



*The University of Mississippi*  
***Department of Communication Sciences &  
Disorders***

# **ACADEMIC & CLINICAL GRADUATE HANDBOOK**

## **School of Applied Sciences**

**The University of Mississippi  
Department of Communication Sciences and Disorders  
Academic Graduate Handbook**

Updated 2-26-18

# Graduate Student Academic Handbook

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Overview: M.S. in Speech-Language Pathology  
CSD Vision, Mission, & Values

## **Department of Communication Sciences and Disorders**

### **Strategic Plan**

**2018-2021**

In November 2017, The University of Mississippi announced a strategic plan, *Flagship Forward*, built around four pillars of excellence; three are designed to engage the entire university community. These three pillars: Academic Excellence, Healthy and Vibrant Communities, and People, Places and Resources support the goals central to Communication Sciences and Disorders teaching, research, and service initiatives.

#### **DEPARTMENT VISION**

- Our vision is to provide an exemplary educational experience that prepares the next generation of researchers, scholars, and leaders in the field of communication sciences and disorders.

#### **DEPARTMENT MISSION**

Our mission is to:

- Educate speech-language pathologists who are independent thinkers and problem-solvers and who are able to perform at the highest levels within the discipline, such that they can assist individuals with communication and swallowing disabilities reach their personal potential and maintain a quality of life over the lifespan.
- Educate students who are culturally competent with a global perspective and who can provide evidence-based clinical care for individuals they serve with communication and swallowing disorders.
- Conduct transformative research on the biological and developmental bases of communication as well as conduct research to advance treatments for individuals with communication and swallowing disorders.
- Engage in outreach activities that directly benefit and support the university community, students, as well as individuals and their families.
- We commit to maintaining a positive collaborate environment both within and beyond the discipline as a means to provide new and innovative solutions for people with communication and swallowing disorders.

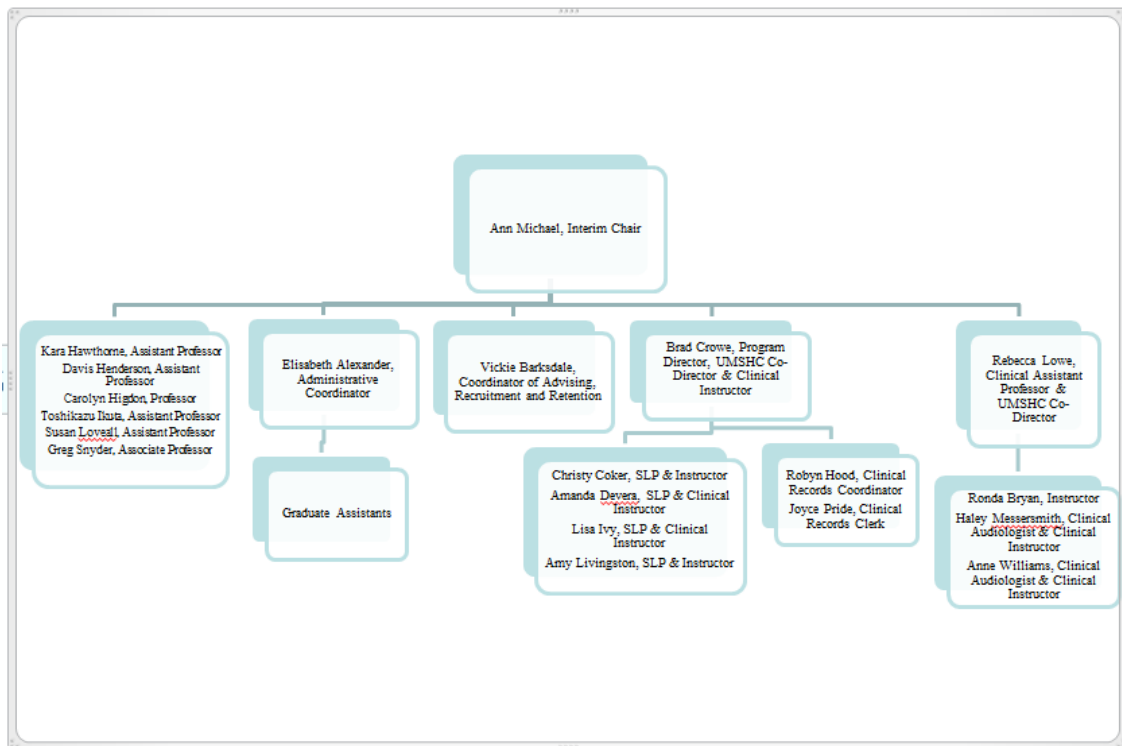
#### **DEPARTMENT VALUES**

- We commit to being good stewards of our resources by sharing our knowledge and expertise with students, our clients and their families, other professionals, the general public, and with collaborating colleagues in clinical practice and academia.
- We commit to providing an educational program that places an emphasis on the integrated connections of research, teaching, and clinical service.

- We accept the challenge and responsibility to advance scientific knowledge of communication sciences and disorders through basic and clinical research.
- We pledge to provide the highest quality of ethical clinical care to the community of individuals with communicative disorders.
- We commit to a work environment that protects academic freedom and encourages honesty, openness, and integrity.
- We commit to meeting all state and federal guidelines relative to ensure student and patient privacy.
- We commit to working together as a team to support, respect, and encourage one another.

# Communication Sciences & Disorders Administrative Structure and Governance

## Communication Sciences & Disorders



**Department of Communication Sciences & Disorders  
2017-2018 Departmental Directory**

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<p><b>Robyn B. Hood</b> <i>Clinical Records Coordinator</i> 100-D George Hall 662-915-7950 rbhood@olemiss.edu</p>	<p><b>Dr. Tossi Ikuta, Ph.D.</b> <i>Assistant Professor &amp; Clinical Speech Language Pathologist</i> 311 George Hall 662-915-5121 tikuta@olemiss.edu</p>	<p><b>Lisa Ivy</b> <i>Clinical Speech Language Pathologist &amp; Instructor</i> 206 George Hall 662-915-5291 lisaivy@olemiss.edu</p>	<p><b>Dr. Susan Loveall, Ph.D.</b> <i>Assistant Professor &amp; Graduate Program Coordinator</i> 307 George Hall 662-915-5126 sjloveal@olemiss.edu</p>
<p><b>Amy Livingston</b> <i>Clinical Speech Language Pathologist &amp; Instructor</i> 207 George Hall 662-915-5682 ajliving@olemiss.edu</p>	<p><b>Dr. Rebecca Lowe, Ph.D.</b> <i>Co-Director: Speech and Hearing Center &amp; Clinical Assistant Professor</i> 309 George Hall 662-915-7574 Rl1@olemiss.edu</p>	<p><b>Dr. Haley Messersmith, AUD</b> <i>Clinical Audiologist &amp; Instructor</i> 111 George Hall 662-915-2246 hemcgee@olemiss.edu</p>	<p><b>Joyce Pride</b> <i>Clinical Records Clerk</i> 100 George Hall 662-915-7271 jmpride@olemiss.edu</p>



<p><b>Dr. Greg Snyder, Ph.D.</b>  <i>Associate Professor</i>  310 George Hall  662-915-1202  gsnyder@olemiss.edu</p>	<p><b>Dr. Anne Williams, AUD</b>  Clinical Audiologist &amp;  Instructor  115 George Hall  662-915-1454</p>	<p><b>Fax-Clinic</b>  915-7263  <b>Fax-CSD Dept.</b>  915-5717  <b>Lobby Phone</b>  915-5121</p>	
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### Important Campus Numbers

Admissions (in MS)	800-OLEMISS
Admissions (outside MS)	662-915-7226
Bookstore	662-915-5899
Bursar/Financial Aid	1-800-891-4596
Career Center	662-915-7174
Counseling Center	662-915-3784
Dean of Students	662-915-7284
Directory Assistance-Automated	662-915-8411
Directory Assistance-Operator	662-915-7211
Graduate School	662-915-7474
Human Resources	662-915-7431
ID Center	662-915-7423
IT Helpdesk	662-915-5222
Library	662-915-5861
Registrar	662-915-7792
School of Applied Sciences	662-915-7900
Student Health	662-925-7274
The Inn at Ole Miss & Conference Center	662-234-2331
Turner Center-Day	662-915-5591
Turner Center-Nights/Weekend	662-915-5597
Union Cafe	662-915-7127
University Box Office	662-915-7411
University Police-Non Emergency	662-915-7234
University Police-Traffic/Parking	662-915-7235
University Police Department-Emergency	662-915-4911
Writing Center	662-915-7689

## Important Links

American Speech-Language-Hearing Association (ASHA)

<http://www.asha.org>

Blackboard

<http://blackboard.olemiss.edu>

Department of Communicative Sciences & Disorders

<http://csd.olemiss.edu/>

FAFSA (Free Application for Federal Student Aid)

<http://www.fafsa.ed.gov/>

Financial Aid

[http://www.olemiss.edu/depts/financial\\_aid/](http://www.olemiss.edu/depts/financial_aid/)

My Ole Miss

<https://my.olemiss.edu/irj/portal>

National Student Speech Language Hearing Association (NSSLHA)

<http://www.nsslha.org/default.htm>

University of Mississippi

<http://www.olemiss.edu>

University of Mississippi Graduate School

<https://gradschool.olemiss.edu/>

University of Mississippi Libraries

[http://www.olemiss.edu/depts/general\\_library/](http://www.olemiss.edu/depts/general_library/)

Registrar

<http://www.olemiss.edu/depts/registrar/>

Council of Academic Accreditation

<http://caa.asha.org/>

Overview: M.S. In Speech-Language Pathology  
Graduate Program Overview

## Graduate Program Overview

### Accreditation Status

The Master's of Science education program in speech-language pathology at The University of Mississippi 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. The Current CAA Accreditation Cycle is April 2011-March 2019.

### Graduate Program

To become a certified Speech-Language Pathologist (SLP), it is necessary to earn a Master's Degree, complete a Clinical Fellowship Year, and pass the Praxis II. Our master's program is designed to fulfill the academic and practicum requirements for clinical certification established by the American Speech-Language-Hearing Association (ASHA), as well as for licensure in most states. Our graduate program can be completed full-time or part-time.

#### *Graduate Degree Requirements for M.Sc.in Speech-Language Pathology*

1. A minimum of 58 credit hours, including 43 hours of academic course work and 15 hours of graduate practicum.
2. 400 clinical clock hours, including 25 observation hours and 375 hands-on hours. A minimum of 325 hours must be earned under the direction of the University of Mississippi CSD faculty and/or approved offsite supervisors. Under special arrangements, portions of practicum can be completed elsewhere.
3. Graduate students must maintain a minimum of a 3.0 grade point average in the department to maintain enrollment, to qualify for graduation and to qualify for department financial aid consideration.
4. Graduate students must successfully complete the exit requirements: a thesis or comprehension examinations.
5. Full-time students are expected to be enrolled in the program for two years, including the summer between their first and second years. Part-time students are expected to complete the program in three years, including summers.

The academic and clinical curriculum of CSD is designed to facilitate and guide students to achieve the knowledge and skills required for entry-level practice as speech-language pathologists. This is accomplished through a designed series of courses and clinical practica that help students learn content in nine disorder areas and to learn how to analyze the best available evidence to support clinical decisions across the disorder

areas. The curriculum presents a balance of courses that emphasize science as well as professional behaviors. This full-time program is designed to be completed in five consecutive semesters starting in the fall semester. The part time program is designed to be completed in three years including summer coursework. Curriculum and course descriptions can be found on the CSD website <http://csd.olemiss.edu/Academic Program>

### **Academic Program**

The academic coursework sequence occurs over the five semesters of the program. Academic courses are intended to provide each student with the theoretical background, knowledge, and essential skills necessary to engage as a student-clinician under the supervision of a certified speech-language pathologist.

### **Clinical Program**

The clinical coursework sequence occurs across all five semesters of the program. Clinical courses are designed to give students multiple and varied opportunities for clinical skill development in on-campus and off-campus, community settings. Clinical experiences begin in the first semester of the graduate program. Clinical assignments are designed to provide opportunities for students to encounter a variety of client-clinician experiences. The goal is to apply classroom knowledge to the clinical setting and to demonstrate progressively higher levels of thinking and clinical problem-solving skills and independence over time.

### **University of Mississippi Academic Calendar**

The academic and clinical coursework sequence occurs over five semesters of the program. The following links provide the University of Mississippi Calendar for the academic year of 2017-18.

<https://registrar.olemiss.edu/fall-2017/>

<https://registrar.olemiss.edu/spring-2018/>

<https://registrar.olemiss.edu/full-summer-term-2018/>

### **Professional Functions**

Professional functions refer to the communication, motor, intellectual/cognitive, sensory/observational, and professional/behavioral/social capacities necessary for full participation in academic and clinical learning environments in order to achieve satisfactory mastery of the knowledge and skills required for entry-level practice in speech-language pathology. Prior to registration in courses admitted students are required to review and acknowledge capacity to fulfill these essential functions. Failure to meet or maintain the Professional Functions may result in a recommendation for dismissal from the program. The Professional Functions are fully described in Appendix A.

Overview: M.S. In Speech-Language Pathology  
Certification and Licensure

## **Certification Standards for Speech-Language Pathology** *Knowledge and Skills Acquisition*

Students can find information regarding certification standards for the Certificate of Clinical Competence in Speech-Language Pathology at the following link:  
<http://www.asha.org/uploadedFiles/SLP-Certification-Handbook.pdf>

Students are encouraged to track when and how they have met the requirements of each standard. The department may choose to assist in this, but students are ultimately required to track their own knowledge and skills acquisition. Students are encouraged to keep syllabi to aid in their documentation.

