



Department of
Communication Sciences & Disorders

Graduate Student Handbook

The University of Mississippi
School of Applied Sciences

csd.olemiss.edu

The CSD Graduate Handbook is intended to assist students in their transition into the University of Mississippi (UM) Communication Sciences and Disorders (CSD) graduate program and to delineate the requirements of the CSD Department clearly. It is not intended to replace the UM Student Handbook or the Graduate School policies but to supplement the general guidelines with information relative to this specific department. The UM Graduate Catalog details the official requirements of the Graduate School for completion of the Master's Degree <https://catalog.olemiss.edu/>. 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 CSD Graduate Handbook is to be used in conjunction with the Clinic Handbook in CSD. The Clinic Handbook details clinical policies and procedures and is required for students' use throughout their clinical practicum coursework.

All information contained in the CSD Graduate Handbook is subject to change. Students will be informed of changes if they become necessary. Students are responsible for reading and following the policies and procedures in the CSD Graduate Handbook.

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Dear Graduate Student:

Welcome to the Department of Communication Sciences and Disorders at the University of Mississippi. The faculty and staff are proud of our department, and we are delighted you chose to study with us. As you know, acceptance into UM CSD is competitive, and you are some of the best of those who applied. Our goal now is to help you become a terrific clinician because people with communication disorders deserve to be served by truly qualified people.

The Master's program in Communication Sciences and Disorders is designed to prepare you for a career as a speech-language pathologist (SLP). SLPs provide diagnostic and treatment services to individuals who exhibit a variety of communication cognitive and feeding/swallowing disorders, and our program will provide you with experience with many of these. In addition, a degree in Communication Sciences and Disorders includes an in-depth study of typical speech, language, and cognitive development across the lifespan, speech, and hearing science, typical and disordered feeding and swallowing, cultural differences in communication, and prevention of speech and hearing disorders. These are exciting and evolving fields of study, and you will find yourself constantly challenged to learn new information.

Our department has excellent academic and clinical offerings. The UM Speech and Hearing Center serves a wide range of clients, offering you the opportunity to observe individuals with a variety of communication impairments. Our program also has numerous affiliations with local schools, hospitals, and rehabilitation facilities. Many of our faculty conduct research-related activities that may add to your educational experience. We hope you avail yourself of these opportunities to achieve a well-rounded academic and clinical education that prepares you for your future.

The purpose of this handbook is to provide information about the department and the requirements for your program. It includes essential information that you will need during your course of study, and it is important that you review these materials carefully. This handbook will be augmented by other information from the clinic in the Clinic Handbook and the UM Graduate Catalog. It is your responsibility to know the procedures for this program and university policies, and the faculty will make every effort to work with you to ensure your success. We are looking forward to guiding you in your academic and professional development.

Sincerely,
Dee M. Lance, Ph.D.
Professor and Chair

Section I

Departmental Introduction, Mission, & Structure

Introduction

This handbook is a guide for students, faculty, and staff in the Department of Communication Sciences and Disorders (CSD) at the University of Mississippi (UM). It references policies and procedures within CSD, but is not an exhaustive list of all policies and procedures for CSD or the University of Mississippi. In addition to this CSD Handbook, students should also review, and maintain access to, the University M-Book and the UM Graduate School policies. Students enrolled in clinical practicum must also review and maintain policies and procedures in the UM CSD Clinical Handbook.

A Brief History Of The Department

The Department of Communication Sciences and Disorders has grown and progressed continually since beginning in 1966 as a Division of Speech and Hearing in the Department of Speech and Theater. It was at that time that Godfrey E. Arnold, M.D., Donald McBryde, Ph.D., and James Mann, Ed.D. wrote a program development grant and received \$20,000 from the United States Office of Education for faculty support and student stipends. Five students were enrolled in the program, which was located in the Fine Arts Center. By 1967, there were 25 baccalaureate students majoring in speech therapy. The designation for the major was either in special education with emphasis in speech therapy through the School of Education or in speech therapy with a minor in an area chosen by the student in the College of Liberal Arts. In 1969, a graduate program in speech pathology and audiology was initiated with concentration on professional preparation through academic and clinical training. One student enrolled in the graduate program, while the number of undergraduate majors in communicative disorders increased to 75. In January of 1970, the program was moved to University House, and in the spring of that same year, departmental status was granted. In June of 1973, the Department of Communicative Disorders was transferred from University House to George Hall, previously a men's dormitory which had been renovated for the purpose of providing a location for all departmental activities. The department relocated to a new academic home in the year 2001, leaving the College of Liberal Arts and moving to the newly created School of Applied Sciences. Joining the department in this new school were the departments of Social Work, Health, Exercise Science and Recreation Management, Family and Consumer Science and Court Reporting. In January of 2019 the Department of Communication Sciences and Disorders moved to the University of Mississippi South Oxford Center. This location provided a significant increase in departmental space, research facilities, and clinical training space and services.

CSD Strategic Plan Executive Summary

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.

Mission

- 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 in reaching their personal potential and maintaining 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 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 collaborative environment both within and beyond the discipline to provide new and innovative solutions for people with communication and swallowing disorders.

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 by collaborating with 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, evidence-based 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 to ensure student and patient privacy.
- We commit to working together as a team to support, respect, and encourage one another.

Strategic Plan

<http://csd.olemiss.edu/about/vision-mission-and-strategic-plan/>

Accreditation Status

The Master of Science (M.S.) education program in speech-language pathology {residential} 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.

Notice of Nondiscrimination Policy

As a recipient of federal financial assistance, The Department of Communication Sciences and Disorders and The University of Mississippi Speech and Hearing Clinic do not exclude, deny benefits to, or otherwise discriminate on the basis of race, color, gender, sex, pregnancy, sexual orientation, gender identity or expression, religion, citizenship, national origin, age, disability, veteran status, or genetic information or any other form of legally prohibited form of discrimination 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 Clinic directly or through a contractor or any other entity with

whom The University of Mississippi Speech and Hearing Clinic 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 Clinic at 662-915-7271. For a detailed related policy, please refer to <https://policies.olemiss.edu/ShowDetails.jsp?istatPara=1&policyObjidPara=10848182>

Organizational Structure

School of Applied Sciences

The Department of Communication Sciences and Disorders (CSD) is housed in the School of Applied Sciences. The Department Chair of CSD reports directly to the Dean of Applied Sciences. The graduate program is administered by the Graduate School.

Department Chair

The Department Chair is the chief administrator of the academic and clinical functions of the CSD Department including primary responsibility for all degree programs. Departmental policies and procedures are developed in consultation with program coordinators, department committees, faculty, and other department members. Students are advised that they may contact the Department Chair at any time as needed for support as they complete the degree program.

