



UNIVERSITY OF  
**SOUTH DAKOTA**

Communication Sciences and Disorders

Audiology and Speech-Language Pathology

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Graduate Student Handbook  
2021-2022

Accredited by:  
Council on Academic Accreditation in  
Audiology and Speech-Language  
Pathology

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# WELCOME

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Welcome to the University of South Dakota, Department of Communication Sciences and Disorders (CSD)! We are delighted that you have chosen USD for your graduate degree. Although your program of study at USD is a short period of your life, it may be one of the most formative; your time in the graduate program at USD will shape the direction of your career and future self.

The CSD faculty is comprised of a diverse group of audiologists and speech-language pathologists. Each faculty member brings unique experience and expertise to the program. The faculty represent a breadth of specialties that will provide you with a professional education of the highest caliber. We are very lucky to have such a talented team at USD CSD! Through your course and clinic work you will discover opportunities to develop your knowledge, values, and skills in the various fields of practice that comprise our professions.

This student handbook has been compiled by the CSD faculty to provide you with information pertinent to the USD Department of Communication Sciences and Disorders. This handbook should be used as a supplement to the USD Student Handbook, the USD Undergraduate Catalog, and USD Graduate Catalog. The intent of this handbook is to provide a guideline for the student regarding expectations, policies, and procedures specific to our department. In addition, the document provides the student with some historical perspective on the programs as well as the mission of the University, College, and Department mission. You are responsible for the contents of this handbook, program requirements, and your individual success.

As a student in the Department of Communication Sciences and Disorders, your success is our success. As a faculty, we are committed to support you through your journey. However, it is critical for you to understand that you hold the responsibility for your personal success. Now is your time to rise to the expectations that lay before you.

On behalf of the faculty, staff, and CSD students, I welcome you to CSD at USD. I sincerely hope that when you look back upon your academic career at USD, you will consider it to be one of the best times in your life!

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Associate Professor  
University of South Dakota  
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## Section 1- Program Information

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### GENERAL INFORMATION

#### **Purpose of this Handbook**

This handbook outlines the curriculum requirements and policies for students during their time in a graduate program within Communication Sciences and Disorders (CSD). The information contained within this document is intended to supplement the [South Dakota Board of Regents' policy](#) and the University of South Dakota [Graduate Catalog Policy](#).

#### **Expectations**

A student admitted to the Graduate School and a graduate program within Communication Sciences and Disorders is expected to demonstrate intellectual maturity and independence in the pursuit of advanced knowledge. Graduate students are expected to meet the exacting demands of professionalism and advanced learning by using a variety of intellectual skills. Thus, a graduate degree in Audiology or Speech Language Pathology represents more than an accumulation of clinic hours, course credits and specific competencies. A graduate degree in Audiology or Speech Language Pathology from the University of South Dakota represents a commitment to a lifelong pursuit of personal and professional excellence.

Students are expected to read and understand the information and policies contained in this handbook. Students are asked to sign the Acknowledgment of Understanding form (Appendix A) indicating their understanding and willingness to abide by the policies contained in the Handbook. Please sign and return the acknowledgement form to Kathy Peckham in Noteboom 104 or via email [Kathy.Peckham@usd.edu](mailto:Kathy.Peckham@usd.edu) by August 30.

#### **Disclaimer**

The information contained within this document is informational only and is not contractual in nature. The information contained represents that which was available at the time of publication; however, changes may become effective before the next handbook is printed. It is ultimately the student's responsibility to stay abreast of current requirements. Further, the University reserves the right, as approved by the Board of Regents, to modify requirements, curricula offerings, and charges, and to add, alter, or delete courses and programs through appropriate procedures. While reasonable efforts will be made to publicize such changes, the student must seek current information.

#### **Program Accreditation**

The Master's of arts education program in speech-language pathology and the doctoral education program in audiology at the University of South Dakota 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. Information on program accreditation is available through the [Council on Academic Accreditation](#).