Students should note that the Council on Academic Accreditation updated standards for accreditation of graduate education programs in Speech-Language Pathology. These changes were approved February, 2016, and will go into effect August 1, 2017. Links to both the previous and new standards are provided below.

2014 Standards: [http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/#Standard\\_IV](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/#Standard_IV)

2017 Standards: <http://caa.asha.org/wp-content/uploads/Accreditation-Standards-2017.pdf>

### **Mississippi Licensure**

For information regarding Mississippi Licensure requirements for Speech-Language Pathology, please visit the following links:

[https://msdh.ms.gov/msdhsite/\\_static/30,0,82,93.html](https://msdh.ms.gov/msdhsite/_static/30,0,82,93.html)

<https://www.asha.org/advocacy/state/info/MS/licensure/>

<https://www.asha.org/advocacy/state/info/MS/MSteachrequire/>



Overview: M.S. In Speech-Language Pathology  
General Program Policies

## General Program Policies

### FERPA

Students at The University of Mississippi have the right of privacy with respect to personal information.

The Family Educational Rights and Privacy Act of 1974 (FERPA or the Buckley Amendment) is a federal law that governs access to students' educational records, which are records that contain information directly related to a student that are maintained as official working files by the University. Under FERPA, students have the right to gain access to their educational records, and such access includes the right to inspect and review the records, the right to obtain copies of the records (a copying fee may be charged), and the right to challenge or supplement information on file. Public or "directory" information about a student that may be released to anyone upon request includes the student's name, address, email address, telephone listing, academic major, dates of attendance, awards received, participation in officially recognized activities and sports, and weight and height of a member of an athletic team. Students may request that the University not release directory information by completing a FERPA block form in the University's Registrar Office.

Pursuant to FERPA, once a student reaches 18 or attends a postsecondary institution, parents no longer have access to their children's educational records, unless the student is claimed as a dependent as defined by Section 152 of the Internal Revenue Code of 1986 or the student provides the University with written consent to allow such disclosure. The only exception to this rule is in the case of violations of the University's alcohol and drug policies by students under age 21. In such cases, information regarding the violation may be released to parents, regardless of whether the student is considered a dependent or independent student.

In general, the University will not release information contained in a student's educational records to a third party without written consent of the student. Prior written consent from the student is not required, however, under the following circumstances:

- If it is directory information and the student has not requested that such information be withheld;
- To the parents of a student classified as dependent under the Internal Revenue Code;
- To the parents of a student who violated the University's alcohol or drug policies, if the student is under age 21;
- To University officials who have a legitimate educational interest;
- To officials at another institution in which the student seeks to enroll;
- In connection with a health or safety emergency if necessary to protect the student or others;
- To financial aid lenders checking enrollment status for loan purposes;
- To authorized representatives of the:

- o Secretary of the United States Department of Education;
- o Office of the United States Comptroller General;
- o State and Local Education authorities as part of an audit or program review;
- In response to a court order and/or subpoena after reasonable effort to notify eligible student (unless ordered not to contact the student by the Court); or
- To an alleged victim of any crime of violence or non-forcible sex offense, the final results of the University judicial proceeding regarding such an alleged offense.

Additional Information is available from the Office of General Counsel at the University of Mississippi: <https://legal.olemiss.edu/legal-issues/family-educational-rights-and-privacy-act/>

### **Notice of Nondiscrimination Policy**

As a recipient of federal financial assistance, The Department of Communication Sciences and Disorders and University of Mississippi Speech and Hearing Center does not exclude, deny benefits to, or otherwise discriminate against any person on the grounds of race, color, or national origin, or on the basis of disability or age in admission to, participation in, or receipt of the services and benefits of any of its programs and activities or in employment therein, whether carried out by The University of Mississippi Speech and Hearing Center directly or through a contractor or any other entity with whom The University of Mississippi Speech and Hearing Center arranges to carry out its programs and activities.

This statement is in accordance with the provisions of Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Regulations of the U.S. Department of Health and Human Services issued pursuant to the Acts, Title 45 Code of Federal Regulations Part 80, 84, and 91. (Other Federal Laws and Regulations provide similar protection against discrimination on grounds of sex and creed).

In case of questions concerning this policy, or in the event of a desire to file a complaint alleging violations of the above, please contact: The University of Mississippi Speech and Hearing Center at 662-915-7271.

### **Student Conduct**

Summary/Purpose: This policy states the expected standards for student academic integrity, describes examples of academic misconduct, including cheating and plagiarism, and explains disciplinary procedures, sanctions, and appeal procedures.

<https://policies.olemiss.edu/ShowDetails.jsp?istatPara=1&policyObjidPara=10817696>

## **Policy for Student Information and Privacy in Online Education**

This policy applies to all credit-bearing online learning courses and programs offered by the University of Mississippi, beginning with the application for admission and continuing through to a student's graduation, transfer, or withdrawal from study.

Summary/Purpose: The purpose of this policy is to ensure that the University of Mississippi operates in compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) [20 U.S.C. 1099b, July 1, 2009], concerning the verification of student identity and the student's right to privacy in online and distance learning. All credit-bearing courses and programs offered through online learning methods must verify that the student who registers for an online education course or program is the same student who participates in and completes the course or program and receives academic credit. At the same time ensuring that all stakeholders, both internal and external, actively protect the student's privacy rights.

<https://policies.olemiss.edu/ShowDetails.jsp?istatPara=1&policyObjidPara=11873531>

## **Policy for Proctored Assessments in Online Education**

Summary/Purpose: The primary purpose of this document is to acquaint University of Mississippi faculty with their obligations and resources related to proctored assessments in online education. This policy does not apply to online courses offered by the Office of iStudy or the University of Mississippi High School.

<https://policies.olemiss.edu/ShowDetails.jsp?istatPara=1&policyObjidPara=11873537>

## **Information Confidentiality/Security**

Summary/Purpose: This policy articulates an enterprise-wide commitment to information security and sets standards for how confidential information maintained by the University of Mississippi (UM) is to be protected. The purpose of this policy is to ensure that UM employees at all levels, as well as contractors, understand their roles and responsibilities in reducing institutional risk as related to information security. Access to sensitive information is subject to policies, guidelines, and procedures that are set by UM, the Mississippi Institutions of Higher Learning (IHL), and the Mississippi Department of Information Technology Services (MS-DITS), as well as federal and state laws. Adequately securing customer information is not only the law but also good business sense. Poorly managed customer data opens doors to identity theft and provides access to sensitive information that could result in loss to customers.

<https://policies.olemiss.edu/ShowDetails.jsp?istatPara=1&policyObjidPara=10654991>

## **IT Appropriate Use Policy**

Summary/Purpose: This policy sets forth the privileges of and restrictions on students, faculty, staff, and other users with respect to the computing and telecommunications systems offered by the University of Mississippi (UM). This is not limited to

desktop/laptop systems, handheld/mobile computers, lab facilities, centralized servers, classroom technology, the wired and wireless campus networks, cloud-based services, etc. This policy defines and gives examples of various sorts of activities which are detrimental to the welfare of the overall community and which are therefore prohibited. It also describes the process by which violators are identified, investigated, and disciplined. It should be noted that certain legal activities are in violation of this policy and are prohibited with respect to University computing and network systems. This policy is designed to protect the University community from illegal or damaging actions by individuals, either knowingly or unknowingly. Inappropriate use exposes the University to risks, including virus attacks, compromise of network systems and services, legal issues, and possible financial penalties. This policy directly addresses copyright issues related to illegal downloads and peer-to-peer file sharing.

<https://policies.olemiss.edu/ShowDetails.jsp?istatPara=1&policyObjidPara=10642998>

### **Student Support Services**

Several support services are available to university students. All faculty and staff are also aware of the range of services and can inform students of services available. Services available are: Disability Services, Wellness, and Financial Aid.

The department of Communication Sciences and Disorders adheres to all University, State, and Federal laws and applications to provide services, accommodations, and strategies to individuals with disabilities.

<https://secure4.olemiss.edu/umpolicyopen/ShowDetails.jsp?istatPara=1&policyObjidPara=10881938>

Faculty advisors, professors, and clinical supervisors also work with each student to best meet the learning expectations and needs. Office hours are provided by professors and individual staffing times are set for each student-client pairing. These times are maintained throughout each academic semester. Students are also provided feedback throughout each semester so that adaptations can be made proactively and reactively during each academic and clinical experience.

Students may seek assistance from the university Student Disabilities Services office if it is determined that additional information or assistance is needed. The student would follow the actions described in the following links in order to have official accommodations at the university which may be applied to their academic and clinical educational activities.

<https://sds.olemiss.edu/accomodations/>

<https://sds.olemiss.edu/apply-for-services/>

Wellness services are available to all university students. Wellness service includes the **UM Counseling Center and UM Student Health**. The UM Counseling Center, <https://counseling.olemiss.edu/> offers individual and group therapy, consultation, and crisis intervention. These services are free to University of Mississippi students who are currently enrolled in classes. UM Student Health, <https://healthcenter.olemiss.edu/>

promotes the health and well-being of students through education, prevention, and care of acute medical conditions. UM Student Health also provides pharmaceutical services. There are no office visit charges at UM Student Health, but other charges may be incurred dependent on services needed. Additionally, there is student health insurance available for international students and graduate students with an assistantship.

The university also offers financial aid services for all students. The Office of Financial Aid offers support to students in the form of financial assistance and planning for cost of attendance and daily living. For more information visit: <https://finaid.olemiss.edu/>

Additional information regarding the above described services, along with additional services available through the University of Mississippi Division of Student Affairs, are available through the following link: <https://studentaffairs.olemiss.edu/departments/>

The university has available a University Ombuds to serve the University community in discussing and/or obtaining assistance with a variety of concerns that may affect the campus environment. The Ombuds is available to faculty, non-faculty employees, and graduate students for assistance in creating an environment that remains dedicated to the University of Mississippi Creed. For more information, visit the following link: <http://ombuds.olemiss.edu/>

### **Student Concerns, Complaints, or Grievances**

The University of Mississippi is dedicated to supporting and sustaining a safe and scholarly community of learning dedicated to nurturing excellence inside and outside of the classroom. The University Creed identifies community values to foster and maintain a safe and scholarly community, and the spirit of the Creed is incorporated into every University policy and procedure.

From the time of application for admission through the actual awarding of a degree, students accept the rights and responsibilities of membership in the University's community. Students are expected to uphold community values by exercising a high standard of conduct at all times. Each student has a duty to become familiar with University values and standards reflected in University policies.

The *M Book* contains many of the University's values and standards. Annually, the Office of the Dean of Students and the Office of Conflict Resolution and Student Conduct publish the *M Book* to assist students with understanding their rights and responsibilities.

While the *M Book* is a compilation of many different policies, it is an abbreviated guide of University policies and not a complete digest of all policies. For a complete listing of policies, please visit the University Policy Directory.

<https://conflictresolution.olemiss.edu/m-book>

## University Policy Directory

The University of Mississippi Policy Directory is a collection of policies governing the University. The policies listed in the University of Mississippi Policy Directory are official and subject to change at anytime. Each policy is distinguished by a code made up of two sets of letters and two sets of numbers. The first three letters distinguish the University division; for example **DSA** stands for **Division of Student Affairs** and **ADM** stands for **Administration and Finance**. The second set of letters represents the department area within that division. For example, **DS** represents the **Office of the Dean of Students**, and **FA** represents **Financial Aid**. The two sets of numbers represent the individual policies within that department or area. When one sees the policy **DSA.DS.400.001**, the division responsible for the policy is the **Department of Student Affairs**, the department responsible for the policy is the **Dean of Students**, and **400.001** outlines the University policy regarding the official **Recognition of Student Organizations**.

*Use this book as a guide but be sure to check the Policy Directory for all current and updated policies at the University of Mississippi.*

<https://secure4.olemiss.edu/umpolicyopen/index.jsp>

### Student Complaints **DSA.DS.100.003**

Students at the University have the right to complain, whether verbally or in writing, regarding any area of academic or student life without fear of coercion, harassment, intimidation, or reprisal from the University or its employees. Students also have the right to expect a timely response to any complaint. Defamatory or baseless charges may cause a student to be held responsible for violations of University policies or for action through the courts.

Student concerns should be resolved at the lowest possible University unit that has the authority to act as quickly as practicable. Because no single process can serve the wide range of possible complaints, the University provides specific processes for responding to certain kinds of student complaints. Where University policy provides a specific complaint or grievance procedure, an aggrieved student should use that procedure.

Examples of established procedures for specific types of student complaints:

- University Conduct Process
- Traffic Appeals
- Grade Appeals
- Academic Discipline
- Financial Aid
- Mississippi Residency
- Sexual Harassment
- Discrimination
- Housing
- Scholarships
- Academic Standing.

### General Complaint Procedures for Students

Students may use the following procedures to formally question the application of any

University regulation, rule, policy, requirement or procedure, not otherwise covered by a more specific policy or procedure.

**Step One:**

The student should meet with the University decision-maker concerned to discuss the complaint and to attempt to arrive at a solution. This meeting should occur no later than 30 calendar days after the action which resulted in the complaint.

**Step Two:**

If the student's complaint is not resolved at Step One, that student must, within 14 calendar days of the Step One meeting, submit a written complaint to the next level in the University's administrative structure (department chair, director or his/her designee in the administrative unit within which the complaint originated). The complaint must be signed and dated by the student. The name and title of the person to whom the request should be addressed can be obtained from the employee in Step One. If the student's issue cannot be resolved by the Step Two administrator by telephone call or email correspondence, he or she shall make a reasonable effort to arrange for a meeting with the student and the employee within 14 calendar days from the date that the request is received. If this timeframe cannot be met, the Step Two administrator will notify all parties in writing and determine a mutually agreeable time. The meeting should be informal, with a candid discussion of the problem in an attempt to find a solution. The Step Two administrator may give an oral decision at the close of the meeting, or he or she may choose to take the matter under advisement. Typically, the Step Two administrator will render a final decision within 14 calendar days, informing all parties of the decision in writing.