Graduate Program Coordinator(s) The Graduate Program Coordinator(s) guides students through the admissions process serves and maintains academic records. Specifically, the duties of the Graduate Coordinator(s) is(are):

1. Orient new graduate students to the curriculum and degree requirements,
2. Support academic advising to assist graduate students to reach educational and career goals,
3. Assure that graduate students adhere to policies as determined by the department, SAS, UM or the UM Graduate School,
4. Work with faculty to identify graduate students not performing at appropriate levels and spearhead remediation procedures as necessary,
5. Ensure that graduate students meet all requirements for ASHA certification and Mississippi licensure.
6. Work with faculty and the Department Chair to guide curriculum development and course outcomes

UM Speech and Hearing Clinic Director

The Director of the Speech and Hearing Clinic (SHC) is responsible for the coordination of the clinical education and for the day-to-day operations of the SHC. The Clinic Director is

responsible for student progress in achieving the knowledge and skills needed for licensure and certification. Specifically, the duties of the UMSHC Clinic Director is:

1. Work with faculty and the Department Chair to guide planning and policy recommendations
2. Manage clinical training assignments of students and supervisory faculty
3. Supervision of students who are in off-campus settings
4. Procurement and maintenance of equipment, materials and tests
5. Billing for clinic services
6. Clinical training and its documentation for CFCC Knowledge and Skills
7. Supervision of in-house clinic staff
8. Ensure that the operation of the SHC meets accreditation, certification, and regulatory standards

Faculty

Academic and clinical faculty in the CSD Department serve a large variety of roles that can include the following: classroom-based and online teaching; clinical education; research and scholarship; administrative responsibilities; service to the department, school, and university; and leadership roles in the professions on a national and international scale. They are expected to adhere to policies and procedures outlined in this manual. Faculty roles are negotiated annually with the Department Chair in accordance with UM faculty policies. Students are encouraged to communicate directly with faculty assigned to their courses.

Department Administrative Support Personnel

The department administrative assistants have a wide variety of administrative responsibilities for the department, clinic, and university. They are under the direct supervision of the Department Chair. Students are to respond immediately to requests from the administrative assistants, and students should refrain from requesting assistance from an administration assistive unless specifically directed to so by a faculty member.

Graduate Assistants

Graduate assistantships are awarded at the time of admissions and directed via the UM Graduate School. Departmental assignments are made each semester by the Department Chair. Graduate Assistants (GAs) may be assigned to one or more faculty members. Each GA then reports regularly to the individual person to whom the GA is assigned. Work responsibilities for these assistants begin the first day of class each semester and end on the last day of final exams. In accordance with the UM Graduate School policy, GAs are evaluated at the end of each semester by their direct supervisor.

CSD Faculty and Staff Directory

Full Time Faculty

Name	Title	Phone	Email
Burklow, Elizabeth	Speech-Language Pathologist	662-915-5291	eburklow@olemiss.edu
Bryan, Rhonda	Instructor of ASL	662-915-2977	rbryan@olemiss.edu
Chism, Carla	Clinical Speech-Language Pathologist & Instructor	662-915-7294	cmchism@olemiss.edu
Colvin, Kris	ASL Instructor		Kmcolvin@olemiss.edu
Coker, Christy	Clinical Speech-Language Pathologist & Instructor	662-915-5127	clcoker@olemiss.edu
Crowe, Bradley	Co-director UM Speech & Hearing Clinic & Instructor	662-915-5120	bcrowe@olemiss.edu
DeVera, Amanda	Speech-Language Pathologist	662-915-5131	atdevera@olemiss.edu
Guntupalli, Chaya	Professor	662-915-7652	
Higdon, Carolyn	Professor	662-915-5122	chigdon@olemiss.edu
Ikuta, Toshikazu	Associate Professor	662-915-5121	tikuta@olemiss.edu
Lance, Dee	Chair and Professor	662-915-5130	dmlance@olemiss.edu
Lowe, Rebecca	Clinical Associate Professor	662-915-7574	Rl1@olemiss.edu
Mason, Leighton	Clinical Speech-Language Pathologist & Instructor	662-915-2942	lbmason@olemiss.edu
McManus, Kari	Clinical Speech-Language Pathologist & Instructor	662-915-5682	kmcmanus@olemiss.edu
Messersmith, Haley	Clinical Audiologist	662-915-2246	hemcgee@olemiss.edu
Park, Hyejin	Assistant Professor	662-915-3221	hpark11@olemiss.edu
Snyder, Greg	Associate Professor	662-915-1202	gsnyder@olemiss.edu
Williams, Anne	Clinical Audiologist	662-915-1454	alwillia@olemiss.edu

Administrative Support Personnel

Name	Title	Phone	Email
Esterley, Stefan	ASL Interpreter	662-915-5613	
Evans, Sandra	Clinical Records Clerk	662-915-7271	Sjevans1@olemiss.edu
Pride, Joyce	Administrative Coordinator	662-915-7652	jmpride@olemiss.edu

Part-Time Faculty

Name	Title	Phone	Email
Blount, Corey	Adjunct ASL Instructor	662-915-2977	corey@olemiss.edu
Chappell, Summer	Adjunct ASL Instructor	662-915-2977	summer@olemiss.edu
Evans, Lea Helen	Visiting Clinical Assistant Professor	662-915-7652	lhevans1@olemiss.edu
McCullough, Kim	Adjunct CSD Instructor		mcculloughkc@appstate.edu

Fax: (Clinic): 662-915-7263

Fax: (Department): 662-915-5717

Phone: Reception / Lobby: 662-915-5121

Section II

Graduate Program Requirement

CSD Graduate Program Degree Requirements

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 Mississippi. Our graduate program is a full-time program. You should plan to be available Monday through Friday each semester as there will be regularly scheduled classes and clinical activities. There will also be night classes each semester to ensure you will be available for clinical education, which most often occurs during the day.

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 series of courses and clinical education experiences that help students learn content in the nine disorder areas and to learn how to analyze the best available evidence to support clinical decisions. The curriculum presents a balance of courses that emphasize clinical knowledge and skills required for independent practice as a speech-language pathologist. This full-time program is designed to be completed in seven consecutive semesters starting in the second summer semester.

Required Coursework (61 credit hours):

• CSD 505	Neurophysiology and Genetics of Communication	3 Credits
• CSD 513	Speech Science	3 Credits
• CSD 521	Disorders of Fluency	3 Credits
• CSD 523	Speech Sound Disorders	3 Credits
• CSD 526	Neurogenic Disorders of Language	3 Credits
• CSD 541	Child Language Dev. and Assessment	3 Credits
• CSD 557	Audiology for the SLP	3 Credits
• CSD 605	Counseling Theory/Practice	2 Credits
• CSD 613	Research Design and Analysis	3 Credits
• CSD 620	Assessment and Treatment of Dysphagia	3 Credits
• CSD 622	Voice and Resonance Disorders	3 Credits
• CSD 624	Craniofacial Anomalies	2 Credits
• CSD 625	Autism and Developmental Disabilities	3 Credits
• CSD 627	Neurogenic Disorders of Speech and AAC	3 Credits
• CSD 642	Child Language Diagnostics and Intervention	3 Credits
• CSD 690	Professional Ethics, Licensure, and Current Trends	3 Credits
• CSD 691-695	Graduate Practicum c(across 5 semesters)	15 Credits

Optional Courses for Advanced Study (advisor and instructor approval required)

• CSD 531	Special Problems in CSD
• CSD 592	C1 Sem/Speech-Language Path
• CSD 632	Workshop in Comm Sciences & Disorders
• CSD 697	Thesis

Additionally, students must have completed courses in basic human communication processes and the nature of speech, language, and hearing disorders, including courses in the following areas: phonetics, language acquisition, anatomy and physiology of the speech mechanism, speech and hearing science, audiology, language disorders, and articulation disorders.

