notice to the clinic director. In such circumstances, the student will be notified in a timely manner that their placement is discontinued, and they will withdraw from the externship course. The department will not identify or coordinate an alternate placement for the remainder of the semester. The student will retake that externship course the next time it is offered with a different clinical placement.

APPENDICES

CALVIN UNIVERSITY SPEECH PATHOLOGY AND AUDIOLOGY
RETENTION REQUIREMENTS FOR UNDERGRADUATE STUDENTS

Entering Calvin in Catalog Year 2026-2027

The Speech Pathology & Audiology Undergraduate Program at Calvin University will prepare students for graduate-level programs in the Speech-Language Pathology or Audiology professions. To practice as a speech-language pathologist or audiologist, it is important to have the knowledge and skills necessary to be a competent professional as outlined by the American Speech-Language-Hearing Association. Therefore, the minimum grade and core functions requirements for majoring in speech pathology and audiology are designed to be one of the processes of ensuring a student's professional competency upon completion of their academic work.

The requirements for remaining in Speech Pathology and Audiology major as an undergraduate student are:

- Students must earn at least a 3.0 GPA every semester. If a student earns below a 3.0 GPA in any one semester, the student will be placed on probation and must earn a 3.0 GPA for the remainder of the program. A second semester with an earned GPA below 3.0 will result in the student being terminated from the program.
- Students must meet the core functions required to practice as a speech-language pathologist, as outlined in the SPAUD Handbook. Failure of the student to meet the core functions requirements will result in the student being dismissed from the program.
- To maintain their guaranteed seat into the MA program, students must earn a program and cumulative GPA of 3.5 by the end of the spring semester prior to the start of MA coursework. Students must also have earned at least a B in all SPAUD courses at Calvin.
- Students must earn at least a B in every 500-level course. A student may earn below a B in each 500-level course only one time during their tenure at Calvin University. Students may retake SPAUD courses to improve their course grade. A second grade below a B in the same course will result in the student being dismissed from the program. Students who have earned below a B more than two times in the graduate curriculum (500-level courses) will be dismissed from the program.
- A student is expected to meet with his/her academic advisor at least once each semester to review their progress in the academic and clinical program. The Department Chair will submit the names of students in academic and/or clinical jeopardy to the Department's faculty for appropriate remediation action.

If you have any questions, please request a meeting with your academic advisor, the Speech Pathology & Audiology undergraduate program director, or department chair.

CALVIN UNIVERSITY SPEECH PATHOLOGY AND AUDIOLOGY
RETENTION REQUIREMENTS FOR GRADUATE STUDENTS

Entering the MA in Speech-Language Pathology Program in Catalog Year 2026-27

The MA in Speech-Language Pathology program at Calvin University will prepare students for entry-level skills in speech-language pathology. To practice as a speech-language pathologist, it is important to have the knowledge and skills necessary to be a competent professional as outlined by the American Speech-Language-Hearing Association. Therefore, the minimum grade and core functions requirements for completing the MA program are designed to be one of the processes of ensuring students' professional competency upon completion of their academic work.

For the purposes of this document, a graduate student in Speech-Language Pathology is defined as a student admitted into the MA program and taking 500-level courses. The requirements for remaining in the MA in Speech-Language Pathology program as a graduate student are:

- Students must pass each course in order to graduate. A grade of B is required to pass 500-level courses. Should a student earn below a B in a course, they may retake that course one time. If they earn below a B a second time in the same course, they will be dismissed from the program.
- Students who have earned below a B more than two times in the graduate curriculum will be dismissed from the program.
- Students must earn at least a 3.0 GPA every semester. If a student earns below a 3.0 GPA in any one semester, the student will be placed on academic probation. A second semester with an earned GPA below 3.0 will result in the student being dismissed from the program.
- Students must meet the core functions required to practice as a speech-language pathologist, as outlined in the Student Handbook. Failure of the student to meet the core functions requirements after remediation will result in the student being terminated from the program.
- Students are expected to meet with the clinic director and department chair each semester to review their academic and clinical progress. The department chair will submit the names of students not meeting academic or clinical standards, and/or core functions to the department's faculty for appropriate remediation action.
- Students who elect to write a thesis in the MA program must be in good academic and clinical standing throughout the thesis process.
- Retention in the graduate program is contingent upon successful completion of a criminal background check and drug screen and upon a review of disciplinary actions as documented by the Calvin University Student Life Division.

If you have any questions, please request a meeting with your academic advisor, MA program director, or the Department Chair.