**Step Three:**

If the student wishes to appeal the Step Two decision, he or she may appeal to the dean or vice chancellor at the next level in the administrative structure of the University within 14-20 calendar days from the date of the Step Two written decision. The student may obtain from the employee in Step One or Step Two the name and title of the person to whom the request should be addressed. The appeal must be in writing, signed and dated. Upon receiving this written appeal, the Step Three administrator will review all information concerning the complaint and appeal and render a written decision within 14 days from the date of receipt of the appeal. The Step Three administrator's decision is final. In all cases, if the final decision requires any change to an official record of the University, the University employee must comply with all University regulations and procedures necessary to accomplish the change.

**Procedure to File a Complaint with CAA**

Complaints Against Graduate Education Programs

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

Criteria for Complaints

Complaints about programs must meet all of the following criteria: a. be against an accredited graduate education program or program in candidacy status in audiology or speech-language pathology; b. relate to the Standards for Accreditation of Entry-Level



Graduate Education Programs in Audiology and Speech-Language Pathology [PDF] in effect at the time that the conduct for the complaint occurred, including the relationship of the complaint to the accreditation standards; c. be clearly described, including the specific nature of the charge and the data to support the charge; d. be within the timelines specified below:

if the complaint is being filed by a graduate or former student, or a former faculty or staff member, the complaint must be filed within one year of separation\* from the program, even if the conduct occurred more than 4 years prior to the date of filing the complaint;

if the complaint is being filed by a current student or faculty member, the complaint must be filed as soon as possible, but no longer than 4 years after the date the conduct occurred;

if the complaint is being filed by other complainants, the conduct must have occurred at least in part within 4 years prior to the date the complaint is filed.

\*Note: For graduates, former students, or former faculty or staff filing a complaint, the date of separation should be the date on which the individual was no longer considered a student in or employee of the graduate program (i.e., graduation, resignation, official notice of withdrawal or termination), and after any institutional grievance or other review processes have been concluded.

Complaints also must meet the following submission requirements: a. include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA; b. include the complainant's name, address, and telephone contact information and the complainant's relationship to the program in order for the Accreditation Office staff to verify the source of the information; c. be submitted using the CAA's complaint form [DOC] d. must be complete at the time of submission, including the complaint and all appendices; e. append documented evidence in support of the complaint, including as appropriate relevant policies/procedures, relevant correspondence (including email), timelines of referenced events, etc. Complainants should not enclose entire documents; only the specific pages should be included that present content germane to the complaint. Page numbers to these appendices should be referenced in the complaint. Materials may be returned to the complainant if not properly organized to support the complaint. f. must submit all complaints and supporting evidence in English, consistent with the business practices of the CAA; g. be signed and submitted in writing via U.S. mail, overnight courier, or hand delivery—not via e-mail or as a facsimile—to: Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology American Speech-Language-Hearing Association 2200 Research Boulevard, #310 Rockville, MD 20850.

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

Procedures:

## Determination of Jurisdiction

Within 15 days of receipt of the complaint, Accreditation Office staff will acknowledge receipt of the complaint and will forward a copy of the complaint, from which any information that would reveal the complainant's identity has been redacted, to the Executive Committee of the CAA. The original letter of complaint will be placed in an Accreditation Office file separate from the program's accreditation file. The Executive Committee of the CAA will then consider and vote to determine whether the complaint meets the above criteria. An affirmative vote by two thirds of the voting members of the Executive Committee, exclusive of the Chair, is required to proceed with an investigation of a complaint. If the Executive Committee of the CAA makes the determination that the complaint does not meet the above-listed criteria, the complainant will be informed within 30 days of the letter transmitting the complaint to the Executive Committee that the CAA will not investigate the complaint.

## Investigation of Complaint

If the Executive Committee of the CAA determines that the complaint satisfies the above-listed criteria, the CAA will investigate the complaint. The CAA will base its review on the Standards for Accreditation in effect as of the date that the conduct which serves as the basis for the complaint occurred. a. The Chair of the CAA will inform the complainant within 30 days of the letter transmitting the complaint to the Executive Committee that the Council will proceed with an investigation. Because it may be necessary to reveal the identity of the complainant to the affected program or to other potential sources of relevant information, the complainant will be required to sign a waiver of confidentiality within 30 days of the letter indicating that the CAA will proceed with its investigation. The complainant will be given the opportunity to withdraw the complaint during that time. If the complainant does not wish to pursue the matter, the investigation will be concluded. As noted above, if the complainant does not wish to withdraw the complaint, the complainant will be asked to keep the initiation of an investigation confidential by signing the waiver. b. Within 15 days of receipt of the waiver of confidentiality or after the 30-day period for withdrawing the complaint has elapsed, if the waiver was submitted with the complaint, the Chair of the CAA will notify the program director and the institution's president or president's designee by certified return receipt mail that a complaint has been registered against the program. The notification will include a copy of the complaint from which the name of the complainant has been redacted. The CAA will require the program to respond within 10 days of the letter forwarding the complaint as to whether or not it intends to provide complete responsive information and supporting documentation considered relevant to the complaint. The CAA may draw reasonable inferences from a program's failure to provide a response to the complaint. The program must respond to all of the specific elements identified in the complaint and describe how the program addressed the concerns with the complainant. The formal complaint response will be due 45 days from the date of the notification letter. The institution's president or president's designee may contribute to the response. The program may request an extension to file its response if extenuating circumstances exist by making a formal request in writing to the Accreditation Office no later than the original due date. The extension request must include the rationale for the request, a detailed description of the progress made to develop its response, and an estimate of

the additional time needed that may not extend beyond 45 additional days from the original due date. The CAA's Executive Committee will review the information in making its decision whether to grant an extension. c. Within 15 days of receipt of the program's response to the complaint, the Chair of the CAA will forward the complaint and the program's response to the complaint to the CAA. The identity of the complainant will not be revealed to the members of the CAA or to recipients of requests for information, unless a majority of CAA members consider such disclosure necessary for the proper investigation of the complaint. If the majority of Council members conclude that individuals other than the complainant, the program director, and the institution's president or president's designee may have information relevant to the complaint, the Chair of the CAA will request such information. All conflict of interest policies and voting protocols regarding the CAA members' participation and voting on complaints also will apply to these complaint procedures. d. After reviewing the complaint, the program's response to the complaint and other information requested by the CAA Chair as referenced above, the CAA will determine its course of action within 30 days. Such actions include, but are not limited to, the following: dismiss the complaint, recommend changes in the program to be implemented within a specified period of time (except for those areas that are solely within the purview of the institution), continue the investigation through a focused site visit to the program, place the program on probation, withhold/withdraw accreditation. e. If the CAA determines that a site visit is necessary, the program director and the institution's president or president's designee will be notified, and a date for the site visit will be scheduled expeditiously. The program is responsible for payment or reimbursement of reasonable expenses associated with the site visit. The site visit team is selected from the current roster of CAA site visitors and includes the required composition of all typical site visit teams. During the site visit, consideration is given only to those Standards with which the program is allegedly not in compliance. The site visit team will submit a written report to the CAA no later than 30 days following the site visit. As with all other site visits, only the observations of the site visitors will be reported; site visitors will not make accreditation recommendations. The CAA will forward the report to the program director and the institution's president or president's designee within 15 days of receiving the report from the site visit team. The program or institution shall be given 30 days from the date on which the report is postmarked to the program director and the president or president's designee to provide a written response to the Chair of the CAA. The purpose of the response is to comment on the accuracy of the site visit report and respond to it. f. The CAA will review the complaint, the program's response to the complaint, and other information requested by the CAA Chair as referenced above, including the site visit report and the program's response to the report, and will take one of the following actions within 21 days of receipt of the program's response: dismiss the complaint, recommend modifications of the program to be implemented within a specified period of time (except for those areas that are solely within the purview of the institution), place the program on probation, withhold/withdraw accreditation. g. If the CAA withholds or withdraws accreditation, the program director and the institution's president or president's designee will be informed within 15 days of the CAA decision that accreditation has been withheld or withdrawn. That notification will also include a statement describing the justification for the decision and shall inform the program of its option to request Further Consideration. Further Consideration is the mechanism whereby the program can present documentary

evidence of compliance with the appropriate Standards and ask the CAA to reevaluate its decision to withhold/withdraw accreditation. h. If the program does not exercise its Further Consideration option in a timely manner, the CAA's decision to withhold or withdraw accreditation will be final, and no further appeal may be taken. If accreditation is withheld or withdrawn, the Chair of the CAA will notify the Secretary of the U.S. Department of Education at the same time that it notifies the program of the decision, consistent with the CAA's Public Notice of Accreditation Actions policy. i. If the program chooses to request Further Consideration, the CAA must receive the request within 30 days from the date of the notification letter. With the request for Further Consideration, the program must submit additional written documentation to justify why accreditation should not be withheld or withdrawn. No hearing shall occur in connection with Further Consideration requests. The CAA will evaluate the request for Further Consideration and take one of the following actions within 30 days: recommend modifications of the program to be implemented within a specified period of time (except for those areas that are solely within the purview of the institution), place the program on probation, withhold/withdraw accreditation. j. Within 15 days of its decision, the CAA will notify the program and the complainant of its decision. k. If the CAA decision after Further Consideration is to withhold or withdraw accreditation, the program may appeal the decision in accord with the appeal procedures described herein.

Summary of Time Lines

The following summarizes the time lines in the complaint process, beginning from the date a complaint is received. The complaint is acknowledged within 15 days of receipt and forwarded to the CAA Executive Committee. If the Executive Committee determines that the complaint does not meet criteria for complaints, the complainant is informed within 30 days that the CAA will not investigate. If the Executive Committee determines that the complaint meets criteria, the complainant is informed within 30 days of the determination that the CAA will proceed with investigation. The complainant is given 30 days to sign a waiver of confidentiality or withdraw the complaint. Within 15 days of receipt of the waiver of confidentiality, the complaint is sent to the program for a response, which must be submitted within 45 days. The program must submit its notice within 10 days of notification of the complaint whether it plans to file a response. Within 15 days of receipt of the program's response, the Chair forwards the complaint and program response to the CAA for review. Within 30 days, the CAA determines a course of action. If the CAA determines that a site visit is necessary, the visit is scheduled and the site visit team submits a report to the CAA within 30 days of visit. Within 15 days, the site visit report is forwarded to the program for its response within 30 days. The CAA takes action within 21 days of the program's response. If the CAA withholds/withdraws accreditation, the program is notified within 15 days of the CAA's decision. The program has 30 days to request Further Consideration. If the program does not request Further Consideration, the decision is final and the CAA notifies the Secretary of U.S. Department of Education (ED); if program timely requests Further Consideration, the CAA takes action within 30 days. The CAA informs the program and the complainant within 15 days of the decision following Further Consideration.

#### Complaints Against the Council on Academic Accreditation

Complaints against the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) may be filed by any individual(s).

## Criteria for Complaints

Complaints against the CAA must meet the following criteria: • relate to the content or the application of the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech-Language Pathology [PDF], or the policies, procedures, and operations that were in use by the CAA at the time the conduct being complained about occurred; • be clearly described, including the specific nature of the charge and the documentation to support the charge; • must be filed within 1 year of the date the conduct being complained about occurred. Complaints also must meet the following submission requirements: • include the complainant's name, address, and telephone contact information in order for the Accreditation Office staff to verify the source of the information; • must be complete at the time of submission, including the complaint and all appendices; • append documented evidence in support of the complaint, including as appropriate relevant policies/procedures, relevant correspondence (including email), timelines of referenced events, etc. Complainants should not enclose entire documents; only the specific pages should be included that present content germane to the complaint. Page numbers to these appendices should be referenced in the complaint. Materials may be returned to the complainant if not properly organized to support the complaint. • submit all complaints and supporting evidence in English, consistent with the business practices of the CAA; • be signed and submitted in writing via U.S. mail, overnight courier, or hand delivery— complaints will not be accepted via e-mail or as a facsimile— to the following address: Vice Presidents for Academic Affairs American Speech-Language-Hearing Association 2200 Research Boulevard, #310 Rockville, MD 20850. The complainant's burden of proof is a preponderance or greater weight of the evidence.

## Procedures: Determination of Jurisdiction

Within 15 calendar days of receipt of the complaint, Accreditation Office staff will acknowledge receipt of the complaint and will forward a copy of the complaint to the Vice Presidents. The original letter of complaint will be filed in the Accreditation Office. If either of the Vice Presidents for Academic Affairs have a conflict of interest with the complainant, only one Vice President will implement the procedures in accordance with CAA's conflict of interest policy. The Vice Presidents will determine whether the complaint meets the above criteria. If the Vice Presidents make the determination that the complaint does not meet the above-listed criteria, the complainant will be informed within 30 calendar days of transmitting the complaint to the Vice Presidents that the complaint will not be investigated.