# HISTORY

## **History of the University of South Dakota**

Founded in 1862, The University of South Dakota is designated as the only public liberal arts university in the state and is home to a comprehensive College of Arts and Sciences, School of Education, School of Health Sciences, the state's only School of Law, School of Medicine, the accredited Beacom School of Business and the College of Fine Arts. It has an enrollment of approximately 10,000 students taught by 400 faculty members. The University of South Dakota, the first public university established in the Dakota Territory and the flagship university within the South Dakota system of higher education, highly values excellence in teaching and learning, advancement of knowledge, public service, freedom of thought and expression, and personal responsibility and development. USD provides a strong liberal arts education and an array of regionally and nationally recognized professional and graduate programs. Undergraduate programs provide a solid foundation for entry-level careers and for graduate and professional degrees at USD or other institutions of higher education. Graduate and professional programs at USD prepare students to contribute to their disciplines and professions as well as to their communities through scholarship, leadership, and service. The University provides students an intellectually stimulating educational experience, in and out of the classroom, within a supportive and diverse community of active learners. The students' academic and personal growth is assured through an innovative curriculum that integrates excellence in teaching with research and service. At USD, students are inspired to become lifelong learners who will make significant contributions through leadership and service as citizens of the state, the nation, and the world. USD is accredited by the North Central Association of Colleges and Schools. USD relies on strategic planning, program review, and assessment activities to refine its vision and measure its success in achieving its goal to be the best small, public flagship university in the nation built upon a liberal arts foundation.

## **History of Communication Sciences and Disorders at the University of South Dakota**

Our department has a long-standing and rich history. During the late 1940s and early 1950s, we were combined with other disciplines under the general department title of Speech, Radio, and Dramatic Arts. Although emphases at that time were directed toward radio and theater performance, even then, courses were taught in "Fundamentals of Speech," "Phonetics," and "Problems in Speech Correction," including foci on articulation, voice, and language, among other topics.

The department underwent a number of changes in the early 1950s. The topic of "television" was added to the title, rendering us now the Department of Speech, Radio-Television, and Dramatic Arts. More pertinent to the fields of speech-language pathology and audiology, courses in "Audiology" and "Advanced Speech Re-Education" began in 1952, and the catalog for the 1952-1952 academic year makes its first mention of "clinic patients." Furthermore, additional courses in speech and hearing as well as specific supervised clinical practica in these areas were in place by 1953, and a dedicated emphasis in "Speech Correction," the predecessor to our current program, was in place by 1954. By 1956, the overall department title was

changed to simply “Speech,” which consisted of coursework/emphases in speech correction/audiology, public speaking, and dramatic arts.

In relatively short order, a degree program was available in Speech Correction and Audiology (1960-1961), and the Master of Arts (MA) degree in Speech Correction was launched in 1962. The Spring of 1962 saw the first speech and hearing end-of-year banquet, an honored tradition that continues until this day. By the end of the decade, the now-titled Department of Speech and Dramatic Arts had a fully functioning Speech and Hearing Center, as well as our first mobile hearing unit that was used to provide much needed diagnostics and related services to underserved populations across the state, with a particular focus on Indian reservations. The audiology faculty and students worked closely with tribal elders and Tribal Council to provide quality services to these regions. From these auspicious beginnings, the current program was formed.

In 1974, the MA program in Speech-Language Pathology earned national accreditation from the American Speech-Language-Hearing Association, making us the seventh oldest accredited SLP program in the nation. In 1992, our speech and language services expanded with the creation of our Sioux Falls Scottish Rite clinic. In addition, to meet the change in certification standards in Speech-Language Pathology, we developed an accredited distance MA program in SLP, which ran from 2007-2018. This replaced the previous “summers-only” program, in which bachelor’s-level SLPs from throughout the state could reside at USD during summers to obtain their MA over the course of several years.

The MA in Audiology earned accreditation in 1994. With changes in requirements for audiology certification, the Doctor of Audiology program (AuD) was planned and approved by the South Dakota Board of Regents in 2004-2005, obtained accreditation and launched in Fall of 2005, and graduated its first AuD student in 2007. Both our SLP and Audiology programs have been continuously accredited for decades.

Today, we are proud to provide high-quality didactic and clinical education to undergraduate students in Communication Sciences and Disorders, master’s students in Speech-Language Pathology, and doctoral students in Audiology. Our clinics and outreach activities cover the full breadth and depth of both scopes of practice, and our students enjoy external placements throughout the United States and across the world. What began as a course or two in fundamentals of speech has evolved into a vibrant, rigorous, enduring department – the only one of its kind in South Dakota.