CAPCSD
Council of Academic Programs in Communication Sciences and Disorders

A Guide for Future Practitioners in Audiology and Speech-Language Pathology: Core Functions

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

Instructions for Appropriate Use of this Document

This document may be used when:

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

This document must not be used:

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

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

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

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

Communication

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

- Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies
- Adapt communication style to effectively interact with colleagues, clients, patients, caregivers, and invested parties of diverse backgrounds in various modes such as in person, over the phone, and in electronic format.

Motor

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

- Engage in physical activities at a level required to accurately implement classroom and clinical responsibilities (e.g., manipulating testing and therapeutic equipment and technology, client/patient equipment, and practice management technology) while retaining the integrity of the process
- Respond in a manner that ensures the safety of clients and others

Sensory

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

- Access sensory information to differentiate functional and disordered auditory, oral, written, and visual communication
- Access sensory information to correctly differentiate anatomical structures and diagnostic imaging findings
- Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests

Intellectual/Cognitive

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

- Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies
- Employ informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the client/patient's needs
- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills
- Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care

Interpersonal

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

- Display compassion, respect, and concern for others during all academic and clinical interactions
- Adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies
- Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities

Cultural Responsiveness

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

- Engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provision of services.
- Demonstrate the application of culturally responsive evidence-based decisions to guide clinical practice

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

Glossary

- **Cultural responsivity** involves "understanding and respecting the unique cultural and linguistic differences that clients bring to the clinical interaction" (ASHA, 2017) and includes "incorporating knowledge of and sensitivity to cultural and linguistic differences into clinical and educational practices".
- **Evidence-based practice** involves "integrating the best available research with clinical expertise in the context of patient characteristics, culture, and preferences" (*Evidence-Based Practice in Psychology*, n.d.).

American Speech-Language-Hearing Association. (n.d.). *Cultural responsiveness* [Practice Portal https://www.asha.org/Practice-Portal/Professional-Issues/Cultural-Responsiveness/]

Evidence-Based Practice in Psychology. (n.d.). https://www.apa.org. Retrieved March 3, 2023, from https://www.apa.org/practice/resources/evidence

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Approved by the CAPCSD Board of Directors
April 3, 2023

Reference update April 25, 2023

Calvin University_SPAUD_Thesis Checklist and Timeline

The Speech Pathology and Audiology Department (SPAUD) offers students interested in research the option to complete a master's thesis. This document outlines the thesis process and the department's expectations of students who choose to complete a thesis track.

Thesis Credits

All thesis students will register for at least 4 graduate credits for thesis class (SPAUD 595) with their thesis advisor according to the following timeline. Even though you are officially registering in these semesters, work on the thesis project will most likely be initiated in earlier semesters. Failure to complete the thesis work assigned for a specific semester might require the student to re-register for that same section the following semester.

- 1 credit: I Summer
- 1 credit: II Fall
- 1 credit: II Spring
- 1 credit: II Summer

Checklist

The "complete by" date is to be decided together by the advisor and thesis student. The advisor will complete the "date completed" section based on the student's performance and the previously agreed deadline.

Topic Development

Checklist Items	***Complete by***	***Date completed***
Selection of advisor		
Tentative approval of general topic area		
Preparation of 4-5page ROL		
Formation of committee		N/A

For *selecting an advisor*, please schedule an appointment with faculty in the specific area of your interest to discuss about thesis projects and expectations. If you have not narrowed down your area of interest, please meet with faculty in the department to discuss about areas of specialty, faculty expectations, and potential opportunities for completing thesis projects.

The thesis candidate will submit a *4 to 5-page* (double-spaced, not including references) *review of literature* in the topic of interest to the departmental thesis committee. The candidate will follow the APA (most recent version) formatting style for preparation of this document. References must be provided at the end of the document. The departmental thesis committee will evaluate the scientific writing ability of the candidate and provide feedback/recommendations regarding the potential ability of the student to complete a master's thesis project.

The advisor will identify and invite three other faculty members (at least 2 from SPAUD) to form the *committee* for the thesis project.

Calvin University_SPAUD_Thesis Checklist and Timeline

Proposal Preparation

Checklist Items	***Complete by***	***Date completed***
Discussing sections for the proposal		N/A
Draft of introduction section		
Draft of ROL section		
Draft of method section		
Identifying proposal presentation/submission day		
Compiled proposal document approved by advisor		
Proposal document send to committee		
Proposal presentation		
Revisions to proposal		
Final approval of proposal document		
IRB proposal		
Meetings with advisor		

Your advisor and you will discuss the *different sections* expected for the proposal document. Typically, the document should have a cover page, table of contents, list of figures and tables, introduction, ROL, and proposed methods (format may vary slightly). Your advisor will discuss expectations for each of these sections. Please be aware that *multiple drafts* of some of these sections will need to be prepared prior to your advisor approving the final proposal document.