## Investigation of Complaint

If the Vice Presidents determine that the complaint meets the above-listed criteria, the complaint will be investigated as specified below. The investigation will be based on the policies and procedures in effect at the time of that the alleged conduct occurred, which serves as the basis for the complaint. a. The Vice Presidents inform the complainant within 30 calendar days of the letter transmitting the complaint to the Vice Presidents that the investigation will proceed. Because it may be necessary to identify the complainant to the CAA, the Review Committee, or to other sources of relevant information, the complainant will be required to sign a waiver of confidentiality within 30

calendar days of the letter indicating that the complaint will be investigated. The complainant will be given the opportunity to withdraw the complaint during that time. If the complainant does not wish to pursue the matter or does not file the waiver within 30 calendar days, the process is concluded. If the complainant wishes to proceed, the complainant is asked to keep the initiation of an investigation confidential, pending the investigation and processing of the complaint. Within 15 calendar days of receipt of the waiver, or after the 30-day period for withdrawing the complaint has elapsed if the waiver was received with the complaint, the Vice Presidents will notify the CAA that a complaint has been registered against the council and that an investigation is in process. The notification will include a copy of the complaint from which the name of the complainant has been redacted. The CAA may request an unredacted copy within 15 calendar days of receipt if needed for its response. The CAA will be asked to provide complete responsive information and supporting documentation that it considers relevant to the complaint within 45 calendar days of the date of the notification letter. The CAA may request an extension to file its response if extenuating circumstances exist, but the time line will not be extended beyond 45 additional days from the original due date. The extension request must be submitted no later than the original due date and include the rationale for additional time requested, which will be considered by the Vice Presidents in making its decision whether to grant an extension.

b. The Vice Presidents shall appoint a Review Committee to review the complaint against the council within 30 calendar days of receipt of the complainant's waiver of confidentiality, or after 30 calendar days to withdraw the complaint has elapsed. The Review Committee shall consist of three members. To ensure that the committee is thoroughly familiar with accreditation standards and council policies and procedures, the Committee shall consist of two past members of the CAA who have served during the preceding 5 years, none of whom shall have any relationship to or conflict of interest with, the complainant. The third committee member shall be a public member who has served in that capacity on an ASHA board or committee, e.g. CAA, Council for Clinical Certification, Board of Ethics, within the past 5 years. Accreditation staff shall maintain a list of individuals who are qualified by prior service on the CAA to serve on ad hoc review committees. The list shall be updated on an annual basis and made available to the ASHA Vice Presidents for Academic Affairs as needed. All past CAA members of ad hoc review committees shall be selected from that list. Accreditation staff will identify public members from other ASHA boards and committees, to provide to the Vice Presidents if needed in assembling a review committee. The Vice Presidents will contact each selected person to determine his/her willingness to serve on the Review Committee and shall designate one of them as chair. The Vice Presidents will provide to the Review Committee members materials to support the review of the complaint (i.e., CAA's Accreditation Handbook, including the conflict of interest policy, review process guidelines and materials, recommendation options, etc. Review Committee members are expected to sign a confidentiality agreement.

c. Within 15 calendar days of receipt of the CAA's response to the complaint, the Vice Presidents will forward the complaint and the CAA response to the complaint to the Review Committee.

d. The function of the Review Committee is to determine whether the CAA followed its policies, procedures, and operations as indicated in the Accreditation Handbook, including the content and consistent application of its Standards, relevant to the complaint based on its review of the complaint materials and CAA's response to the complaint. Within 60 calendar days from the date material

related to the complaint is mailed to the Review Committee and after reviewing all relevant information, the Review Committee shall report to the Vice Presidents its recommendations. Such recommendations may include, but are not limited to: • dismissal of the complaint, • recommended changes in council policies and procedures to be implemented within a specified time period; • other recommended steps (e.g.,...need description of what those might be). e. Within 15 calendar days receipt of the Review Committee's report, the ASHA Vice Presidents will disseminate the Review Committee's recommendations/report to the CAA and to the complainant. f. A full discussion of the recommendations of the Review Committee shall be placed on the agenda for the next regularly scheduled meeting of the CAA for consideration of appropriate council action. In the event that more immediate action is required, the CAA may have a conference call for discussion and consideration of appropriate council action. The CAA shall make a final determination that is consistent with the Review Committee's recommendations and that is in accordance with the requirements for the CAA's external recognition. The CAA will inform the Vice Presidents of its decision/action plan within 15 calendar days of its final decision. g. The Vice Presidents will notify the complainant of council action on the complaint within 15 calendar days of the council's decision in the matter. Decisions of the council relative to complaints may not be appealed.

#### Summary of Time Lines

- The complaint is acknowledged and forwarded to the Vice Presidents within 15 calendar days of receipt.
- If the Vice Presidents determine that the complaint does not meet the criteria for complaints, the complainant is informed within 30 calendar days that the complaint will not be investigated.
- If the Vice Presidents determine that the complaint meets the criteria, the complainant is informed within 30 calendar days that the investigation will proceed.
- The complainant is given 30 calendar days to sign a waiver of confidentiality or withdraw the complaint.
- Within 15 calendar days of receipt of the waiver of confidentiality or after the 30-day period to withdraw the complaint has elapsed if the waiver is received with the complaint, the complaint is sent to the CAA for a response within 45 calendar days.
- Within 30 calendar days of receipt of the waiver of confidentiality, the Vice Presidents appoint a Review Committee to review the complaint.
- Within 15 calendar days of receipt of the complaint, the CAA may request an unredacted copy of the complaint if needed for its response.
- Within 15 calendar days of receipt of the CAA's response, the Vice Presidents forward the complaint and the CAA response to the Review Committee.
- Within 60 calendar days, the Review Committee determines the recommended course of action and forwards its recommendations to the Vice Presidents.
- Within 15 calendar days of receipt of the report, the Vice Presidents disseminate the Review Committee's recommendations to the CAA and to the complainant.
- The CAA discusses the Review Committee recommendations at its next regularly scheduled meeting (or by conference call if immediate action is required) and takes appropriate action. The CAA informs the Vice Presidents of the action within 15 calendar days of its final decision.
- The Vice Presidents notify the complainant of the CAA action within 15 calendar days of the CAA's decision.

<https://caa.asha.org/programs/complaints/>

## **Student Withdrawal from a Course**

Registration for a course makes the student responsible for attending that course until the course is completed or until, with the approval of the instructor and the dean of the Graduate School, the registrar authorizes withdrawal from the course. The last day that a student may withdraw from a class without a record of enrollment in each semester is listed in the Academic Calendar.

## **Student Withdrawal from the University**

A student who wishes to withdraw from the university (i.e., withdraw from all courses) during the course of a semester, intersession, or summer term can withdraw online at **myOleMiss.edu** or can provide written notification via fax, mail, or in person to the Office of the Registrar. Appropriate university offices (**Student Housing, Financial Aid, Bursar, ID Center, Library**, and Academic Dean) will be notified of the withdrawal. Full refunds of tuition and fees (minus a processing fee) are given for withdrawals during the first 10 days of classes of a regular semester, and no refunds are given after the 10th day of classes. Students who withdraw must apply for readmission if not enrolling for the subsequent term.

## **Graduate Credit for Senior Undergraduates**

Under certain conditions, University of Mississippi seniors within 15 semester hours of the bachelor's degree may enroll for a maximum of 3 semester hours of graduate courses at the 500 level, and seniors within 12 semester hours of the bachelor's degree may enroll for a maximum of 6 semester hours of graduate courses at the 500 level on which graduate credit will be given towards a degree program in the Graduate School. The conditions are that the student must have an overall grade-point average of at least 3.00 on the last 60 hours of undergraduate work and be otherwise qualified for admission to the Graduate School, that these courses must not be counted towards satisfying the requirements for the bachelor's degree, and that the department chair concerned and the dean of the Graduate School must have approved the courses for graduate credit before the undergraduate enrolls in them. Whereas the general rule is that a maximum of 6 semester hours can be earned by an undergraduate for graduate credit, this maximum can be extended for specifically approved programs that are designed to accelerate a student's entry into a University of Mississippi graduate or first professional program. Courses taken by undergraduates for graduate credit must be designated with the suffix G. Under no circumstances may undergraduates enroll in courses at the 600 level or above.

## **Transfer of Graduate Credit from Another Institution**

A student may receive credit for work accomplished in recognized, regionally accredited institutions upon the recommendation of the department and the approval of the dean of the Graduate School. Only courses for which the student received the grade of B or higher may be transferred. Transfer of credit from another institution will not be accepted for workshops, internships, and other courses of a similar nature, and for courses in which regular letter grades are not awarded. Grades from other institutions may not substitute for unsatisfactory grades earned at the university; nor may the grade of A or B earned at another institution be used to offset a lower grade earned at the university.



Transfer work from another institution that constitutes an overload while enrolled as a full-time student at the University of Mississippi will not be accepted.

All transfer of credit is subject to the following conditions: (1) The residence or degree credit requirement is not reduced. (2) The other graduate school must offer a graduate degree in the field in which the work has been completed. (3) The credit must be recommended by the student's department in the university as specifically applicable to the student's degree program.

With department approval, a student may transfer up to one half, but no more than 12 hours, of the graded coursework credit hours required for a masters or specialist degree program (e.g., up to 12 hours may be transferred if the degree program requires 24 hours of graded coursework, or up to 9 hours if the degree program requires 18 hours of graded coursework). The 6-hour transfer policy also applies within the university. No more than 6 hours, subject to departmental approval, may be applied from a previous master's degree to a second master's degree. There is a six-year time limit on the applicability of transferred credit, as there is on all credits applicable towards the master's degree. No work will be accepted for transfer to a doctoral program, but departmental doctoral program requirements may be waived or reduced as a result of graduate work completed at other institutions; however, Graduate School minimum degree requirements must be met.

For full University of Mississippi Graduate School Policies:

<http://catalog.olemiss.edu/graduate-school/academics>

## Clinical Program Policies & Procedures

## Requirements Prior to Assignment to Clinical Practicum

### **Technical Skills: Eligibility Requirements and Professional Functions**

In order to acquire knowledge and skills requisite to the practice of speech-language pathology, which includes the provision of services in a variety of clinical settings with patients who have a diversity of needs, students are expected to demonstrate the potential to develop essential functions in five areas: communication, motor, intellectual-cognitive sensor-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certifications. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience.

### **Observational Requirements**

Most students who enter the graduate program have completed the required 25 hours of supervised observation as part of their undergraduate program. It is expected that the student observed treatment and/or assessments of areas are included in the ASHA scope of practice and that all hours were supervised and signed by an ASHA certified clinician. Documentation of signed observation hours can be found in the student's academic file. If students have not completed their observational requirement, they may do so simultaneously while involved in their graduate clinician educational program; however, it is required that students participate in some guided observational experiences *prior to* participating in any patient-contact time. In this situation, supervisory feedback from the certified clinician will be given either during the observation session or immediately afterwards through conversation; or afterwards by review of pre-approved written reports or summaries submitted by the student (Standard V-C).

### **Communication Competency Requirement**

As part of the student's orientation to the graduate program, students complete a communication screening. If they fail the screening, they will be scheduled for follow up with their academic advisor and, if they choose, may receive treatment. This is to ensure that all students demonstrate the ability to communicate intelligibly and effectively with patients and faculty.

Most students require feedback as they learn technical writing skills used for documentation and report writing. Students get on-going formative and summative feedback on both their oral and written skills throughout their clinical program. Over time, students are expected to compose written reports of clinical observations, evaluation and treatment sessions, and outcomes sufficiently for entry into professional practice (Standard V-A). Students must demonstrate English writing that is grammatically correct and use basic rules of technical writing (e.g., punctuation and capitalization) appropriately.

Students need to comprehend English language expressed orally and in written form. They must also demonstrate oral English speech and language production that is readily understandable by clients. Moreover, students must be able to appropriately model articulation, voice, fluency, vocabulary, and grammar of the English language. A student's speech and language skills must be intelligent and comprehensible enough for administration of speech, language, and swallowing assessment techniques and intervention strategies in a reliable and valid manner. Any concerns regarding student communication competence should be brought to the Clinic Director's attention immediately.

Students whose first language is not English must achieve a score level of Advance High on the OPIc test before being considered for placement into Clinical Practicum. Graduate students in Audiology and Speech-Language Pathology are eligible for support in acquiring English skills in the HSC as a means to achieve sufficient English for placement in clinical practicum.

### **Medical Clearance**

All students participating in practicum are required to complete TB Mantoux test series annually. As a safety precaution, all students seeking off-campus training sites will be required to have documentation of current immunizations and other required health records. Some sites require evidence of flu shots. Students should obtain verification of all immunizations for their personal records. The Department does not guarantee the student's clinical educational requirements can be met if the student's immunization record precludes them from off-site practicum sites.

### **Criminal Background/Child Abuse Clearance**

The University requires that students meet state-required background checks. In addition, off campus educational and medical settings may require clinicians to complete criminal background checks prior to placement, as well as drug screens. Some facilities may require that criminal background checks and drug screens be current for the year of beginning off campus placement. For example, documentation completed in the Fall of the prior year would not be adequate for clearance for the Fall of the subsequent year. Educational and medical settings may modify requirements from year to year. The Department does not guarantee a student's clinical education requirements can be met if their background check precludes them from placements in required sites.

### **Cardiopulmonary Resuscitation (CPR) Certification**

All students participating in practicum are required to complete CPR training approved by the American Heart Association, and to maintain current CPR certification throughout their graduate program. Medical sites may require completion of training resulting in CPR for Health Care Providers designation, rather than basic. Documentation of current CPR certification will be kept on file with the Clinical Administrator. Students will receive notification prior to the beginning of the Fall semester regarding a day, time, and location for CPR training. All participants pay a fee for this training.

### **HIPAA and Code of Ethics Training**

A central part of professional behavior includes following ethical guidelines as defined by

the ASHA Code of Ethics and adhering to both HIPAA confidentiality and security guidelines. Students are expected to complete online and in-service presentations, as well as read and study the guidelines as part of the program of study. During Fall orientation, students are expected to review the HIPAA confidentiality module and Code of Ethics module, as well as Infection Control module. Students will review the ASHA Code of Ethics throughout the graduate program. If at any time students have questions about HIPAA guidelines or ethical issues, they are expected to get clarification from a certified speech-language pathologist, audiologist, or the Departmental Privacy Officer.