## **MISSION STATEMENTS**

### **The University of South Dakota**

The University of South Dakota offers undergraduate, graduate and professional programs within the South Dakota System of Higher Education. As the oldest university in the state, the University of South Dakota serves as the flagship and the only public liberal arts university in the state.

### **The College of Arts and Sciences**

Through outstanding teaching and mentorship, cutting-edge research and creative scholarship and committed service and engagement, the College of Arts & Sciences educates and graduates the leaders who will solve the future's most pressing challenges.

### **The Graduate School**

The mission of the Graduate School is to provide high-quality graduate programs in the liberal arts and sciences, education, business, fine arts, law, and medicine; to promote excellence in teaching and learning; and to support research and creative scholarship. In partnership with individual degree programs, we accomplish this mission by providing students with excellent academic preparation and extraordinary opportunities for research, creative scholarship, clinical experiences, and internships.

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

The mission of the Department of Communication Sciences and Disorders is to prepare forward-thinking professionals in the discipline of speech, language and hearing who promote the highest standards of professional conduct in a variety of clinical settings. Therefore, a primary goal of the department is to develop critical thinkers who are able to evaluate and apply existing and future information, methodologies and technologies so as to meet the needs of individuals with communicative disorders in a rapidly changing world. Specifically, we offer a pre-professional undergraduate degree program that is a blend of a liberal arts foundation and a general core curriculum in basic communication sciences and disorders of communication.

In addition, we provide graduate education in audiology and speech-language pathology sufficient to qualify students for entry into the professions who are academically, clinically and ethically prepared professionals. We also are committed to providing clinical services to the public in conjunction with the clinical education of our students.



## FACULTY AND STAFF

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Associate Professor  
Director, USD Speech-Language-Hearing Clinics

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**Mandy Williams, Ph.D., CCC-SLP**

Associate Professor - Speech-Language Pathology

**Office Staff:**

**Kathy Peckham, Department Senior Secretary**

**Kathy Rosener, Accounting Assistant**

**Denise Gisi, Secretary, Sioux Falls Clinic**

## Section 2- Admission Policies

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[Admission policies are available in the USD Graduate Catalog.](#)

- For students with undergraduate majors other than Communication Sciences and Disorders, satisfactory completion of the equivalent to the following content is required prior to admission to the Master's of Arts in Speech Language Pathology program:
  - 131 Introduction To Communication Disorders
  - 211 Phonetics
  - 212 Language Development
  - 221 Introduction to Audiology
  - 224 Speech Science
  - 421 Hearing Science
- For students with undergraduate majors other than Communication Sciences and Disorders, satisfactory completion of the equivalent to the following content is required prior to admission to the Doctorate of Audiology program:
  - 211 Phonetics
  - 212 Language Development
  - 224 Speech Science
  - 421 Hearing Science
- For students with undergraduate majors in Communication Sciences and Disorders who did not complete their undergraduate degree at USD, courses taken at another institution may be substituted for the above course work subject to the departmental approval.

Note: A biological science, physical science, and a statistics course are required for ASHA certification, they are not a requirement for graduation or admission to the graduate program.

## Section 3- Curriculum

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### ACADEMIC REQUIREMENTS

#### Academic Requirements for the MA Degree in Speech-Language Pathology

- 1) The Master's degree in speech-language pathology typically takes six semesters (including summer sessions) to complete.
- 2) Program requirements are available in the [2020-2021 Graduate Catalog](#).
  - a. Undergraduate courses taken at another institution must be evaluated for equivalency by the program Chair and faculty before they can be counted toward the degree. In general, standard undergraduate courses in Research Methods are not considered equivalent to DCOM 787, given its focus on evidence-based practice in speech-language pathology and audiology.
- 3) Students are required to engage in clinical activities throughout their program of study. Specific information regarding registration in clinical practicum, rotations, credit hours per semester, and other clinic-specific details can be found in the clinic handbook and is discussed at the clinic orientation meeting each semester.
- 4) To meet ASHA certification and/or state public-school certification requirements, some students may be required (or may desire) to take additional elective courses. In addition, periodically offered seminars on speech and/or language evaluation and/or management in special areas of interest may be taken on an elective basis to meet ASHA certification and/or public-school certification requirements, as may selected courses from outside the Department of Communication Sciences and Disorders.
- 5) All SLP graduate students are required to participate in planned enrichment workshops and/or research colloquia throughout the graduate program. The purpose of these workshops is to provide additional information and training in areas that are within the scope of practice of the speech-language pathologist but that do not fit neatly into the course curriculum or for which clinical exposure may occur prior to formal coursework. Topics covered in these workshops vary. Attendance at and participation in these workshops is required and may be reflected in the student's clinical practicum grades for the pertinent semester.
- 6) All graduate students are required to pass cumulative and summative assessments spaced across their graduate program. The Communication Sciences and Disorders faculty will determine the content, format, and expectations of these assessments.