Undergraduate deficiencies are identified upon admission and a program of study is developed for each student that **may include enrolling in additional coursework.**

Plan of Study

During orientation, the student is provided with a plan of study. This will be the student's guide to which classes to register for each semester. Students must meet with their advisor before registering for classes each semester. Individual plans may vary depending on individual student needs. Below is a **sample Plan of Study.**

Sample Plan of Study

Second Summer Session 2024	Hours
CSD 613: Communicative Disorders: Research & Design Analysis	3

August Intersession 2024	Hours
CSD 505: Neurophysiology and Genetics of Communication	3

Fall 2024	Hours
CSD 523: Speech Sound Disorders	3
CSD 541: Child Language Development and Assessment	3
CSD 625: Autism and Developmental Disabilities	3
CSD 691: Graduate Practicum	2

Spring 2025	Hours
CSD 521: Disorders of Fluency	3
CSD 526: Neurogenic Disorders of Language	3
CSD 622: Voice & Resonance Disorders	3
CSD 642: Child Language Diagnostics & Intervention	3
CSD 692: Graduate Practicum	2

Full Summer 2025	Hours
CSD 513: Speech Science	3
CSD 557: Audiology for the Speech Language Pathologist	3
CSD 605: Counseling Theory & Practice	2
CSD 693: Graduate Practicum	2
<i>CSD 697: Thesis (MS Thesis track students only)</i>	2

Fall 2025	Hours
CSD 620: Assessment & Treatment of Dysphagia	3
CSD 627: Neurogenic Disorders of Speech & Augmentative/Alternative Communication	3
CSD 694: Graduate Practicum	3
<i>CSD 697: Thesis (MS Thesis track students only)</i>	2

Spring 2026	Hours
CSD 624: Craniofacial Anomalies	2
CSD 690: Professional Ethics, Licensure and Current Trends	3
CSD 695: Graduate Practicum (5-day)	6
<i>CSD 697: Thesis (MS Thesis track students only)</i>	2

Graduate Degree Requirements for M.S. in Speech-Language Pathology.

1. A minimum of 61 credit hours, including 46 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 while enrolled in the UM SLP program and under the direction of the UMCSF faculty and/or approved off site clinical educators.

Retention

Once admitted, a student's progress in the program is reviewed each semester. To remain in good standing, the student must:

- A. Maintain a minimum overall grade point average of 3.0. A student whose cumulative graduate GPA is less than 3.0 is on academic probation. Academic probation may result in a student being disallowed from continuing in practicum, and extend their program of study. In the next semester of attendance, the student must achieve a cumulative 3.0. If the cumulative 3.0 is not met, the student is ineligible to continue graduate studies in the department. A GPA of 3.0 or above is required for graduation.
- B. Observe the fundamental rules of ethical conduct as described in the Code of Ethics of the American Speech-Language and Hearing Association.
- C. Maintain satisfactory non-academic criteria and professional standards that are important to function as a speech-language pathologist. These are outlined in the "Professional Functions for Speech-Language Pathologists" document. Refer to the document for specific details.
- D. Graduate students must successfully complete the exit requirements: a thesis or a comprehension examination.

Technology Requirements

Students will need access to a personal computer or laptop during their master's program. You will also need access to the internet. Please alert the Graduate Program Director(s) as soon as possible if you do not have access to the requisite technology.

Advisement

Upon entering the program, students will be assigned an advisor. Students should meet with their advisor every semester to review their progress through the plan of study on their MyOleMiss website. Each semester, during the advisement meeting, students and advisors will review academic performance, professional disposition, and essential functions. Students have access to their advising files, MyOleMiss, and CALIPSO, all of which contain information related to their progress in the MS program.

Clinical Program

The clinical coursework sequence occurs across five semesters of the program (starting with the first fall semester). Clinical practicum is designed to give students multiple and varied opportunities for clinical skill development in on-campus and off-campus settings. Clinical experiences are designed to provide opportunities for students to develop knowledge and skills necessary for entry into clinical practice. The goal is to apply to demonstrate progressively higher levels of thinking and clinical problem-solving skills and independence over time.

Academic Calendar

The academic and clinical coursework sequence occurs over seven semesters of the program, beginning in the second summer term. The following links provide the University of Mississippi academic calendar: <https://registrar.olemiss.edu/academic-calendar/>.

Please make note the beginning and ending of terms and other important dates as they are announced. It is your responsibility to be available for academic and clinical experiences and meeting the whole term, even during the summer. Vacations and other social engagements should be scheduled around the academic terms.

CSD 691-695 (practica) are experiences that mirror typical work situations. Therefore, clinical practica are not specifically bound to the university calendar as are typical (lecture-based) academic classes. **Students will follow the calendar of their specific placement, as opposed to the university; as a result, university holidays may not be observed.** For example, if a student is in a medical placement, they will continue their practicum placement during the university spring break.

Knowledge and Skills Acquisition

The graduate degree program in Communication Sciences and Disorders is a competency-based program. The faculty will meet to review all master's degree students' clinical and academic progress regularly. Class requirements and clinical experiences are connected to the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) competencies and successful progress through, and acquisition of the competencies are required to graduate from the CSD program. Additionally, the Student Learning Outcomes which are tied to the CFCC competencies found in each syllabus, must be successfully met for the course to count toward ASHA certification (i.e., CCC/SLP). Please refer to ASHA's website for more information on CFCC standards: <https://www.asha.org/certification/2020-slp-certification-standards/>. Competency of the required knowledge and skills will be track in CALIPSO.

Student Learning Outcomes and CFCC Knowledge and Skills Requirements

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. To successfully compete the UM CSD master's in speech-language pathology. Students must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases

Students 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 (a.k.a., the Big Nine):

1. Articulation;
2. Fluency;
3. Voice and resonance, including respiration and phonation;

4. Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing;
5. Hearing, including the impact on speech and language;
6. Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
7. Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);
8. Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities);
9. Augmentative and alternative communication modalities.

Students 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.

Students 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 coursework 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
 - f. to meet the needs of clients/patients
 - g. Complete administrative and reporting functions necessary to support intervention
 - h. 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.