### **Research Ethics Training**

All students who have contact with human subjects or human subject data must receive training the protection of human subjects. Information on completing training and submitting IRB applications can be found at: <https://www.research.olemiss.edu/irb>

### **Professional Liability Insurance**

All student clinicians enrolled in clinical practicum are automatically covered with malpractice insurance through a blanket policy written for the University. The cost of the policy is covered by tuition. The minimum coverage for each clinician is \$1 million per occurrence and \$3 million aggregate.

## Academic Program Policies and Procedures

## **The University of Mississippi Communication Sciences and Disorders Graduate Program Student Outcomes**

These outcomes are based upon the Knowledge and Skills Acquisition Form for certification in speech-language pathology provided by the American Speech Language Hearing Association.

The student must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases

The student must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:

1. Articulation
2. Fluency
3. Voice and Resonance
4. Receptive and Expressive Language
5. Hearing, including the impact on speech and language
6. Swallowing
7. Cognitive Aspects of Communication
8. Social Aspects of Communication
9. Communication Modalities (oral, manual, augmentative and alternative communication, and assistive technology)

The student must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

The student must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate alternative methods):

1. Evaluation (must include all skill outcomes for each of the 9 major areas)
  - a. Conduct screening and prevention procedures (including prevention activities)
  - b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals
  - c. Select and administer appropriate evaluation procedures, such as behavioral observations non-standardized and standardized tests, and instrumental procedures
  - d. Adapt evaluation procedures to meet client/patient needs

- e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
- f. Complete administrative and reporting functions necessary to support evaluation
- g. Refer clients/patients for appropriate services
- 2. Intervention (must include all skill outcomes for each of the 9 major areas)
  - a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process
  - b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)
  - c. Select or develop and use appropriate materials and instrumentation for prevention and intervention
  - d. Measure and evaluate clients'/patients' performance and progress
  - e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients
  - f. Complete administrative and reporting functions necessary to support intervention
  - g. Identify and refer clients/patients for services as appropriate
- 3. Interaction and Personal Qualities
  - a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
  - b. Collaborate with other professionals in case management.
  - c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
  - d. Adhere to the ASHA Code of Ethics and behave professionally.



## **Enrollment Requirements and Academic Pre-requisites**

Students who have successfully completed an undergraduate degree in Communication Sciences and Disorders with a GPA of 3.0 are eligible to apply for our graduate program. Students with a Bachelor's degree in a different field should see "What if I don't have a CSD major?" below.

Before entering the program, all students must have completed a course in each of the following areas. These are usually taken as part of the undergraduate general education requirements. On a case-by-case basis, it may be possible to take one of these courses while enrolled in the graduate program. For more information about ASHA certification standards for these content areas, see Standard IV-A.

- Statistics
- Biological Sciences
  - e.g., biology, anatomy, genetics.
  - A CSD-specific anatomy and physiology course will not count towards this requirement.
- Physical Sciences
  - e.g., physics, chemistry, astronomy, geology.
- Social/Behavioral Sciences
  - e.g., psychology, sociology, anthropology.

### **What if I don't have a CSD major?**

Students who do not have a CSD major can choose to 1) apply for conditional admission to the graduate program and, if accepted, complete the required core courses as a conditionally-admitted graduate student, or 2) enroll as a non-degree seeking undergraduate student at the University of Mississippi or elsewhere and apply for the graduate program while completing the required core courses or their equivalents.

### **Required core courses for non-CSD majors**

- CSD 205 (Anatomy and Physiology)
- CSD 211 (Phonetics)
- CSD 216 (Normal Language Development)
- CSD 351 (Audiology)
- CSD 452 (Speech Science)
- CSD 495 (Clinical Science)
- 6 additional credits focusing on disordered speech or language, e.g.
  - CSD 301 (Speech Sound Disorders)
  - CSD 316 (Atypical Language Development)
  - CSD 356 (Aural Rehab)
  - CSD 401 (Diagnostics)
  - CSD 405 (Voice and Fluency)

Additionally, students must take a course in each of the following areas, if they did not already do so as part of their Bachelor's degree.

- Statistics, Social Science, Biological Science, Physical Science

***Option 1: Conditional admission to the graduate program***

Conditional admission into the graduate program may be granted to students who did not complete a CSD major or complete core leveling courses elsewhere if they are otherwise competitive with our applicant pool.

Conditionally-admitted students will complete the required core courses over a year. This may require taking summer and/or winter courses. When necessary, conditionally-admitted students will be able to take prerequisite courses as co-requisites.

Conditionally admitted students must achieve a GPA of **3.75** in the core courses in order to continue into the graduate program.

***Option 2: Non-degree seeking undergraduate students***

Any student can enroll at the University of Mississippi as a non-degree-seeking undergraduate student and apply for the graduate program while completing the required core courses. Students enrolled as a non-degree-seeking undergraduate should be aware that they will not be allowed to take prerequisite courses as co-requisites. It may therefore take up to two years, including summer and winter courses, to complete the required core courses. Note the following prerequisite requirements.

- 205 is a prerequisite for 452 and 351
- 211 is a prerequisite for 301
- 216 is a prerequisite for 316
- 301, 316, and 351 are prerequisites for 495

Students may also choose to complete the required core courses elsewhere. Equivalency between courses offered elsewhere and our required core courses will be determined on a case-by-case basis.

Graduate Curriculum  
Course Schedule (current & 2018)

**UNIVERSITY OF MISSISSIPPI**  
**DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS**  
**Full Time Plan of Study (2016 - 2018)**

August Intersession 2016

Class	Hours	Grade
CSD 505: Neurophysiology of Communication (OPTIONAL)	3	

1<sup>st</sup> Academic Semester: Fall, 2016

Class	Hours	Grade
CSD 505: Neurophysiology of Communication (If not taken during August Intersession)	3	
CSD 523: Phonological Disorders	3	
CSD 613: Communicative Disorders: Research Design & Analysis	3	
CSD 625: Genetics/Autism Spectrum Disorders/AAC	2	
CSD 695: Graduate Practicum (UMSHC)	2 (2-9)	

2<sup>nd</sup> Academic Semester: Spring, 2017

Class	Hours	Grade
CSD 521: Disorders of Fluency	3	
CSD 526: Neurogenic Disorders of Language	3	
CSD 541: Language Development & Disorders in the Preschool Population	3	
CSD 622: Voice and Resonance Disorders	3	
CSD 695: Graduate Practicum (UMSHC or Educational)	2 (2-9)	

3<sup>rd</sup> Academic Semester: Summer, 2017

Class	Hours	Grade
<i>Full Summer Sessions</i>		
CSD 513: Speech Science	3	
CSD 605: Counseling Theory and Practice	2	
CSD 642: Language Development & Disorders in the School-Age Population	3	
CSD 557: Audiology for the Speech Language Pathologist	2	
CSD 695: Graduate Practicum (UMSHC or Educational)	2 (2-9)	

4<sup>th</sup> Academic Semester: Fall, 2017

Class	Hours	Grade
CSD 620: Assessment & Treatment of Dysphagia	3	
CSD 627: Neurogenic Disorders of Speech	3	
CSD 695: Graduate Practicum (UMSHC or Educational or Medical)	3 (2-9)	

5<sup>th</sup> Academic Semester: Spring, 2018

Class	Hours	Grade
CSD 632: Workshop in CSD/Professional Issues	2	
CSD 624: Craniofacial Anomalies	2	
CSD 695: Graduate Practicum (Full Time Graduate Practicum)	6 (2-9)	

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Department Chair/ Graduate Program Coordinator

\_\_\_\_\_  
D

**UNIVERSITY OF MISSISSIPPI**  
**DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS**  
**Part-Time Plan of Study (2016 - 2018)**

August Intersession 2016

Class	Hours	Grade
CSD 505: Neurophysiology of Communication (OPTIONAL)	3	

1<sup>st</sup> Academic Semester: Fall, 2016

Class	Hours	Grade
CSD 505: Neurophysiology of Communication (Enroll if not taken during August Intersession)	3	
CSD 523: Phonological Disorders	3	
CSD 613: Communicative Disorders: Research Design & Analysis	3	
CSD 695: Graduate Practicum (UMSHC) (Enroll if CSD 505 was taken in August Intersession)	3	

2<sup>nd</sup> Academic Semester: Spring, 2017

Class	Hours	Grade
CSD 526: Neurogenic Disorders of Language	3	
CSD 541: Language Development & Disorders in the Preschool Population	3	
CSD 695: Graduate Practicum (UMSHC)	2 (2-9)	

3<sup>rd</sup> Academic Semester: Summer, 2017

Class	Hours	Grade
<i>Full Summer Sessions</i>		
CSD 605: Counseling Theory and Practice	2	
CSD 642: Language Development & Disorders in the School-Age Population	3	
CSD 557: Audiology for the Speech Language Pathologist (OPTION 1)	2	
CSD 695: Graduate Practicum (UMSHC or Educational)	2 (2-9)	

4<sup>th</sup> Academic Semester: Fall, 2017

Class	Hours	Grade
CSD 620: Assessment & Treatment of Dysphagia	3	
CSD 627: Neurogenic Disorders of Speech	3	
CSD 695: Graduate Practicum (UMSHC or Educational or Medical)	2 (2-9)	

5<sup>th</sup> Academic Semester: Spring, 2018

Class	Hours	Grade
CSD 521: Disorders of Fluency	3	
CSD 622: Voice and Resonance Disorders	3	
CSD 695: Graduate Practicum (UMSHC or Educational or Medical)	2 (2-9)	

6<sup>th</sup> Academic Semester: Summer, 2018

Class	Hours	Grade
<i>Full Summer Sessions</i>		
CSD 513: Speech Science	3	
CSD 557: Audiology for the Speech Language Pathologist (OPTION 2)	2	
CSD 695: Graduate Practicum (UMSHC or Educational or Medical)	3 (2-9)	

7<sup>th</sup> Academic Semester: Fall, 2018

Class	Hours	Grade
CSD 625: Genetics/ Autism Spectrum Disorders/ AAC	2	
CSD 695: Graduate Practicum (UMSHC, Educational or Medical)	4 (2-9)	

8<sup>th</sup> Academic Semester: Spring, 2019

Class	Hours	Grade
CSD 632: Workshop in CSD/Professional Issues	2	
CSD 624: Craniofacial Anomalies	2	

CSD 695: Graduate Practicum (UMSHC, Educational or Medical)	2 (2-9)	
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## Grading Policies

## **Satisfactory Academic Progress and Dismissal from the Program**

By University of Mississippi policy, no student may be granted a graduate degree who earns a GPA below 3.0 in courses that are applied toward graduation (see: <https://gradschool.olemiss.edu/facultygpcs/graduate-program-coordinators-handbook/academic-progression-policies-and-procedures/>). In addition, by Communication Sciences and Disorders departmental policy students will be dismissed from the program if they earn more than two grades of C+ or below in graduate courses or if they fail the final retake of the comprehensive exams (see Comprehensive Exam policy). For the purposes of maintaining satisfactory academic performance, grades for clinical practicum (CSD 695) are considered equivalently to grades earned in academic courses.

*Notification of at-risk status.* Students who are considered at risk of earning a B- or below will be issued a notification of concern at midterms, which will be copied to the Graduate Program Coordinator (GPC). At-risk students will be required to meet with the GPC within one week of this notification. Additionally, the graduate faculty, clinic director, and clinical supervisors will review graduate student performance at the end of each semester, and students who are considered at risk will be notified and required to meet with the GPC and/or clinic director and/or department chair before the beginning of the next semester.

*Conditionally-admitted students.* When a student is conditionally admitted to the program, terms for continuance will be outlined in the terms of conditional acceptance.

*Graduate assistantships.* By University of Mississippi policy, students are not eligible for a GA position if their GPA is below 3.0. In addition, it is the policy of this department to not grant GA positions to a student who is currently remediating one or more courses.

*Grade forgiveness.* Should a student retake a course for which they earned a C+ or below, the new grade will count toward their GPA for graduation. However, the original grade will still count as a C+ or below for the purposes of determining whether it is appropriate to dismiss a student from the program. Successful remediation of a course does not replace the original grade.

*Appeals.* By university policy, any grade appeals must be initiated to the instructor of record within 30 calendar days of the posting of the grade (<http://catalog.olemiss.edu/academics/regulations/grade-appeal-policy> ). Appeals related to dismissal from the program should be made in accordance with University of Mississippi Graduate School policies (<https://policies.olemiss.edu/ShowDetails.jsp?istatPara=1&policyObjidPara=11142506> ).

*Reapplication.* If a student is dismissed from the program due to poor academic performance, they may reapply for admission after one full year has passed.



## Remediation

The lowest passing grade for graduate students at the University of Mississippi is a C. Grades of C- and below do not count for graduate credit. A student earning a C- or below will be required to retake the course.

Grades of C and above are acceptable for graduate credit. However, grades of C and C+ are not sufficient to demonstrate competency in the subject matter. Graduate students who earn a C or C+ will be required to successfully complete a remediation plan in order to demonstrate the required knowledge and skills. All remediation efforts will be initiated by the student and approved by the instructor.

### *Student's Remediation Requirements*

- *Initial notification via posted grades.* A student will be notified of the need to remediate by a posted grade of C or C+. Students are responsible for checking their final grades at the end of the semester.
- *Notify the Graduate Program Coordinator and Clinic Director.* The student must formally notify the Graduate Program Coordinator and Clinic Director of their need to remediate within two weeks of the grade posting.
- *Develop a remediation plan with the instructor.* The student must formally contact the instructor of the course in question within the first two weeks of the of the following semester: spring for remediation of a fall class, summer for remediation of a spring class, and fall for remediation of a summer class. During the initial meeting, a remediation plan will be drawn up and signed by both the student and instructor.
- *Complete the remediation plan.* Remediation of fall courses must be completed by the end of finals in the following spring semester. Remediation of spring and summer courses must be completed by the end of finals in the following fall semester. The instructor may set an earlier due date for remediation. Failure to meet due dates will result in an unsuccessful remediation.