#### Academic Requirements for the Doctoral Degree in Audiology

- 1) The doctoral degree program in Audiology is a four-year (11-semester), post-baccalaureate, on-campus (residential) program consisting of three years of coursework, on- and off-site graduated clinical practicum rotations, and off-site supervised clinical internships, followed by a full-time external clinical placement in the fourth year of study.
- 2) Program requirements are available in the [2020-2021 Graduate Catalog](#).

- a. Undergraduate courses taken at another institution must be evaluated for equivalency before they can be counted toward the degree. In general, standard undergraduate courses in Research Methods are not considered equivalent to DCOM 787, given its focus on evidence-based practice in speech-language pathology and audiology.
- 3) All audiology students are required to participate in planned workshops throughout the graduate program. The purpose of these workshops is to provide additional information and training in areas that are within the scope of practice of the audiologist but that do not fit neatly into the course curriculum or for which clinical exposure may occur prior to formal coursework. Topics covered in these workshops include but are not limited to: Calibration, Interdisciplinary Collaboration, Diversity, Supervision Skills, and others. Attendance at and participation in these workshops is reflected in the student's clinical practicum grades for the pertinent semester.
- 4) Students are required to complete a clinically applied research project under the direction of a faculty member within the program.
  - a. Students are encouraged to utilize the research design project in DCOM 787 Theories and Methods of Graduate Study and Research as a building point for their directed research project.
  - b. Students should identify a research mentor prior to the beginning of the fall semester of their 2nd year. Identification of a research mentor involves consideration of faculty specialties and discussion with the faculty about the possibility of serving as the student's research mentor.
  - c. The expectations for format and timeline of the research experience are below.
    - i. Expectations for format:
      1. Documents are expected to be in manuscript form consistent with the submission style specified by the target journal determined by the student and their research mentor.
      2. No signature pages are required in the final approved document.
      3. Students are expected to disseminate results from their directed research project. Possible forms of dissemination can include manuscript submission/publication, presentation or poster at a University, state or national convention, or an article in trade journal.
      4. Presentation of research project results to faculty and students within the USD CSD department. This presentation timeline expectation is defined below.
    - ii. Timeline expectations:
      1. Students should identify and work with faculty research mentors during the second year of their Au.D. program.
      2. Proposal presentations for directed student research projects must be completed prior to beginning the 3rd year of the Au.D. program. Thus, proposal presentations are expected at the completion of the spring term of the 2nd year or during the summer of the 2nd year of the program.

3. Proposal presentations must be scheduled with the research mentor(s) and notification of the presentation time must be provided to USD CSD faculty at least two weeks prior to the proposal date.
  4. Proposal manuscripts must be approved by the research mentor(s) prior to the proposal presentation.
  5. Data collection and the research manuscript must be completed and approved by the research mentor prior to beginning the 4th year externship.
  6. Students will complete a presentation of the research project results at the conclusion of the spring semester of their 3rd year.
  7. Final presentations will be conducted at a research day that will be held at the conclusion of the spring semester of your 3rd year.
  8. Final manuscripts must be approved by the research mentor at least one week prior to the final presentation.
  9. Evidence of dissemination must be provided prior to graduation from the Au.D. program.
- 5) All graduate students are required to pass cumulative and summative assessments spaced across their graduate program. The Communication Sciences and Disorders faculty will determine the content, format, and expectations of these assessments.
  - 6) At the completion of the 4th year externship, all students in that cohort will be expected to present on their 4th year externship experience during a service held on the Friday immediately preceding the USD Spring Commencement Ceremony. Presentations at the conclusion of the 4th year should address the student's 4th year externship experience and a case study presentation on one case from the student's 4th year. This case may be one that challenged the student, personally touched the student, resulted in great professional or personal growth, or another case the student wishes to discuss.