Intervention/Remediation of Unmet Competencies

Intervention plans are designed to improve a student's knowledge and skills in a specific area of weakness. The instructor(s) and/or supervisor(s) involved in identifying need areas will typically serve as mentors towards the completion of the plan.

Intervention is required for any grade below a B on any major assignment, exam, or clinical competency. Students will be required to meet with the instructor for the course, or the clinical educator if the deficiency occurred in clinical practicum, to remediate any grade below a B on any major examination or assignment. See Clinic Handbook for specific requirements for intervention/remediation for clinical practicum. Individual arrangement will be made, in writing, for remediation. The **first** score earned by the student will be retained for course grading while the remediation assignment will be used to ensure the CFCC competencies are met. Moreover, students will be allowed **ONE intervention opportunity** to exhibit competency on any given major assignment, exam, or clinical competency. If, after the first attempt, the student is unable to demonstrate competency, a Departmental Intervention Plan will be developed with input from the Instructor, Department Chair, Clinic Director, and Graduate Program Coordinator or Advisor. The plan will be placed in the student advising file.

Sample intervention/activities. Intervention activities are created based on the needs of the student and the area(s) in which they had difficulty. It is possible to have one intervention plan for multiple areas. Below is a list of sample intervention activities. This list is not exhaustive:

- Write a paper on a topic.
- Independent study of a topic.
- Complete a literature review for a topic.
- Receive added individual instruction on a topic.
- Complete an additional class or supervised clinical experience.
- Complete supervised clinical observations.
- Complete additional clinical paperwork
- Engage in simulated experiences
- Participate in a professional development experience (e.g., conference or seminar).
- Retention in on-campus clinic for further clinical training prior to going off-campus.
- Successful completion of specific clinical activities, such as diagnostic report writing.
- Extra oversight and documentation of appropriate professionalism, such as verifying that all paperwork is timely.

Failure to make adequate progress in the acquisition of the required knowledge and skills can result in the following: 1) a lower course or clinic grade, 2) retaking a course, or additional coursework, 3) delayed admission into required courses and clinical

experiences, 4) delayed placement in external practicum sites/experiences, and/or 5) dismissal from the program.

Impact of remediation on comprehensive exams or thesis defense. A student will not be able to take the comprehensive exams or defend a thesis if they have any outstanding remediations.

Remediation of CSD 69x (CSD 691-695). Students remediating CSD 69x (Clinical Practicum) will not be awarded clinical clock hours for the semester in question, and may be required to complete an additional semester of CSD 69x. In addition, a remediation plan will be developed by a clinic remediation committee consisting of the department chair, clinical supervisor, clinic director and academic advisor or Graduate Program Coordinator. See the CSD 69x syllabus for additional policies.

Remediation does not impact the final grade. Completion of remediation activities will not result in a change to the student's overall course grade.

Oral and Written Language Competency

Graduate students who are non-native speakers of English are assessed during their first semester of graduate school. The CSD faculty conducts informal screening of oral and written communication, in English, of all graduate students.

Non-Native English Speakers

Any student, whatever their native language, who is identified by CSD Faculty, as having spoken or written language proficiency that does not meet the above standard will be offered the opportunity to receive assessment and intervention through appropriate venues, to include the program's UMSHC. The student will not be required to participate as a client in therapy; however, the student will be held responsible for development of communication skills sufficient to achieve effective clinical and professional interaction with clients and relevant others. Efforts will be made to assist students in locating appropriate services/resources. Appropriateness of continuation as a student clinician in clinic will be made on a case-by-case basis if a student has been identified as presenting a deficiency in spoken and/or written English. Students who have been identified as needing services to improve their English must be approved by the UMSHC Clinic Director for admission into, or continuation of, the clinical practicum experience.

UM English Language Proficiency Requirements

The ability to communicate effectively in the English language is critically important to students' academic and personal success as well as to safety in laboratories and other academic and research environments. International applicants whose primary language is not English and/or who have completed their secondary or tertiary education primarily outside of the U.S. must submit official scores from the acceptable tests (list of tests available on the UM website <https://international.olemiss.edu/english-proficiency-requirements-11-2019/> . English language proficiency requirements may be met by providing qualifying test scores. To be considered official, test scores must be sent directly from the testing agency to the university and be less than two years old. The school code for the University of Mississippi is 1840 (from the UM website <https://international.olemiss.edu/english-proficiency-requirements-11-2019/>).

Non-General American English Speakers

CSD graduate students identified as presenting with language differences that may interfere with successful completion of clinical training will be counseled by their Academic Advisor and the UMSHC Clinic Director. Strategies to improve their oral and/or written proficiency will be provided to the student via documented consultation with the Academic Advisor and/or the UMSHC Clinic Director, and via feedback received from CSD Faculty. Documented consultation may be drafted as a remediation plan. If documented consultation does not meet the student's needs, attempts will be made to provide resources for individualized intervention, including, at the student's request, the program's UMSHC. The student will not be required to participate as a client in therapy; however, the student will be held responsible for development of communication skills sufficient to achieve effective clinical and professional interaction with clients and relevant others.

Students with Communication Disorders

Students with communication disorders that may interfere with successful completion of clinical training will be counseled by their Academic Advisor and/or the UMSHC Clinic Director. Students will be provided with information on assessment and intervention services available in the community, including the program's UMSHC. The student will not be required to participate as a client in therapy; however, the student will be held responsible for development of communication skills sufficient to achieve effective clinical and professional interaction with clients and relevant others.

Summative Assessment

Summative Assessment: Comprehensive Exam Option

Before the final semester in the program, students will take a comprehensive examination, also known as a summative assessment. The purpose of this summative examination is to confirm that the student can adequately define, diagnose, and treat adults and children with speech, language, and swallowing disorders.

The examination will be administered at the end of the Second Fall Semester and consist of multiple-choice questions from all the classes take completed at the time of the examination. ***Students must pass this examination to graduate from the program.*** If for some reason a student has needed to extend their program of study, the exam may be scheduled after the required coursework has been completed.

Students who fail the comprehensive examination will have ***one final chance*** to demonstrate mastery of the knowledge and clinical skills needed for eligibility for certification and licensure and graduation from UM by retaking the examination. The retake can consist of a new set of questions following the format described below.

Format and Scoring of the Examination

The multiple-choice test will comprise 150 questions, approximately 10 from each of the courses taken and 10 miscellaneous questions. The examinations will be developed, administered, graded, and overseen by members of the Graduate Program Committee.

Eighty percent is the passing score for the comprehensive examination.

Consequences: Failure to pass the retake of the multiple-choice examination will result in dismissal from the program.

Summative Assessment: 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.