*Impact of remediation on clinical practicum.* A student will not be assigned clients whose disorders fall under the domain of a course that has not been successfully remediated.

*Impact of remediation on comprehensive exams.* A student will not be able to take the comprehensive exams if they have any outstanding remediations. (See the Comprehensive Exams policy.)

*Remediation of CSD 695.* Students remediating CSD 695 (Clinical Practicum) will not be awarded clinical clock hours for the semester in question, and they will be required to complete an additional semester of CSD 695. In addition, a remediation plan will be developed by a clinic remediation committee consisting of the department chair, clinical supervisor, and clinic director. See the CSD 695 syllabus for additional policies.

*Unsuccessful remediation.* If the student fails to remediate successfully, they will be required to retake the course (with a grade of B- or better) in order to demonstrate competency.

*Remediation does not impact the final grade.* Completion of remediation activities will not result in a change to the student's overall course grade. Students who are remediating a class are not eligible for a GA position. More than two grades of C+ or below will result in dismissal from the program. (See the Satisfactory Academic Progress and Dismissal from the Program policy.)

### **Incomplete Grades**

Per the University website, the temporary mark of I (Incomplete) is given to a student when, for unusual reasons acceptable to the instructor, course requirements cannot be completed before the end of the semester. The instructor will submit an I Mark Assignment Form online during final grade submission, which will detail the work to be completed and the deadline for completion. This information will be conveyed to the student via email. COURSE FAILURE OR UNEXPLAINED CLASS ABSENCES MAY NOT BE USED AS REASONS TO ASSIGN AN I MARK. I marks are not computed in determining a student's GPA. If an I mark for an undergraduate student has not been changed to a regular grade before the course withdrawal deadline (the 30<sup>th</sup> day of classes) of the next regular semester (excluding summer terms), the I automatically changes to an F and is computed in the GPA. AN I MARK MAY NOT BE REMOVED BY FORMALLY ENROLLING IN THE SAME COURSE IN A SUBSEQUENT SEMESTER AT THIS UNIVERSITY OR ANY OTHER INSTITUTION.

### **Comprehensive Exams**

*Eligibility.* A student will not be eligible to take the comprehensive exam if they have not successfully demonstrated competency in all courses besides those taken in the spring of the final year of the program. Competency is demonstrated by a grade of B- or above in the course or a successful remediation of that course.

*Students with remediations for the semester immediately preceding the comprehensive exam.* A student who has an outstanding remediation from the semester immediately prior to the comprehensive exam is required to successfully complete the remediation before taking the comprehensive exams. Such students are encouraged to formally contact the instructor and Graduate Program Coordinator as soon as possible after grades post in order to develop a plan for completing the remediation and comprehensive exams. Students should note that the university is closed for several days during winter break, and should plan ahead in order to complete their remediation in time to take the comprehensive exam.

*Failure of the comprehensive exam.* If a student does not pass the comprehensive exam the first time, they will be given a second opportunity within 1-3 weeks of the original exam date. Should a student fail a second time, the student will not go on a clinical externship. Instead, they will register for independent study credits focused on the areas of need. The third and final comprehensive exam will be oral and will be conducted by a panel of the graduate faculty at least one week before final exams. A student who fails a third time will be dismissed from the program.

*Comprehensive exams and the externship.* A student may not go on a clinical externship until they have passed the comprehensive exam. Failure to pass the comprehensive exam on the second attempt will likely delay the student's graduate date.

### **CSD Academic and Clinical Advising**

The primary purpose of advising in the CSD program is to connect each student with an academic and a clinical faculty advisor who will follow their progress during the student's time in the program. Each semester, academic and clinic advisors will provide an overview of the student's academic, clinical, and professional performances. Advisors will place students' timely completion of degree requirements among their highest priorities.

Each cohort of students is randomly assigned to a member of the graduate faculty who will serve as their academic advisor and assigned to one of two co-clinic directors. The advising process begins when the students attend orientation for their first semester of graduate work; they will receive the name of their academic and clinical advisors along with the respective phone numbers, email addresses, and office numbers and they will be encouraged to visit their advisors within the first week of the semester. If a student enters the program in either the July or August intersession prior to the beginning of the fall semester, the course instructor will take responsibility for academic advising and if a student encounters academic difficulty, the instructor will forward all documentation to the designated advisor at the beginning of the fall semester. During summer sessions when nine month academic faculty are not on campus or teaching, the chair will be responsible for academic advising and co-clinic directors will cover clinic advising.

As part of the advising process, there will be regular academic and clinical reviews of students' progress, followed by feedback via letters and personal interactions with the students. Students are required to meet with the academic advisor and the clinical advisor at least once per semester. Students who are at risk academically and/or clinically may meet or be directed to meet with their advisors more often.

At mid-term of each semester all faculty, academic and clinic, will conduct independent reviews of each of their students' progress. The primary purpose of this review is to identify students whose performances Needs Improvement or is considered Unsatisfactory. The content evaluated will be academic, clinical, and professional development. Co-clinic directors are responsible for getting clinic reviews to the graduate faculty so that academic advisors can provide the reviews to their advisees. Students performing at the Needs Improvement or Unsatisfactory levels will receive a letter from

the academic advisor indicating their status. At mid-term all students who receive a letter (Needs Improvement or Unsatisfactory) will be referred to their respective clinical or academic instructors.

At the end of the semester, the clinic and academic faculty will do a combined review of students' performance in three areas: clinic, academic, and professional issues. All students will receive letters indicating their status in the program (Satisfactory, Needs Improvement, Unsatisfactory or Not Applicable). Students will be asked to sign the end-of-semester reviews indicating they have had the opportunity to review their progress; they understand their status and their academic and clinical plans of study. The academic advisor will forward to the chair and the graduate program coordinator the names of students whose performance Needs Improvement or is Unsatisfactory.

The advisor will document each advising session and will include all relevant statements made by the student. The advisor will inform students if there is a concern about meeting program requirements for graduation or any potential for delay with graduation. (See also Written Comprehensive Examination Guidelines.) Students are eligible to walk at graduation if they have met all the graduation requirements: they have a 3.0 or better GPA, are up-to date with course requirements and have no out-standing remediation plans, and have passed the comprehensive exam. There is the rare occasion when a student needs extra clinical hours with a specific clinical population and this may require time after graduation. If the student has met the requirements listed above, the departmental chair with recommendations from the student's academic and clinical advisors may allow them to participate in the graduation exercises. However, students will not be recommended for the Certificate of Clinical Competence until all clinical clock hour requirements are met.

Advising documentation to include letters, emails, or logs of verbal conversations pertaining to advising will be maintained in a confidential file in the advisor's office, and the advising documentation will be transferred to the student's file located in the departmental office at the end of the student's final semester in the program.

Because students are in a fairly locked-stepped-academic-program, advising for classes and class registration will be conducted via email by the Graduate Program Coordinator. Any exceptions will be communicated by the academic advisor.

## **Thesis Policy**

Graduate students select a thesis or non-thesis option by the end of their first semester.

**Thesis option:** Qualified students are encouraged to complete a thesis. The thesis research should be conducted according to the established thesis guidelines set forth by the University of Mississippi Graduate School (<http://gradschool.olemiss.edu/current-students/thesis-and-dissertation-preparation/>).

Students who complete a thesis are exempt from comprehensive examinations.

Students who nonetheless wish to take comprehensive examinations to practice for the Praxis II may do so. In such cases, the exam will not be formally scored or recorded, but students can receive feedback on their performance.

**Non-Thesis option:** students may also choose the non-thesis option, which includes successful completion of comprehensive examinations.

## Thesis Requirements

1. Requirements of the thesis – Care should be taken in choosing a thesis project. It is expected that thesis projects will be completed according to the established guidelines set forth by the University of Mississippi Graduate School (<http://gradschool.olemiss.edu/>), including style and formatting guidelines. In addition, students must meet the following criteria of the Communication Sciences and Disorders Department:
  - a. Students must develop a committee of three graduate faculty members, including a thesis supervisor, from Communication Sciences and Disorders (see points 2 and 3 below)
  - b. Students must propose their project to the thesis committee by the end of their second semester (see point 5 below for additional details)
  - c. **Once the thesis project is approved, students must successfully defend their thesis project to the thesis committee in order to graduate (see point 6 below for additional details)**
  - d. Students must enroll in three to six thesis credits dispersed over a minimum of three semesters during their tenure in the program.
  - e. Students must provide a copy of de-identified data to the department prior to the defense meeting.
  - f. Meet all deadlines from the Graduate School the Department of Communication Sciences and Disorders (see point 4 below for additional details)
  - g. Link to Thesis and Dissertation Preparation Manual
    - i. [http://gradschool.wp.olemiss.edu/wp-content/uploads/sites/36/2013/11/Theses-and-Dissertations-Manual\\_final.pdf](http://gradschool.wp.olemiss.edu/wp-content/uploads/sites/36/2013/11/Theses-and-Dissertations-Manual_final.pdf)
2. Thesis Committee – Consistent with the University of Mississippi Graduate School policy, the thesis committee must consist of three graduate faculty members within the home department, Communication Sciences and Disorders. Students may also invite additional outside members to serve on their committee if they so choose. The role of the thesis committee is to evaluate the study and provide constructive feedback during the proposal stage and to critically evaluate the completed thesis during the defense stage.
  - a. Once students have formed their committee, they should enter this information into the online portal via MyOleMiss. This must be done before the defense, but is ideal to complete prior to the thesis proposal.

- i. <https://gradschool.olemiss.edu/appointing-student-advisory-committees-student-version/>
3. Thesis Supervisor and Chair of the Thesis Committee – A thesis can only be completed under the direction of a thesis supervisor. A thesis supervisor also serves the chair of a student’s thesis committee and must be a member of the graduate faculty in Communication Sciences and Disorders. The selection of a thesis supervisor is based on the mutual consent of both the student and faculty member.
  - a. Change of Thesis Chairperson – Changes to thesis supervisor are permissible following discussions with the Department Chair and/or Graduate Program Coordinators.
4. Timeline – Along with all deadlines issued by the Graduate School for theses and graduation, students should also meet the following deadlines:
  - a. First semester – declare intent to conduct thesis, secure thesis supervisor
  - b. Second semester – select committee, propose thesis to committee
    - i. The proposal document should be submitted to the thesis committee two weeks prior to the proposal date
    - ii. Any revisions to the proposal requested by the thesis committee must be completed prior to the start of the third semester of graduate school
  - c. Final semester – defend thesis to committee
    - i. The defense document should be submitted to the thesis committee two weeks prior to the defense date
  - d. Students and their thesis supervisors are encouraged to discuss publication of the thesis at the beginning of the process.
5. Thesis Proposal
  - a. Students must propose their project to their thesis committee by the end of their second semester in graduate school.
  - b. Document – Following formation of the thesis committee, the student should prepare a written thesis proposal of no more than 20 pages, written in APA formatting (most recent edition). References are not included in this page limit. Appendices are not required, but if they are included, they should be included in the page limit. The student should distribute an electronic copy of their written proposal to all members of their thesis committee no later than two weeks prior to proposal meeting.
  - c. Meeting - The proposal meeting will last approximately 1 hour; this includes:
    - i. A 10-15-minute presentation by the student
    - ii. 20-25 minutes for questions from the committee
    - iii. 20-25 minutes for the committee to deliberate and vote on the proposal. Students will be asked to leave the room during committee deliberation.
  - d. Following the proposal, the thesis committee will vote pass, pass with edits, or fail. In the case that the committee feels a student needs additional work before a project can be approved, the committee can vote “pass with edits” and request revisions and a second proposal meeting

following those revisions. A vote of “pass” may still require minor edits by the student. Revisions must be completed prior to the start of the third semester.

6. Thesis Defense
  - a. Students must orally present and defend their completed thesis project to their committee by the end of their last semester in graduate school.
  - b. At least 14 days before the thesis defense, students must submit Form GS7 – Authorization of the Final Oral/Written Examination to the Graduate School.
  - c. By Graduate School policy, the defense must occur before the week set aside for final exams in courses.
  - d. Document – A final copy of the completed thesis should be submitted to all members of the thesis committee in electronic form no later than two weeks before the defense meeting. An electronic copy should also be provided to the department along with a copy of their de-identified data. Students should follow all thesis style and formatting guidelines provided by the University of Mississippi Graduate School.
  - e. Meeting - The defense meeting will last approximately 1.5 hours; this includes:
    - i. A 20-30-minute presentation by the student
    - ii. 20-30 minutes for questions from the committee
    - iii. 20-30 minutes for the committee to deliberate and vote on the proposal. Students will be asked to leave the room during committee deliberation.
  - f. Following the presentation, the committee will ask questions targeting the research project, the student’s knowledge of his/her project, and related knowledge of the field. The committee will vote pass or fail. A vote of “pass” may still require edits by the student. The thesis may be accepted if a majority of the departmental thesis committee members approve it. In the case that a student fails the defense s/he should consult with the thesis chair and committee and make necessary changes. The student is allowed to retake the thesis defense one time. If a student fails to pass his/her defense after the second time, he/she will be dismissed from the program.
  - g. Following a successful defense, the student should ask the committee to sign the Report of a Final Oral/Written Examination Form for the Graduate School. The thesis chair is then responsible for submitting this form to the Graduate School and reporting the final vote to the department.
  - h. The student is also responsible for making revisions to the document as suggested by the committee and preparing a final document for the Graduate School. Once all revisions have been approved by the committee, the student should ask the faculty to sign the Thesis Signature Page for the Graduate School. This must be submitted for graduation.
7. Requirements for Graduation and Reverting to the Non-Thesis/Comprehensive Examination Option
  - a. Once a student’s thesis proposal is approved, the student must complete the thesis to graduate.