### **Research Colloquia, Enrichment Workshops, and other Educational Activities**

In addition to required coursework, periodic research colloquia, enrichment workshops, laboratories, and other educational activities pertinent to the professions of Speech-Language Pathology and Audiology. Students are expected to attend such presentations as a part of their graduate school training. Dates and times of these activities will be posted in advance throughout the year.

### **Independent Studies**

Students are expected to take courses at the days/times they are offered in the regular semester rotations. Independent studies must be approved by both the instructor and the chair of the department. Typically, independent studies will not be approved for purposes such as convenience, speeding program completion, or other non-critical reasons. Rather, review and approval of independent studies will be conducted on a case-by-case basis and will be reserved for specific hardship and/or other appropriate cases. The department reserves the right to allow or disallow independent studies on an individual basis.

### **Transfer of Graduate Course Credit from another Institution**

Graduate students may transfer up to a maximum of twelve (12) semester hours of graduate course work credit from another school or while they are a non-degree seeking student at the University of South Dakota and count those hours as part of their graduate degree. This transfer of credit is subject to the approval of the student's academic advisor and the department chair. If a student is considering enrolling in a graduate course that is being offered by another school while he or she is attending USD, the student must obtain the advisor's and the department chair's approval of that course prior to enrolling in the class.

To transfer academic credit to USD from another school, the form "Approval of Transfer Credit" must be completed by the student and approved by both the academic advisor and the department chair. This form is available on the USD Graduate School webpage. When the form is completed and approved in writing within the department, often when transfer courses have been completed, a copy of the form is placed in the student's department advising file and the original is given to the Graduate School Office. An official transcript of the course(s) transferred from another school must also be filed with the Graduate School Office. For credit to be received, a grade of "B" or better must be earned in each course transferred.

Some area schools offer short-term courses (week-ends) that may be taken for one (1) semester hour credit and used to partially meet credit-hour and/or graduate degree requirements. A maximum of 2 credit hours of these abbreviated courses may be taken by students in our department when meeting requirements for the graduate degree (including elective hour requirements for the doctoral degree in audiology). To complete the requirements for the doctoral degree in audiology, at least one (1), three (3) credit-hour graduate course must be taught by a member of the USD graduate faculty. That instructor typically would serve as the "outside" member of the doctoral candidate's Graduate Committee.

### **Formative and Summative Assessment**

Successful clinical practice requires competency in specific knowledge and skills. Assessment of knowledge and skills is essential for identifying competency and providing remediation where needed. In addition, on-going formative and summative assessment is necessary for program development and accreditation. According to the Council on Academic Accreditation in Audiology and Speech-Language Pathology, to maintain accreditation programs must "conduct a series of formative assessments that measure students' acquisition of the identified knowledge and mastery of skills throughout their course of study in the program. Ongoing assessment helps students and their academic and clinical instructors to systematically track and document progress toward the attainment of learning outcomes (Rassi, 1999)". A central component of assessment is the inclusion of both formative and summative assessment. Formative assessment is an ongoing assessment of knowledge and skills during educational preparation. This type of assessment must evaluate critical thinking, decision-making, and problem-solving abilities. Summative Assessment is commonly a comprehensive evaluation at the culminations of educational preparation and provides a measure of cumulative learning. The methods individual program implement for formative and summative assessment should

be evidence based and apply a “teaching/learning/retention/application” process.

In effort to meet these stated objectives for formative and summative assessment, and most importantly, track our students’ acquisition of expected knowledge and skills to competency, the USD CSD Department implements a four tiered formative and summative assessment plan. Each student within both graduate programs must satisfactorily complete each component of this formative and summative assessment plan prior to graduation from the program. Competency in knowledge and skills is defined as meeting the expectations for entry into the profession, which is certainly significant but is not the level that individuals will have after several months or years of clinical practice.