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 (<https://gradschool.olemiss.edu/current-students/thesis-and-dissertation-preparation/>), 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 and the Department of Communication Sciences and Disorders (see point 4 below for additional details)
 - g. Link to Thesis and Dissertation Preparation Manual:
<https://gradschool.olemiss.edu/thesis-and-dissertation-manual/>
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.
 - b. <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 as 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 Coordinator.
- 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 a 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. By the Final semester – defend thesis to committee
 - d. The defense document should be distributed two weeks prior to the defense date
 - e. 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. 20 minute presentation by the student
 - ii. 20 minutes for questions from the committee
 - iii. 20 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 to 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, they 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 revising 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, they 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.

Section III: Program Policies

Requirements Prior to Assignment to Clinical Practicum

Clinical Observations Requirements

Most students who enter the graduate program have completed the required 25 hours of supervised observation as part of their undergraduate program. If students have not completed their required observation hours by the beginning of the first semester, they may do so simultaneously while involved in their graduate clinician educational program by enrolling in CSD 531: Special Problems in CSD (1 credit hour).

Medical Clearance

All students participating in practicum are required to complete the 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 of 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 Healthcare 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. As part of onboarding and before your first clinical assignment, students must complete the HIPAA Confidentiality Module, the Code of Ethics Module, and the 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 participant or human participant data must receive training in the protection of human participants. Information on completing training and submitting IRB applications can be found at: <http://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.

Additional Policies

Incomplete Grades

The temporary mark/grade 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. For the CSD master's program, the I mark/grade should not be used unless the student has satisfactorily completed the majority of assignments and assessments for the course. I marks/grades are not computed in determining a student's GPA. If an I mark/grade for an undergraduate student has not been changed to a regular grade before the course withdrawal deadline (the 30th day of classes) of the next regular semester (excluding summer terms), then it automatically changes to an F and is computed in the GPA. An assigned grade of I or F may not be removed by formally enrolling in the same course in a subsequent semester at this, or any other, institution.

Changes to Academic or Clinical Plan of Study

Students wishing to make a change to their plan of study must have approval of the graduate program coordinator(s), Department Chair, and the clinic director. Requests must be made in writing to the graduate program coordinator. In consultation with the Graduate Program Coordinator the Department chair decline or approve the request. Changes to a plan of study may increase the number of semesters to complete the degree.

Praxis II & Graduation Requirements

All graduate students are required to take the Praxis II exam and report the results to the department as a requirement for graduation. It is strongly suggested that the Praxis II no later than March before graduation.

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.

Policy for Verification of Student Identity and in Online Courses

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. CSD faculty will ensure students enrolled in the course is the same student who participates in and completes the course or program and receives academic credit, by requiring student to log onto UM's password protected teaching platforms to access course materials, submit assignments, and complete assessments.

IT and Computer Usage

UM has a policy concerning appropriate use of university owned equipment as and activities allowed using it's servers and WIFI. You should be familiar with those policies to avoid violations and possible sanctions.

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

Student Support Services

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. Students may seek assistance from the university Student Disabilities Services office if they have a documented disability and need assistance. The student would follow the actions described in the following links to have official accommodations at the university which may be applied to their academic and clinical educational activities. <https://sds.olemiss.edu/apply-for-services/>

Student Withdrawal from Courses

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.

Leave of Absence from the University

The Leave of Absence requires support from the Academic Program and approval from the Dean of the Graduate School. Individuals cannot take a Leave of Absence if they intend to do work on their graduate degree and documentation may be required. They also cannot hold a graduate assistantship and will not be eligible for student insurance. Eligible students include those who are in good academic and clinical standing prior to their request. For additional policy details, see the Policy Directory at <https://policies.olemiss.edu/ShowDetails.jsp?istatPara=1&policyObjidPara=12684669>. As the CSD program is lockstep in nature, the minimum and maximum leave of absence is 1 year in length. (The lockstep program of study cannot support students requesting one semester leave of absence; students requesting greater than 1 year or more leave of absence will need to withdraw from the program and re-apply should they wish to continue their studies.)

Transfer of Graduate Credit from another Institution

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 no more than 12 hours, of the graded coursework credit hours required for a masters or specialist degree program.

See the full policy at the following University of Mississippi Graduate School Policies webpage: <http://catalog.olemiss.edu/graduate-school/academics>

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 any time. Students are required to be aware of and follow all UM Policies.

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.

There are several policies and procedures pertaining to graduate student grievances depending upon the nature of the concern. These include policies for academic complaints, sexual harassment, and standards of student conduct. Students may pursue all concerns with their **advisor, Graduate Program Coordinator(s), or the Department Chair** regarding appropriate procedures as outlined by the UM Policy and Procedures or the Graduate Catalog. Clinical education concerns may be directed to the UMSHC **Clinic Director or Department Chair**. Every effort will be made at the department level to resolve the complaint or concern.

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.

<https://olemiss.edu/info/mbook/>

Student Complaints

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, they 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 they 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, they 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.

All written grievances and the actions taken to resolve the complaint will be collected and kept in a confidential file in the Department of Communication Sciences and Disorders chair's office.

Procedure to File a Complaint with Council for Academic Accreditation:

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

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

Complaints regarding accreditation standards against graduate education program should be submitted to the chair of the Council on Academic Accreditation.

The complaint procedure is detailed in the **CAA Accreditation Manual** (Section VIII) which is available online at the following address:

<https://caa.asha.org/siteassets/files/accreditation-handbook.pdf>

Campus Resources

Campus Resources

Bookstore	662-915-5899
Bursar/Financial Aid	800-891-4596
Career Center	662-915-7174
Center for Inclusion and Cross-Cultural Engagement	662-915-1689
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
Student Disability Services	662-915-7128
Turner Center/Campus Recreation-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) <https://studentaid.gov/h/apply-for-aid/fafsa>

Financial Aid <https://finaid.olemiss.edu/>

My Ole Miss <https://my.olemiss.edu/irj/portal>

National Student Speech Language Hearing Association (NSSLHA) <https://www.nsslha.org/>

University of Mississippi <http://www.olemiss.edu/>

University of Mississippi Graduate School <https://gradschool.olemiss.edu/>

University of Mississippi Libraries <https://libraries.olemiss.edu/>

Registrar <https://registrar.olemiss.edu/>

Council on Academic Accreditation <http://caa.asha.org/>

Certification and Licensure

American Speech Language Hearing Association: Certification

Review the ASHA.org website to obtain information about applying for ASHA Certification in Speech Language Pathology. <http://www.asha.org/certification/SLPCertification/>

Mississippi Licensure

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

MS State Licensure Board: <https://msdh.ms.gov/page/30,0,82.html>

ASHA Guide to MS Licensure: <https://www.asha.org/advocacy/state/info/MS/licensure/>

MS Dept. of Ed. School Licensure: <https://www.mdek12.org/OEL/Licensure-Application-Checklist>

ASAH Guide to MS School Licensure:

<https://www.asha.org/advocacy/state/info/ms/msteachrequire/>

Information on State Licensure (other than Mississippi)

Recent federal policy mandates that pre-professional programs, including the Department of Communication Sciences & Disorders at The University of Mississippi (Dept of CSD), contact graduate students annually about their training and the educational requirements for professional licensure relative to their home state. As you prepare to advance in your career, we would like to make sure you are informed about the licensing requirements of your state of permanent residence as recorded on your application documents. You may find information for other state's licensure requirements at <https://www.asha.org/advocacy/state/info/>.