The proposal document is to be send to the committee members for review at least two weeks prior to the proposal presentation date. Following your proposal presentation, your committee will decide if *major or minor revisions* are required. If minor revisions are required, your advisor will approve of the final document once all the required changes and feedback from your advisor and committee have been incorporated. If major changes are recommended, all the committee members may review your proposal document again to decide on whether the project is approved, or another proposal presentation is required. Design adjustments may be made only with committee approval.

IRB proposal: At Calvin College, the advisor will be listed as the primary investigator for the thesis project and the thesis student will be listed as the co-investigator. The advisor will guide the thesis student in the preparation of all the elements of the IRB proposal. IRB approval must be obtained before participant recruitment and data collection. Substantial modifications may also require an addendum to IRB for approval of changes.

Calvin University_SPAUD_Thesis Checklist and Timeline

Data Collection and Analysis

Checklist Items	***Complete by***	***Date completed***
Finalizing research protocol		
Trials/Pilot participants – if applicable		
Begin data collection		
Completing data collection		
Data analysis		

Prior to data collection, you will finalize your *research protocol* with your advisor. This will involve getting all the approved materials for data collection ready. This may also involve completing trial runs of the protocol or collecting pilot data. Throughout the *process of data collection*, your advisor will provide guidelines and expectations for each stage regarding frequency of meetings, email correspondences/updates, and feedback on the research process. This will vary depending on the advisor and the nature of the research project.

Final Preparation of Thesis & Thesis Defense

Checklist Items	***Complete by***	***Date completed***
Draft of results section		
Drafts of discussion & conclusion sections		
Setting defense date		
Formatting of compiled thesis		
Advisor approval of complete thesis		
Thesis send to the committee		
Defense presentation		
Advisor approval of changes		
Final approval of thesis		
Printing and binding the thesis copies		
Distribution of thesis copies: advisor, library, and committee (if applicable)		

Calvin University_SPAUD_Thesis Checklist and Timeline

Following data collection, you will develop the results, discussion, and conclusion sections of the thesis project. Please be aware that *multiple drafts* of some of these sections will need to be prepared prior to your advisor approving the section.

Thesis defense: Thesis candidates will have an open defense of their project. The date of the defense will be advertised throughout the College through Calvin news and other social media. The committee members are expected to be given the thesis for review 2 weeks prior to the date of the defense. For the defense, the candidate will prepare a 20-minute presentation of the project. Following the presentation, the candidate will respond to questions from the audience. The audience will then leave the room, to allow for the committee members to question the candidate about the project. The following outcomes can be achieved after this question time: pass with minor revisions to be approved by the advisor, fail with major revisions to be approved by committee, fail with need to defend again. After *final approval of the thesis*, the document is to be printed and bound according to library specifications.

Information about authorship for manuscript submission: Please discuss this with your advisor.

Name of thesis student:

Name of advisor:

I have reviewed this form with my advisor and understand that failure to comply to these requirements are grounds for dismissal from the thesis project

_____	_____	_____
Printed name of student	Signature	Date

The following may be used for deciding timeline:
I Fall (beginning/mid/end)– fall semester, 1st year of graduate school
I Spring (beginning/mid/end)– spring semester, 1st year of graduate school
I Summer (beginning/mid/end)– summer semester, 1st year of graduate school
II Fall (beginning/mid/end)– fall semester, 2nd year of graduate school
II Spring (beginning/mid/end)– spring semester, 2nd year of graduate school
II Summer (beginning/mid/end)– summer semester, 2nd year of graduate school, all thesis work needs to be completed by August 1

Calvin University_SPAUD_Thesis Checklist and Timeline

For printing

Library copy

- Please provide the library with 2 printed copies of the thesis
- The library will pay to bind these and add them to our collection (one copy to general stacks and one copy to the Rare Book Collection).
- Contact: Kim Fields

Departmental copy

- Advisors retain one bound copy
- Contact for bindery: http://www.wbmbindery.com/.
- Toll Free: 1-800-214-2463
- Local: 519-627-3552
- The easiest thing is to send them a pdf, and they can print and bind it. If you want to save postage, the delivery person can bring it back on the same day he delivers to us. He comes every 3 weeks.
- 2 copies of cover page – one that is to be bound and the other to be used by the company
- All masters theses are bound in black with gold lettering just on the spine.
- Call and figure out the template
- Cost per copy $20
- Invoice provided on delivery, charge to account