Tier 1: Formative Assessment	Synthesis questions within specific courses across the graduate program	
	Design and Content	During pre-determined courses within the graduate curriculum, students will complete an essay-type question that assesses competency in the particular knowledge or skill that has been identified as needing to be attained by completion of that course. Specific courses that include a synthesis question for each program are provided in Appendix B.
		The specific courses were identified through review of program mission and goals as well as licensure and certification expectations for knowledge and skills.
		Selection of courses was conducted as a program faculty. In addition, synthesis questions for individual courses are reviewed by the program faculty to ensure they reflect the program curriculum.
Tier 2: Summative Assessment	Comprehensive evaluation of learning across the academic program	
	Design and Content	Completion of a multiple choice exam with content that encompasses the breadth and depth of the academic program.
		The content of this exam is developed by program faculty and is representative of the knowledge base that is expected for licensure and certification for a practicing professional.
		SLP program: This exam will be completed in DCOM 738 Applied Speech-Language Pathology. This course is completed during the final semester on campus, i.e. the semester prior to starting internship.
		AuD program: This exam will be completed in DCOM 759 Integrated Clinical Methods during the final semester students are “on campus”, i.e. in the semester prior to starting externship.
Tier 3: Summative Assessment	Applied Case Study Project	
	Design and Content	Students will identify and develop an applied case study project to demonstrate acquisition of multiple target knowledge and skills. This summative assessment activity will require students to demonstrate competency of not only a particular clinical population but also critical thinking, decision-making, and problem-solving abilities.
		SLP program: This exam will be completed in DCOM 738 Applied Speech-Language Pathology. This course is completed during the final semester on

		campus, i.e. the semester prior to starting internship. AuD program: This exam will be completed in DCOM 759 Integrated Clinical Methods during the final semester students are “on campus”, i.e. in the semester prior to starting externship.
Tier 4: Summative Assessment	Competence of clinic skills in final semester of clinic	
	Design and Content	A final assessment of cumulative learning is progress on expected clinical competencies within the final semester of clinic. SLP program: The final semester of DCOM 784 Internship in Communication Disorders
		AuD program: The final semester of DCOM 786 Field Experience: Externship if Audiology

Grading for each Tier is as follows:

## Tier 1 and 3

Criteria:		Poor (<84.9%)	Marginal (89.9%-85.0%)	Competent (90%-94.9%)	Exemplary (>95%)	
Scoring Weight	95%	<b>Evaluating:</b> Identifies and provides the relevance and reliability of information that might be used to support a conclusion or argument. <b>Analyzing:</b> Interprets information to determine meaning and extract relevant evidence. <b>Synthesizing:</b> Accurately connects or integrates information to support an argument or reach a conclusion.	Demonstrates unacceptable knowledge of information to support conclusion or argument for the question posed. Demonstrates minimal interpretation of information to determine meaning and extract relevant evidence. Fails to demonstrate minimal proficiencies in communication of integration of knowledge or other professional practices in ways that make content meaningful, lack of critical thinking and problem solving, no diverse thinking or incorporation of appropriate technologies, as applicable to the question.	Demonstrates minimal knowledge of information to support conclusion or argument for the question posed. Demonstrates minimal interpretation of information to determine meaning and extract relevant evidence. Demonstrates minimal proficiencies in communication of integration of knowledge or other professional practices in ways that make content meaningful, minimal critical thinking and problem-solving, limited diverse thinking or incorporation of appropriate technologies, as applicable to the question.	Demonstrates acceptable knowledge of information to support conclusion or argument for the question posed. Demonstrates acceptable interpretation of information to determine meaning and extract relevant evidence. Demonstrates acceptable proficiencies in communication of integration of knowledge or other professional practices in ways that make content meaningful, displays appropriate critical thinking and problem-solving, incorporates diverse thinking and appropriate technologies, as applicable to the question.	Demonstrates in-depth knowledge of information to support conclusion or argument for the question posed. Demonstrates high level interpretation of information to determine meaning and extract relevant evidence. Demonstrates extraordinary proficiencies in communication of integration of knowledge or other professional practices in ways that make content meaningful, exemplary critical thinking and problem-solving, high level diverse thinking of topics and incorporation of appropriate technologies, as applicable to the question.
	5%	Clarity of writing	Words are consistently incorrect, unclear, or repeated too often with simple sentence structure that limits the presentation of ideas.	Contains some incorrect vocabulary with sentence structure that is not specific enough and limits the presentation of ideas.	Contains appropriate vocabulary that is specific with sentence structure that supports key ideas.	Contains specific and strong vocabulary with sentence structure that highlights key ideas and the relationships among them.
		Grammar, Spelling, Punctuation	Pervasive errors in grammar and writing mechanics.	Pattern of errors in grammar and writing mechanics.	Occasional errors in grammar and writing mechanics.	Minimal errors in grammar and writing mechanics.