As opposed to reviewing specific licensure standards for each individual state on an annual basis, we are disclosing that the CSD Department has not made a determination if this program meets the educational requirements for professional licensure or certification in states other than Mississippi. For more information, please review these standards from the appropriate

state licensure board. The you can also find information relative to all stat licensure regulations, and links to each state's licensure board at <https://www.asha.org/advocacy/state/>

Section IV: 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 (<http://www.asha.org/code-of-ethics/>), HIPAA Guidelines, and Professional Functions (in Appendix). Failure to adhere to Professional Expectations will have a negative impact on a student's progression in the program and may result in: 1) a lower course and/or clinic grade, 2) retaking a course, or additional coursework, 3) delayed admission into required courses and clinical experiences, 4) delayed placement in external practicum sites, or 5) dismissal from the program.

Academic and Professional Program Requirements

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 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. 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, Aug 2023 <https://communications.olemiss.edu/wp-content/uploads/sites/5/2017/10/MBook.pdf>):

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;
6. Disruptive Behavior;
7. Harm to the facilities that support the academic environment
8. 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 <http://www.hhs.gov/hipaa/index.html> & <https://legal.olemiss.edu/legal-%20issues/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 managed at the level of the Department or at the University level. At the Department level, a Professional Functions Report will be completed. See the implementation of Professional Functions below.

When the choice is to enter the alleged violation into the University process rather than management within 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 uploaded into the 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 or see the Policy on Dismissal or Change in Status of Graduate Students:

https://secure4.olemiss.edu/umpolicyopen/GetPdfActive?pol=11142506&ver=active&file=11142506_active_20130911.pdf&cod=ACA.GS.100.003

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 program coordinator. The process for managing 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 online 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 consistent with 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 or the Policy on Dismissal or Change in Status of Graduate Students

https://secure4.olemiss.edu/umpolicyopen/GetPdfActive?pol=11142506&ver=active&file=11142506_active_20130911.pdf&cod=ACA.GS.100.003

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).

Professional Functions for Speech-Language Pathologists

The Department of Communication Sciences and Disorders at the University of Mississippi 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, <https://www.asha.org/policy/sp2016-00343/>).

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 assistance 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 non-academic Professional Functions for speech-language pathologists to assist our students in identifying some of the necessary skills required to competently provide services. Failure to meet, maintain, or progress in demonstrating the Professional Functions may result in the following: 1) a lower course or clinic grade, 2) retaking a course, or additional coursework, 3) delayed admission into required courses and clinical experiences, 4) delayed placement in external practicum sites/experiences, and/or 5) dismissal from the program.

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Essential functions can be described in relation to six areas:

1. Physical health
2. Motor
3. Sensory/observation
4. Intellectual/cognitive
5. Communicative
6. Behavioral/social/emotional

Physical Health

The student must possess adequate physical health to complete academic and clinical requirements. This includes having the ability to continuously sit, stand, manipulate clinical materials and focus on academic and clinical tasks for a typical workday with necessary reasonable accommodations if applicable. A student's physical health and accommodations should not endanger the welfare of their classmates, the faculty, or their clients/patients.

Motor

A student must possess adequate motor skills to:

7. Provide for one's own personal hygiene.
8. Access transportation to clinical and academic placements.
9. 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 assistance.
10. 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.

11. 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.
12. 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.
13. Efficiently manipulate testing and treatment environments and materials (e.g., turn pages, present stimulus items).
14. Manipulate equipment (e.g., nasendoscopy, videostroboscopy, FEES, MBSS, ACC devices, hearing aids, tape recorders, etc.) and clinical materials in a safe and efficient manner.
15. Execute movements to complete therapy activities with all ages and all disability conditions.

Sensory/Observational

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

16. Identify normal and disordered communication patterns in:
 - a. Speech: articulation, fluency, voice, resonance, swallowing, respiration
 - b. 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.)
17. Visualize and discriminate anatomical/craniofacial/oral-motor structures and functions in "live" and recorded formats.
18. 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.
19. Process and act upon clinical and academic information presented in lectures, recorded video and audio, and verbal conversations. Some therapeutic activities will require discriminating individual phonemes and attending to auditory stimuli presented below normal conversational speech levels or presented in high signal to noise ratios.
20. Process and act upon information presented in written formats for academic and clinical purposes (e.g. notes, texts, manuals, case histories, medical charts, clinical reports, etc.), projected video segments, and demonstrations in clinical training.

Intellectual/Cognitive

A student must possess adequate intellectual and cognitive skills to:

21. Maintain attention/concentration for sufficient time to complete clinical activities.
 - c. 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.
22. Follow directions.

23. Demonstrate active learning of information:
 - d. Identify significant findings from literature, history, evaluation, technical reports, diagnostic/treatment plans, professional correspondence, and other relevant data
 - e. Integrate/synthesize new information with prior learning
 - f. Evaluate information critically
 - g. Apply relevant findings to clinical situations.
 - i. This will include the ability to learn from courses and clinical presentations/demonstrations.
 - ii. 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.
 - h. Infer appropriately.
 - i. Formulate an accurate diagnosis based on findings
 - j. Develop a treatment intervention plan of care tailored to the patient based and grounded in evidence-based practices based on data above.
24. Retain information across time.
25. Generalize information across courses, settings, and clients.
26. Problem solve, reason, and exhibit evidence-based clinical decision-making in patient assessment and therapeutic plan execution.
27. Self-reflect, evaluate, identify, and communicate practice errors and/or other professional weaknesses. Develop a personal plan of action to address knowledge and skills limitations.

Communicative

A student must possess adequate communication skills to:

28. Communicate effectively (both receptively and expressively) using oral/written English and nonverbal responses.
 - k. Communication should be appropriate to context.
 - l. Communication should demonstrate cultural competence.
 - m. Communication should be accurate and relevant.
 - n. 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.
 - o. 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.
29. Listen, comprehend/accurately interpret, and act on information presented in an expedient manner.
30. Give and receive feedback in an accurate, professional, and non-defensive manner.
31. Effectively complete clinical reports, patient documentation, diagnostic/treatment plans, professional correspondence and other forms of documentation as required by the degree and professional practice.
32. 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:

33. Display mature empathetic and effective professional behavior and professional relationships by exhibiting compassion, integrity, and concern for others.
34. Recognize and show respect for individuals with disabilities, their caregivers and family members/significant others for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.
35. Demonstrate compassion, sensitivity, integrity, interest, and motivation in all professional relationships.
36. Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics, the ASHA Scope of Practice, university, state regional, and federal privacy policies.
37. Maintain physical, mental, and emotional health and self-care in order not to jeopardize or negatively affect the health and safety of self and others in the academic and clinical settings.
38. Adapt to changing and demanding environments with emotional stability and professional flexibility. The SLP is often required to maintain their composure, communicate with self-possession, and project a professional demeanor in stressful and demanding situations. These include environments which may change without warning in unpredictable ways.
39. Manage time effectively to complete professional assignments and clinical responsibilities in an efficient and prompt manner. Punctuality, regular attendance, and reliability are expectations at all academic and clinical sites.
40. Collaborate productively with patient, family and team members. The SLP should negotiate effectively to facilitate harmonious relationships with colleagues, supervisors, and clients served.
41. Respect supervisory and mentorship 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.
42. Dress appropriately and professionally according to the standards of practice set forth at the site.