- b. If a student's proposal fails, he/she will automatically revert to the non-thesis/comprehensive examination option.
- c. The thesis committee can eject a student at any point in the thesis project if they feel it is in the student's best interest.
- d. In extreme cases, a student can also petition to revert to the non-thesis/comprehensive examination option, even after a successful proposal. These petitions will be reviewed and discussed by the graduate faculty, with the exception of the thesis supervisor.



## Professional Conduct

## **Expectations of Professional Conduct**

Students are expected to adhere to Professional Expectations at all times in their program of study. These expectations include, but are not limited to, the ASHA Code of Ethics and HIPAA Guidelines. At the beginning of each clinical semester, students and supervisors sign a copy of Professional Expectations (Appendix B). Failure to adhere to these expectations will have a negative impact on your grade and may prevent you from continuing in clinical practicum.

<https://www.asha.org/code-of-ethics/>

## **Academic and Professional Reasons for Dismissal from the Program**

The content knowledge in speech-language pathology continues to expand as the scope of practice changes and as the science of the profession provides new treatment efficacy guidelines. These changes intersect with state and federal billing issues including Medicare, Medicaid, and private insurance; billing and reimbursement is dependent on documentation and evidence of patient improvement. The complexities of the profession require that SLPs have both content knowledge and highly developed professional skills in order to manage patient care in the midst of the changing landscape of state and federal guidelines.

Students are expected to engage in appropriate academic and professional conduct throughout their graduate program. Students may be dismissed from the CSD graduate program due to misconduct in any of the following areas. This is not an exhaustive list; however, it does provide examples of the types of behaviors that may result in dismissal or a change in status.

Examples of Academic Dishonesty include (examples taken from the M Book, 2017-18):

1. Plagiarism-when someone else's work is presented as one's own work;
2. Using someone's work-handing in a paper purchased from term paper service, using a paper written by another person;
3. Knowingly allowing someone else to represent your work as his/her own;
4. Gaining or attempting to gain an unfair advantage. This includes gaining access to old tests, using handwritten or printed notes while taking a closed book test, using a cell phone or technology to gain access to information while taking a test; and,
5. Giving false information or altering documents. Falsely attesting that work has been accomplished when it has not been completed. Falsifying research data, clinic hours, types of clinical cases served; altering grades or signatures on documents; and,
6. Failure to adhere to the course requirements as set forth in the University's Graduate School Catalog, The M Book, and the course syllabi.

Examples of violations of Professional Misconduct include:

1. Failure to adhere to the ASHA code of Ethics <http://www.asha.org/Code-of-Ethics/>;
2. Failure to adhere to the HIPAA guidelines <https://www.hhs.gov/hipaa/index.html>, <https://legal.olemiss.edu/legal-issues/hipaa/>;
3. Failure to adhere to the University of Mississippi's Expectation of Honest and Fairness as set forth in the M Book; and,
4. Professional expectations outlined as part of clinical practice.

Students' inappropriate behaviors may be dealt with at the level of the Department or at the University level. At the Department level, when an inappropriate behavior is believed to have occurred in a course including the remediation of a course, the faculty member will notify the student of the alleged violation immediately. The student has one week to respond to the faculty member. Following the conversation with the student which is documented in writing, the faculty member will meet with the departmental chair and may include the student's advisor and/or the graduate coordinator to discuss the incident. The faculty member may offer a recommendation of grade reduction, retake of test, extra work, failure of the course, suspension, expulsion or a combination of these and other sanctions. The faculty member and the departmental chair will meet with the student for the purpose of explaining the sanctions. The student may agree and the sanctions may be implemented immediately. If the student does not respond within the week after the initial notification and does not follow-up, the process will proceed without input from the student. All sanctions are documented in writing and signed by those attending the meeting. The documentation is filed in the student's academic file. In this situation, the process has been managed within the department.

When the choice is to enter the alleged violation into the University process rather than deal with it in the department (see above), it requires a written report including the alleged incident and all communications with the student plus a report of the student's acceptance or denial of the sanctions. This material is up-loaded within myOleMiss system. Once the case is initiated, email notification to all involved will come from the Provost's Office. See details of the process in the M Book [olemiss.edu/mbook](http://olemiss.edu/mbook) or see the Policy on Dismissal or Change in Status of Graduate Students: <https://secure24.olemiss.edu/umpolicyopen/GetPdfActive?pol=11142506>.

If the violation occurs outside the structure of a course, e.g., comprehensive exams, the appropriate faculty member, or an official representing the program, department, or college will report the incident to the departmental chair or graduate coordinator. The process for dealing with the violations are the same as those listed above.

Students involved in sanctions have the right to appeal regardless of where the sanctions were managed (the department or the university). This can be done on-line by logging onto the page linked in the email notification from the Provost's office. They may submit a written appeal within 14 days of the date of initiation. Failure to make an appeal within 14 days is considered a waiver of the appeal right and results in the sanction becoming final as recommended unless the sanction includes probation, suspension, or expulsion. For current details of the Student's Appeal process, see the M Book [olemiss.edu/mbook](http://olemiss.edu/mbook) or the Policy on Dismissal or Change in Status of Graduate Students <https://secure24.olemiss.edu/umpolicyopen/GetPdfActive?pol=11142506>.

The University has an Academic Discipline Committee which consists of faculty, staff, and students; members of the committee are listed on my Ole Miss portal. This committee determines if a formal hearing is needed. The hearing process is defined in the M Book ([olemiss.edu/mbook](http://olemiss.edu/mbook)).

## **Social Media Policy**

Social media is an umbrella term that encompasses the various activities that integrate technology, social interaction, and content creation. Social media includes technology (computers, phones, tablets) and is used in various forms (blogs, wikis, photo and video sharing, podcasts, social networking, mashups, virtual worlds, etc.). Means of accessing social media may include applications (Facebook, Instagram, Twitter, Skype, Snap Chat, YouTube, etc.). These devices and applications are subject to having content transmitted to others, with or without consent from the original author.

The following social media guidelines are an extension of The ASHA Code of Ethics <https://www.asha.org/Code-of-Ethics/>, The Health Insurance Portability and Accountability Act of 1996 (HIPAA) <http://hr.olemiss.edu/wp-content/uploads/sites/93/2016/05/UM-HIPAA-Privacy-Notice.pdf>, Family Educational Rights and Privacy Act (FERPA) <https://legal.olemiss.edu/legal-issues/family-educational-rights-and-privacy-act/>, The IT Policy <https://policies.olemiss.edu/ShowDetails.jsp?istatPara=1&policyObjidPara=10642998> and, The University Creed found in the M-Book <https://communications.olemiss.edu/wp-content/uploads/sites/5/2017/10/MBook.pdf>.

The Department of Communication Sciences and Disorders (CSD) as part of The University of Mississippi community is dedicated to supporting and sustaining a safe and scholarly community of learning dedicated to nurturing excellence inside and outside of the classroom. The University Creed identifies community values to foster and maintain a safe and scholarly community, and the spirit of the Creed is incorporated into every University policy and procedure. These values are central to the use of social media: respect the dignity of each person, be fair and civil, and be honest.

All students in CSD are expected to follow the University of Mississippi IT Policy. Note that as part of this policy is the reference to Mississippi State Laws which defines behavior in public places: a web page which resides on a University server is considered a public place.

Additionally, per the Health Insurance Portability and Accountability Act of 1996 (HIPAA) regulations <https://www.hhs.gov/hipaa/forprofessionals/privacy/special-topics/de-identification/index.html>, no information, pictures, videos or descriptions of clients/families can be posted on social media sites. Please see the University HIPAA policy and disciplinary guidelines <http://hr.olemiss.edu/wp-content/uploads/sites/93/2016/05/UM-HIPAA-Privacy-Notice.pdf>. As required by federal law, violations of HIPAA regulations will be documented permanently in the CSD HIPAA Violations Record Book.

Students should use caution and good judgment when posting information to electronic

communications and social networking sites, both personal and those that are related to the University of Mississippi and/or the Department of Communication Sciences and Disorders. Therefore, it is the policy that the use of social media, in any type or form as described above, by CSD students follow the criteria below:

1. Under no circumstances will a client be photographed without a signed photo release from that individual or their legal guardian. No posting, photos, or recordings are allowed during class or clinical experience except when approved by the faculty member or supervisor responsible for the learning experience.
2. Using social media for sharing of class material with anyone who is not enrolled in the course and sharing of academic assessment material (e.g. tests) without express permission from the instructor is explicitly prohibited. This is a violation of the Academic Honesty Policy <https://communications.olemiss.edu/wp-content/uploads/sites/5/2017/10/MBook.pdf>
3. Careful consideration should be given to any posting on social networks. Students create personal public images with these posts. Employers commonly review social media sites when considering new hires; therefore, students should carefully consider what they contribute to their on-line profile.
4. As future professionals, students are strongly advised to consider that regardless of privacy settings all information on social networking web sites may be viewed by clients, clients' family members, colleagues, and current and prospective employers. Students are advised against accepting social media connections with clients or members of client's families.
5. Revealing the personal health or educational information of other persons is prohibited, and this includes any identifying information including name, date of birth, age, diagnosis, gender, gender identity, race, ethnicity, contact information or clinic identity numbers, any images of the individual, or any other means through which an individual could be identified.
6. Conveying private (protected) academic information of clients seen in educational settings or those of another student in CSD is prohibited. This includes but is not limited to: course, exam, or assignment grades; narrative evaluations; adverse academic actions; professional behavior checklists or contracts; or clinical performance evaluations to any party within or outside the program.

## Academic Honesty

**Standards of Honesty** • The University is conducted on a basis of common honesty. Dishonesty, cheating, or plagiarism, or knowingly furnishing false information to the University, are regarded as particularly serious offenses. Disruptive behavior in an academic situation or purposely harming academic facilities also is grounds for academic discipline.

**Disciplinary Procedures** • In the College of Liberal Arts and in the Schools of Accountancy, Applied Sciences, Business Administration, Education, Engineering, and Journalism and New Media, faculty members handle cases of academic dishonesty in their classes by recommending an appropriate sanction after discussion with the student. Possible sanctions include: failure on the work in question, retake of an examination, extra work, grade reduction or failure in the course, disciplinary probation, or suspension or expulsion from the University. An appeals process is available to the student. A more complete statement concerning definitions, offenses, penalties, and grievance procedures is found below.

The Schools of Law and Pharmacy deal with disciplinary infractions through their student bodies, which maintain Honor Code systems.

### Examples of Academic Misconduct

*Plagiarism.* Plagiarism is a serious offense in which someone else's work is presented as one's own. There are many forms of plagiarism. Plagiarism takes place when published material is copied verbatim or paraphrased without appropriately citing the source of material, and is not limited to copying the exact words from published material. Forms of plagiarism include, but are not limited to, copying published material verbatim, paraphrasing the work of another without properly citing that work, keeping the content and/or structure of another's work and changing the words, and unfairly using material, such as taking large portions of another's work without substantial addition of one's own ideas or commentary. (For more specific examples of plagiarism, please visit [plagiarism.org](http://plagiarism.org).) In addition to these examples of plagiarism, a student who copies another's homework, copies answers to test questions, or allows someone else to do work for him/her on homework or tests also violates the standards of honesty and fairness and is subject to academic discipline.

*Using someone's work.* A student who misrepresents the work of another as his/her own is engaging in academic misconduct. For example, handing in a paper purchased from a term paper service, using a paper prepared by another, or engaging another person to take a test (class-related or standardized, such as the GRE) in his/her stead, are examples of academic misconduct. This type of academic misconduct applies to all disciplines and fields of study.

*Knowingly allowing someone else to represent your work as his/her own.* By letting someone else use your work, there are at least two people involved: the person who does the work and the person who falsely represents that work as her or his own. Both are subject to academic discipline.

*Gaining or attempting to gain an unfair advantage.* Violations of the University's standards of honesty include possession, or an attempt to gain possession, of a test prior to its being given. An attempt to gain possession does not imply that one must physically have an original of the test or assignment. Other violations include, but are not

limited to, accessing computer files; breaking or entering a locked or unoccupied office in an attempt to gain an unfair advantage; using a cell phone or other device to obtain materials from websites or other students; using reference materials that have not been allowed by the instructor; using hand-written or printed notes during a “closed book/closed notes” test; stealing books or other materials from the Library, Museums, Computer Center, or other University facilities; removing pages from University owned books or journals; and/or employing bribery, intimidation, or harassment in an attempt to gain unfair advantage.

*Giving false information or altering documents.* Falsely attesting that work has been accomplished when it has not been, falsely attesting that functions or classes were attended that were not attended, and altering answers to test questions after the tests have been graded and returned are examples of giving false information. Altering grade report forms or changing grade forms or class rolls, either in their physical or electronic (computer file) form, and altering, falsifying, or misusing any other University documents also constitutes a violation of expected standards of honesty. Falsifying research data or other scientific misconduct also may be considered a violation.

*Disruptive behavior.* Disorderly behavior that disrupts the academic environment violates the standard of fair access to the academic experience. Some examples of disruptive behavior are purposeful acts, such as “shouting down” a seminar speaker, physically or verbally harassing an instructor or fellow student, or engaging in any type of disruptive behavior in a class situation that interferes with the ability of the professor to teach or other students to learn.

*Harm to the facilities that support the academic environment.* A student who purposely harms the facilities that support the academic environment may be subject to academic discipline. Damaging books, laboratory equipment, computers, and other facilities violates the standard of fair access to the academic experience.

*Violations are not limited to the areas and examples given.* The academic discipline procedure may be invoked whenever the principles of honesty and fairness are violated and/or the facilities that support the academic environment are harmed. The examples given above are illustrative only (it is impossible to delineate or cite every possible violation), and any act that violates the principles of honesty and fairness may be subject to academic discipline. Some acts, such as sabotage of another student’s work or sabotage of an instructor’s records, may not fall neatly into any one of the six areas listed above but are subject to academic discipline if found damaging to the academic environment at The University of Mississippi.