## Tier 2

- Pass / Review: Student demonstrated attainment of competency in specified knowledge and skills ( $\geq 80.0\%$  performance on the assessment).



- Insufficient answer – minor: Student did not demonstrate attainment of competency in specified knowledge and skills (79.9% - 70.0 % performance on the assessment). The student will be required to meet with the appropriate faculty member to demonstrate knowledge and clarify aspects of their answers
- Insufficient answer – significant: Student did not demonstrate attainment of competency in specified knowledge and skills (<69.9% performance on the assessment). The student will be required to meet with the appropriate faculty member to develop a remediation plan to develop expected knowledge and skills.

## Tier 4

### Speech CALIPSO Expectation Scales

#### Semesters 6

3.25 – 5.00 = Competent

0.00 – 3.24 = Remediation

### Audiology CALIPSO Expectation Scales

#### Spring 4<sup>th</sup> year

3.50 – 5.00 = Competent

0.00 – 3.49 = Remediation

## Remediation

Remediation is warranted, in any Tier, when answers continue to be insufficient and additional learning activities are required.

- Possible outcomes from a result of remediation:
  - Remediation plan structured as describe elsewhere in this document
  - Repeat assessment
  - If the assessment is expected to be repeated, the student must have satisfactorily completed their remediation project prior to repeating the assessment
  - If the remediation project is not completed satisfactorily, the student will repeat the assessment the following semester.
  - Repeat assessment the following semester.

# CLINICAL PRACTICUM

## Eligibility

Senior undergraduate students, subject to approval, and graduate students may participate in the Communication Sciences and Disorders Clinical practicum program. However, before a student may begin clinical practice, she/he must complete the following prerequisites:

- 1) Complete a minimum of 25 supervised clinical clock hours of clinical observations.
  - a. Written documentation of these hours must be submitted to the respective Clinic Coordinator (SLP or AuD). The Clinic Coordinator will review observation hours and determine approval. If approved, the documentation of the observation hours will be placed in the student's file.
- 2) Complete specific academic course prerequisites.
  - a. Course Prerequisites for undergraduate clinical practicum
    1. DCOM 131 Introduction to Communication Disorders
    2. DCOM 211 Phonetics
    3. DCOM 212 Language Development
    4. DCOM 221 Introduction to Audiology
    5. DCOM 224 Speech Science
    6. DCOM 421 Hearing Science
  - b. Course prerequisites for Audiology Graduate clinical practicum
    - i. DCOM 742 Diagnostic Audiology
      1. May be enrolled in concurrently with first semester in clinical practicum.
    - ii. DCOM 722 Amplification I
      1. May be enrolled in concurrently with first semester in clinical practicum.
  - c. Course Prerequisites for Speech-Language Pathology clinical practicum
    - i. DCOM 211 Phonetics
    - ii. DCOM 212 Language Development
    - iii. DCOM 221 Introduction to Audiology
    - iv. DCOM 224 Speech Science
    - v. DCOM 334 Clinical Methods in Comm. Disorders
      1. Students who have not had coursework covering clinical methods/procedures must complete activities to develop basic knowledge and skills in clinical planning and report writing preceding their first direct clinical contact.  
One of the following two courses:
        - vi. DCOM 432/532 Disorders of Phonology and Articulation, or
        - vii. DCOM 435/535 Language Disorders of Children
- 3) Attain a minimum grade point average requirement of 3.0 in all Communication Sciences and Disorders classes with a minimum grade of a "C" in each of the prerequisite undergraduate courses.
- 4) Upon entry into the clinical practicum program, students are required to attend a

clinical practicum orientation meeting, at which time policies and procedures will be discussed and pertinent written policy documents disseminated.