As is often the case, this document was influenced by the hard work of others. The Program would like to acknowledge the following reference from which much of the above was referenced: Council of Academic Programs in Communication Sciences and Disorders (2007).

Distribution:

The *Professional Functions Policy* (Appendix B) will be provided to CSD master's student on entry into the program. Upon entry into the program, MS students must affirm, by signing, that have read the policy, understand it, and possess the required skills and traits. Signed copies will be maintained in each student's advising file.

Implementation:

1. Faculty, supervisors, and instructors, who have concerns about a student's professional conduct or professional functions shall follow the following procedures:
 - a. Notify the Department Chairperson in writing of the nature of the concern.
 - b. Address the concern with the student and complete a *Professional Functions Report*. Both the faculty member and the student must sign the report.
 - c. Provide the student with a copy of the signed *Professional Functions Report*. Students have the right to read the written account of the concern.
 - d. Provide the original document, with signatures, to the Graduate Advisor, who will maintain the records the student's advising file.
2. The faculty member, Graduate Program Coordinator(s), and Department Chair will meet to determine the 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. All sanctions are documented in writing and signed by those attending the meeting. The documentation is filed in the student's academic file.
3. Students have up to 14 calendar days to appeal (a) how the concern was represented by faculty, (b) and the decision of the faculty (see the section on Appeals) up to after reviewing the concern. The Department Chairperson will maintain the written records related to appeals.

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, X (formerly Twitter), Skype, SnapChat, TikTok, YouTube, etc.). These devices and applications are subject to having content transmitted to others, with or without consent from the original author.

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.hipaajournal.com/hipaa-social-media/>, 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.

When interacting on social media, UM CSD students should think critically about how they would like to be perceived publicly and to exercise good judgment. Please realize that your post may be viewed by a larger audience than predicted—nothing is private once it is on the internet. Students should ask themselves if they would like their parents, grandparents, instructors, friends, clinical educators, clients, future employers, etc. to see their posts. Avoid posting things that could be interpreted as offensive, harassing, or an infringement of the rights of others. Students should be aware that employers commonly review social media sites when considering new hires; therefore, students should carefully consider what they contribute to their on-line profile. Social media may have a significant impact on personal, professional, and organizational reputations. Because a student's online presence can impact the student, the clients who are served by the student, the department, and the university, the following rules must be followed. Keep in mind that the inappropriate use of social media may lead to ethical violations under the ASHA Code of Ethics. <https://www.asha.org/practice/ethics/ethical-use-of-social-media/>.

CSD Social Media Rules:

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, answers to assignments) without express permission from the instructor is explicitly prohibited. This is a violation of the Academic Honesty Policy <http://olemiss.edu/mbook>.
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.

7. The posting of insulting or offensive comments may violate the ASHA Code of Ethics. Students should strive for civility in all social media interactions. Consult the ASHA Civility Digital Toolkit (<https://www.asha.org/about/civility/>) for information regarding professional conduct on social media.
8. Students should report any inappropriate use of social media by peers to the CSD Department Chair or SLHC Clinic Director immediately.

Professional Communication

The department faculty views each student as a professional from the onset of the program. We are committed to maintaining high standards of professionalism and fostering professional behaviors. Graduate school demands a higher level of performance than required during the undergraduate degree. You will be expected to display independence in studying and completing assigned projects. Guidance for expectations in professional behavior can be found as follows:

1. Applicants to the program are asked to attest that they can meet *Professional Functions* established for behaviors and technical specifications considered necessary to achieve professional certification and be successful in our professions. It is assumed that all students possess all identified dispositions and essential functions listed in the policy. If a student is found in violation of these policies, a written report will be made and provided to the student.
2. The ASHA code of ethics (<http://www.asha.org/policy/ET2016-00342/>) is considered the guideline for professional practice and conduct. Students should read this document and use it to guide their behavior.
3. The Council on Academic Accreditation (CAA) in its updated 2017 standards (now revised version Aug 2020) included Standard 3.1.1 Professional Practice Competencies that mandates that our program “provide content and opportunities for students to learn so that each student can demonstrate the following attributes and abilities...accountability, integrity, effective communication skills, clinical reasoning, evidence-based practice, concern for individuals served, cultural competence, professional duty, collaborative practice.” Course work and clinic activities are designed to support attaining these skills in addition to knowledge and implementation of evidence-based practice.

Of particular concern are communication patterns in the educational and clinical environments. Graduate students are expected to conduct themselves in a professional manner at all times, creating respectful interactions and communication with peers, staff, faculty and clients. Refer to course syllabi to determine faculty availability and preferred modes of communication – office hours, appointments, phone calls, or emails. Please demonstrate professionalism in all communication with faculty, including appropriate identification in the address and subject lines. Do not expect faculty to use texting. Pay particular attention to use of social media avoiding unprofessional conduct or breaches in privacy/ confidentiality.

Academic Integrity

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. Faculty members handle cases of academic dishonesty in their classes by recommending an appropriate sanction after discussion with the student. Possible sanctions may include the following: 1) failure on the work in question, 2) retake of an examination, 3) extra work, 4) grade reduction or failure in the course, 4) disciplinary probation, or 5) 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.

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.) In addition to these examples of plagiarism, academic dishonesty also includes but is not limited to when: 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 Their 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 place, 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 their 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.

Appendices

Appendix A

Professional Functions for Speech-Language Pathologists

The Department of Communication Sciences and Disorders at the University of Mississippi 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, <https://www.asha.org/policy/sp2016-00343/>).

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Essential functions can be described in relation to six areas:

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44. Motor
45. Sensory/observation
46. Intellectual/cognitive
47. Communicative
48. Behavioral/social/emotional

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Motor

A student must possess adequate motor skills to:

49. Provide for one's own personal hygiene.
50. Access transportation to clinical and academic placements.
51. 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 assistance.
52. 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.
53. 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.
54. 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.
55. Efficiently manipulate testing and treatment environments and materials (e.g., turn pages, present stimulus items).
56. Manipulate equipment (e.g., nasendoscopy, videostroboscopy, FEES, MBSS, ACC devices, hearing aids, tape recorders, etc.) and clinical materials in a safe and efficient manner.
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Sensory/Observational

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

58. Identify normal and disordered communication patterns in:
 - p. Speech: articulation, fluency, voice, resonance, swallowing, respiration
 - q. 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.)
59. Visualize and discriminate anatomical/craniofacial/oral-motor structures and functions in "live" and recorded formats.
60. 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.