# Appendix



## Appendix A

### **Professional Functions for Speech-Language Pathologists**

The University of Mississippi Department of Communications Program is committed to providing open access and equitable opportunities for all individuals. As such, our Program strives to ensure unbiased treatment for faculty, staff, students, and clients alike. This means that we have the responsibility to safeguard the welfare of all our patrons, providing not only the highest quality care for our clients, but also to provide the highest quality education for our students. In doing so, we must consider that the American Speech-Language-Hearing Association has established a Scope of Practice in Speech-Language Pathology which encompasses a wide range of communicative functions (**ASHA Scope of Practice in Speech-Language Pathology**). Competence across this scope of practice requires that each student acquire an equally wide range of knowledge and skills and be able to function with minimal assist in a broad variety of clinical situations. Meeting these standards requires that we define our client needs in terms of our expectations for our students to provide them. To ensure this, the Program has identified several "Professional Functions" for speech-language pathologists to assist our student in identifying some of the necessary skills required to competently provide services (in accordance with recommendations from the Council of Academic Programs in Communication Sciences and Disorders, Schwarz et al. 2007). This list is not a standard by which students will be judged, but is rather a set of guidelines by which prospective and current students may identify appropriate actions that will maximize their potential for success in their graduate program and as a speech-language pathologist.

The Professional Functions checklist is used in several ways in our program. Reviewing the skills below will help students considering application to our Program in understanding our expectations and the roles and responsibilities of professional practice as an SLP. We hope these standards will assist our current students in self-evaluation and should encourage those with identified disabilities to become proactive in identifying necessary accommodations for academic and clinical success in the Program. We further believe it will help all students to identify their own challenges and develop strategies for successful achievement of essential functions.

The Professional Functions checklist below is NOT intended to discourage or exclude any student from applying to our Program nor from becoming a speech-language pathologist. This list is formulated solely for informational purposes so that prospective

and current students will be aware of probable requirements during their course of study at Ole Miss and when they are ultimately employed as an SLP. Professional functions will naturally vary across employment sites and what is required in one setting may not be "essential" at another. A speech pathologist's daily tasks will vary depending on the needs of the clients they serve and the nature of their clinical facility.

The list below is intended to assist students in identifying possible areas of challenge ahead of time so that strategies for addressing these challenges may be formulated and implemented to avoid student failure and ensure competent therapy for clients.

Many functions on the list may be accomplished with reasonable accommodations. It is expected that the development of professional functions and practice behaviors will occur during the student's matriculation with the support of faculty and clinical supervisors through modeling, direct instruction, and constructive performance feedback. If any prospective or current student feels that they cannot perform the task listed below, their needs should be brought to the attention of the faculty/clinical supervisor after admission but PRIOR to task failure. Procedures for notifying faculty/clinical supervisors will be explained during Graduate Student Orientation and are briefly outlined at the bottom of the Professional Functions checklist.

Essential functions can be described in relation to six areas:

- ⤴ Physical health
- ⤴ Motor
- ⤴ Sensory/observational
- ⤴ Intellectual/cognitive
- ⤴ Communicative
- ⤴ Behavioral/social/emotional

### **Physical Health**

- ⤴ The student must possess adequate physical health to complete academic and clinical requirements. This includes having the stamina to continuously sit, stand, and focus on academic and clinical tasks for several hours. A student's physical health should not endanger the welfare of their classmates, the faculty, or their clients/patients.

### **Motor**

A student must possess adequate motor skills to:

- ⤴ Provide for one's own personal hygiene.
- ⤴ Access transportation to clinical and academic placements.
- ⤴ Respond quickly to provide a safe environment for clients in emergency situations (e.g., fire, choking, seizures). A student should be able to implement universal precautions quickly and competently with minimal assist.
- ⤴ Sustain the necessary physical activity level to complete classroom and clinical activities. These needs may differ across courses and clients, but generally require that a student be able to participate in therapeutic activities for up to 4 hours at a time with 1-2 fifteen minute breaks.

- ⤴ Capture information during class and client interviews, produce papers and clinic reports using word processing, participate in classroom discussions and client counseling sessions, give verbal/visual presentations, provide models for speech/language production, present appropriate stimulus materials, etc.
- ⤴ Access technology for clinical management (e.g., billing, charting, use of therapy programs). Some sites may require data retrieval/input using a computer keyboard or alternate electronic device.
- ⤴ Efficiently manipulate testing and treatment environments and materials (e.g., turn pages, present stimulus items).
- ⤴ Manipulate equipment (e.g., nasoendoscopy, videostroboscopy, FEES, MBSS, ACC devices, hearing aids, tape recorders, etc) in a safe and efficient manner. Though not all patients and settings will require this, some therapeutic environments will regard this as an essential skill.
- ⤴ Execute movements to complete therapy activities with all ages all disability conditions.

### **Sensory/Observational**

A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:

- ⤴ Identify normal and disordered communication patterns in:
  - Speech: articulation, fluency, voice, resonance, swallowing, respiration
  - Language: oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology (including paralinguistic and nonverbal language patterns such as proxemics, kinesics, haptics, gestural communications systems, etc.)
- ⤴ Visualize and discriminate anatomical/craniofacial/oral-motor structures and functions in "live" and recorded formats. Some sites require the SLP to interpret imaging "on the spot" during activities such as swallowing studies, scoping, etc.
- ⤴ Access text, numbers, tables, and graphs associated with diagnostic instruments and tests well enough to complete diagnostic and therapeutic activities appropriate to the client. Most require that the student have sufficient sensory capabilities to perform required evaluations and treatment protocols using instruments and tools necessary for an accurate, efficient, and timely diagnosis and treatment of the client.
- ⤴ Process and act upon information presented in lectures, recorded audio, and verbal conversations. Some therapeutic activities will require discriminating individual phonemes and attending to auditory stimuli that presented below normal conversational speech levels or presented in high signal to noise ratios.
- ⤴ Process and act upon information presented in written formats (e.g. notes, texts, manuals, case histories), projected video segments, and demonstrations in clinical training. Most sites will require that the therapist be able to observe the client sufficiently well enough to identify and correct disordered communication patterns.

### **Intellectual/Cognitive**

A student must possess adequate intellectual and cognitive skills to:

- ⤴ Maintain attention/concentration for sufficient time to complete clinical activities.

These needs may differ across courses and clients, but generally require that a student be able to focus their efforts for up to 4 hours at a time with 1-2 fifteen minute breaks.

- ⤴ Follow directions.
- ⤴ Demonstrate active learning of information:
  - Identify significant findings from literature, history, evaluation, technical reports, diagnostic/treatment plans, professional correspondence, and other relevant data
  - Integrate/synthesize new information with prior learning
  - Evaluate information critically
  - Apply relevant findings to clinical situations.
    - This will include the ability to learn from course and clinical presentations/demonstrations.
    - This will include the ability to independently read and comprehend professional literature and reports as well as interpreting, analyzing, and assimilating relevant information from various sources and disciplines.
  - Infer appropriately.
  - Formulate an accurate diagnosis based on findings
  - Develop a treatment intervention/a plan of care tailored to the patient based and grounded in evidence-based practices based on data above.
- ⤴ Retain information across time.
- ⤴ Generalize information across courses, settings, and clients.
- ⤴ Problem solve, reason, and exhibit evidence based decision making in patient assessment and therapeutic plan execution.
- ⤴ Self reflect, evaluate, identify, and communicate practice errors and/or other professional weakness. Develop a personal plan of action to address knowledge and skills limitations.

## **Communicative**

A student must possess adequate communication skills to:

- ⤴ Communicate effectively (both receptively and expressively) using oral/written English and nonverbal responses.
  - Communication should be appropriate to context.
  - Communication should demonstrate cultural competence.
  - Communication should be accurate and relevant.
  - Communication should be professional. An SLP will need to be able to relate information to and converse intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups in a responsive and respectful manner.
  - Communication should be dynamic. An SLP will need to be able to modify their communication style to meet the communication needs of clients, caregivers, and other persons served. This includes essential mastery of pragmatic functions such as communication repair, register variation, etc. Receptive and empathetic listening is an essential skill for SLPs.
- ⤴ Listen, comprehend/accurately interpret, and act on information presented in an expedient manner. Many sites require that the SLP immediately assess both verbal and nonverbal communication from their patients and respond

- appropriately with additional inquiry or stimulus for communication clarification or expansion.
- ⤴ Give and receive feedback in an accurate, professional, and non-defensive manner.
  - ⤴ Effectively complete clinical reports, patient documentation, diagnostic/treatment plans, professional correspondence, and scholarly papers as required by the degree and professional practice.
  - ⤴ Information must be communicated in succinct/efficient yet comprehensive manner and in settings in which time available may be limited.

### **Behavioral/Social/Emotional**

A student must possess adequate behavioral and social attributes to:

- ⤴ Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.
- ⤴ Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.
- ⤴ Demonstrate compassion, sensitivity, integrity, interest, and motivation in all professional relationships.
- ⤴ Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.
- ⤴ Maintain general good physical and mental health and self care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.
- ⤴ Adapt to changing and demanding environments with emotional stability and professional flexibility. The SLP is often required to maintain their composure, communication with self-possession, and project a professional demeanor in stressful and demanding situations. These include environments which may change without warning in unpredictable ways.
- ⤴ Manage the use of time effectively to complete professional assignments in an efficient and prompt manner. All SLPs must schedule and prioritize their activities to be successful practitioners. Punctuality, regular attendance, and reliability are expectations at all sites.
- ⤴ Collaborate productively. The SLP should negotiate effectively to facilitate harmonious relationships with colleagues, supervisors, and clients served.
- ⤴ Respect supervisory authority, accept appropriate suggestions, and respond to constructive criticism through behavioral change. The SLP is expected to comply with administrative, legal and regulatory policies at all sites of employment.
- ⤴ Dress appropriately and professionally according to the standards of practice set forth at the site.

Reasonable accommodations per ADA ([www.ada.gov](http://www.ada.gov)) will be made to allow students with disabilities equal access to activities in the Department of Communication Disorders Program. Students who believe that they will be unable to meet the functions as listed above should meet with the Program Director and the relevant faculty member/clinical supervisor for guidance and direction as soon as possible, but certainly PRIOR to any clinical assignments and within the first three days classes. Though the determination of

"reasonable" or "appropriate" accommodations must specifically consider whether the requested adaptation may negatively impact the client's therapy or the ability of the student to attain the knowledge and skills outcomes required for eventual graduation/certification, it has been our experience that any potential difficulties can be avoided with good advising and proactive planning.

Students with suspected disabilities must have those disabilities certified through appropriate diagnostic procedures. Students with identified disabilities must register with the Office of Student Disability Services office prior to expecting accommodations (see CSD website for additional information:

[http://www.olemiss.edu/depts/comm\\_disorders/index.htm](http://www.olemiss.edu/depts/comm_disorders/index.htm)). Academic accommodations cannot be made without appropriate documentation from Services for Students with Disabilities. Please keep in mind that modifications must be determined for each class and clinical assignment individually and so students must visit the Disability Services and their advisor/supervisor/instructors at the beginning of each semester.

As is often the case, this document was influenced by the hard work of others. The Program would like to acknowledge the following references from which much of the above was adopted:

Missouri State University, Department of Communication Sciences and Disorders; <http://www.missouristate.edu/csd/27520.htm>

Schwartz, I., Horner, J., Jackson, R., Johnstone, P., Mulligan, M., & Sohlberg, M. (2007). Defining essential functions for a diverse student population. Proceedings of the Annual Conference of the Council of Academic Programs in Communication Sciences and Disorders, Palm Springs, CA; <http://www.capcsd.org/proceedings/2007/talks/EFchecklist.pdf>

West Chester University, Department of Communicative Disorders; [http://wcupa.edu/\\_ACADEMICS%5CHealthSciences/commdisorder/MADegree/documents/EssentialFunctions2009](http://wcupa.edu/_ACADEMICS%5CHealthSciences/commdisorder/MADegree/documents/EssentialFunctions2009)

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Signature of Student Clinician

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Date

# Appendix B

## University of Mississippi Communication Sciences and Disorders

### Professional Expectations

Failure to adhere to the ASHA Code of Ethics, HIPAA guidelines, and items \*(1,2,3,7,8,10) may result in your immediate dismissal from the CSD Graduate Program and from clinical activities. Failure to adhere to these and the remaining behaviors will have a negative impact on your grade (e.g. reduced by one letter grade) and may prevent you from continuing in clinical practicum the following semester.

Expectation	Midterm		Final	
	Absent	Present	Absent	Present
*1. Engages in professional behaviors in all classroom and clinical rotations				
*2. Maintains professional appearance and conduct appropriate for clinical setting and responsibilities.				
*3. Maintains professional relationships in all interactions and shows respect for all aspects of patient confidentiality.				
4. Is punctual for all appointments and follows established protocol for cancellations and absences.				
5. Prepares physical environment before and after clinical session including universal precautions.				
6. Completes lesson plans for each session and meets timeline for due date.				
*7. Completes all paperwork in timely fashion.				
*8. Follows guidelines for writing S.O.A.P. notes in terms of time and content.				
9. Presents materials, procedures recommended by the clinical faculty in a timely fashion.				
*10. Follows departmental guidelines regarding checkout and return of patient charts and clinic materials.				
11. Takes responsibility for researching evidence for assessing and treating individuals with communication disabilities.				
12. Provides current documentation of CPR training and TB screening.				

**I have read and understand expectations of the above statements.**

**Student Name (Printed):** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Clinical Instructor Name (Printed):** \_\_\_\_\_

**Clinical Instructor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_