61. Process and act upon clinical and academic information presented in lectures, recorded video and audio, and verbal conversations. Some therapeutic activities will require discriminating individual phonemes and attending to auditory stimuli presented below normal conversational speech levels or presented in high signal to noise ratios.
62. Process and act upon information presented in written formats for academic and clinical purposes (e.g. notes, texts, manuals, case histories, medical charts, clinical reports, etc.), projected video segments, and demonstrations in clinical training.

Intellectual/Cognitive

A student must possess adequate intellectual and cognitive skills to:

63. Maintain attention/concentration for sufficient time to complete clinical activities.
 - r. 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.
64. Follow directions.
65. Demonstrate active learning of information:
 - s. Identify significant findings from literature, history, evaluation, technical reports, diagnostic/treatment plans, professional correspondence, and other relevant data
 - t. Integrate/synthesize new information with prior learning
 - u. Evaluate information critically
 - v. Apply relevant findings to clinical situations.
 - iii. This will include the ability to learn from courses and clinical presentations/demonstrations.
 - iv. 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.
 - w. Infer appropriately.
 - x. Formulate an accurate diagnosis based on findings
 - y. Develop a treatment intervention plan of care tailored to the patient based and grounded in evidence-based practices based on data above.
66. Retain information across time.
67. Generalize information across courses, settings, and clients.
68. Problem solve, reason, and exhibit evidence-based clinical decision-making in patient assessment and therapeutic plan execution.
69. Self-reflect, evaluate, identify, and communicate practice errors and/or other professional weaknesses. Develop a personal plan of action to address knowledge and skills limitations.

Communicative

A student must possess adequate communication skills to:

70. Communicate effectively (both receptively and expressively) using oral/written English and nonverbal responses.
 - z. Communication should be appropriate to context.
 - aa. Communication should demonstrate cultural competence.
 - bb. Communication should be accurate and relevant.
 - cc. 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.

- dd. 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.
- 71. Listen, comprehend/accurately interpret, and act on information presented in an expedient manner.
- 72. Give and receive feedback in an accurate, professional, and non-defensive manner.
- 73. Effectively complete clinical reports, patient documentation, diagnostic/treatment plans, professional correspondence and other forms of documentation as required by the degree and professional practice.
- 74. 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:

- 75. Display mature empathetic and effective professional behavior and professional relationships by exhibiting compassion, integrity, and concern for others.
- 76. Recognize and show respect for individuals with disabilities, their caregivers and family members/significant others for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.
- 77. Demonstrate compassion, sensitivity, integrity, interest, and motivation in all professional relationships.
- 78. Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics, the ASHA Scope of Practice, university, state regional, and federal privacy policies.
- 79. Maintain physical, mental, and emotional health and self-care in order not to jeopardize or negatively affect the health and safety of self and others in the academic and clinical settings.
- 80. Adapt to changing and demanding environments with emotional stability and professional flexibility. The SLP is often required to maintain their composure, communicate with self-possession, and project a professional demeanor in stressful and demanding situations. These include environments which may change without warning in unpredictable ways.
- 81. Manage time effectively to complete professional assignments and clinical responsibilities in an efficient and prompt manner. Punctuality, regular attendance, and reliability are expectations at all academic and clinical sites.
- 82. Collaborate productively with patient, family and team members. The SLP should negotiate effectively to facilitate harmonious relationships with colleagues, supervisors, and clients served.
- 83. Respect supervisory and mentorship 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.
- 84. Dress appropriately and professionally according to the standards of practice set forth at the site.

As is often the case, this document was influenced by the hard work of others. The Program would like to acknowledge the following reference from which much of the above was referenced: Council of Academic Programs in Communication Sciences and Disorders (2007).

Appendix B
Receipt of Professional Behaviors and Functions Policy

I _____ (print name) _____ (UM ID Number)
acknowledge that I have received, read, and attest to possessing the CSD Policy on Professional
Behaviors and Function on _____ (date).

I understand that failure to adhere to the professional expectations set forth by the CSD
Department will result in a Professional Functions Report. The implementation process is
outlined above. Sanctions that can result from a Professional Functions Report could include
the following:

- A lower course and/or clinic grade
- Retaking a course, or additional coursework
- Delayed admission into required courses and clinical experiences
- Delayed placement in external practicum sites
- Dismissal from the program

Your signature indicates that you have read, understand, and possess these skills.

Student Signature

Date

Student ID

Please sign and return this page to the Graduate Program Coordinator

Appendix C
Receipt of CSD Graduate Student Handbook

I _____ (print name) _____ (UM ID Number)
acknowledge that I have received and read the CSD Graduate Handbook on _____ (date).

I understand that these documents contain the academic rules, policies, and procedures of the CSD graduate program at the University of Mississippi. I understand that these documents may be changed by right of faculty and administration during my time in the program, and that I will be provided an update or addendum if that is necessary.

I understand it is my responsibility to read the CSD Graduate Handbook and all its policies completely. I understand that I will be held accountable for all stipulated academic requirements and for adhering to all policies put forth in this document, or its subsequent versions. I further understand that it is my responsibility to read the Graduate handbook at the beginning of each academic year and to be aware of any changes or revisions to policies therein.

Signature: _____ Date: _____

Please sign and return this page to the Graduate Program Coordinator

Appendix D
The University of Mississippi
CSD MS Program Remediation Form (*Template*)

Student name: _____ **Course instructor:** _____
Course Name and Number: _____ **Semester and Year:** _____

Competencies not met: *RELATE TO THE CFCC STANDARDS*

Remediation policies: *STUDENT* will complete the following remediation activities, according to the schedule below. *STUDENT* will meet with the instructor on an as-needed basis throughout the remediation period (at least one meeting). Successful remediation will be indicated by satisfactory completion of the assigned exercises, defined as a score of at least 80% on all remediation tasks/assignments. The remediation tasks/assignments can be attempted (*once/twice*) as a means of reaching the 80% criterion. Successful remediation also requires on-time completion of all remediation activities. All remediation activities are due by 5:00 p.m. on the date indicated below. Should these terms not be met, the consequences could include: 1) a lower course and/or clinic grade; 2) retaking a course, or additional coursework, 3) delayed admission into required courses and clinical experiences; 4) delayed placement in external practicum sites; 5) dismissal from the program

Remediation plan and due dates:

DATE	ACTIVITY

Signatures indicating discussion and agreement regarding the competency and remediation plan detailed above:

Instructor signature & date: _____

Student signature & date: _____

Competency level following the remediation plan: ___ Satisfactory ___ Unsatisfactory

If unsatisfactory, include a description:

Instructor signature & date: _____

Student signature & date: _____