### **Procedures for assigning students to practicum**

Each student's academic background and progress on clinical competencies will be the primary factors used in practicum assignments. In addition, student clock hour needs and client needs will be considered. The clinical coordinator of speech-language pathology and the program faculty will schedule individual SLP students for on-campus practicum. The clinical coordinator of audiology and the program faculty will schedule individual audiology students for audiology practicum. The audiology and speech-language pathology clinical coordinators will cooperate in the assignment of practicum students to aural rehabilitation clients. The internship coordinator for speech-language pathology will work with SLP students regarding internship assignments. The audiology internship coordinator will work with audiology students regarding internship assignments. The audiology externship coordinator will work with audiology students regarding externship assignments.

Specific information regarding clinical rotations, expected competencies by semester of matriculation, additional clinic policies and procedures, and other topics, can be found in the speech-language pathology and audiology clinical handbooks.

### **Clinical Hour Expectations**

#### Audiology program

In order to obtain the hours necessary for licensure and certification, students enrolled in the audiology program are expected to complete the following clinical hours.

- 1) 1st year clinical assignments should result in approximately 100 hours across the first two semesters of the program.
- 2) 2nd year clinical assignments should result in approximately 150 hours across the three semesters of the second year in the program (summer, fall, spring).
- 3) The summer prior to beginning internship will be utilized to ensure that each student's clinical knowledge, skills and competency are at expected levels prior to entering internship.
- 4) A minimum of 300 total hours prior to beginning internship.
- 5) Approximately 300 hours are expected across the internship experiences during the 3rd year in the program.
- 6) Students must complete 2 semesters of internship prior to beginning externship.
- 7) A minimum of 600 hours prior to beginning the 4<sup>th</sup> year externship.
- 8) A minimum of 1280 hours at completion of the 4<sup>th</sup> year externship.
- 9) Students must complete 3 full semesters of 4<sup>th</sup> year externship regardless of number of hours completed.

#### Speech-language pathology program

In order to obtain the hours necessary for licensure and certification, students enrolled in the speech-language pathology program are expected to complete clinical hours each semester of

their graduate program.

- 1) Students are expected to obtain a minimum of 75 clinical hours in DCOM 580 Clinical Practicum before advancing to Internship.
- 2) A minimum of 400 clinical hours (includes 25 observation) is required before completing your final internship.
- 3) Students must complete 2 full internship experiences regardless of number of hours completed.

## **Internship**

All students will receive an External Placement Guide from the Internship Coordinator when they approach the time of their internship. Students are discouraged from contacting a site directly; all initial communication should be between department faculty/coordinator and the site. Site selection must be discussed with and approved by the student's academic advisor before placement is finalized by the Internship Coordinator. Students will be placed in internship sites based upon populations/clinical experiences needed, as well as geography and other considerations. All site placements are governed by contractual agreements.

### **Requirements to begin internship**

- 1) Requirements for entry into the internship program are the same as those required for program retention.
- 2) All speech-language pathology and audiology students must complete and earn grades of A or B in all required clinical practicum experiences (DCOM 580) prior to beginning an internship.
- 3) Each speech-language pathology student must participate in clinical practicum at both the on-campus Speech, Language, and Hearing Center and at the USD Scottish Rite Children's Clinic in Sioux Falls prior to internship.
- 4) At the discretion of the faculty, additional clinical experiences may be required prior to internship placement to ensure a successful experience.
- 5) Some sites have specific requirements related to prior experiences, immunizations, trainings, etc. These will be discussed between the student and the internship coordinator.
- 6) Students will enroll in two semesters of internship each with different experiences.
- 7) Academic coursework related to technical knowledge and field work experiences required in the technical training programs for speech-language pathology assistants or work experiences gained working as a speech-language pathology assistant not under the auspices of a CAA-accredited program cannot be used to meet academic or clinical practicum experience requirements for purposes of certification by ASHA. This is an ASHA policy established in March of 2000.

## **Fourth-Year Externship in Audiology**

During their fourth year of matriculation, audiology doctoral candidates will undertake a full-time, supervised clinical externship placement for a minimum of three semesters. Placements

will be determined on an individual basis. Prior to placement, academic, clinical, and research requirements up to that point in the program must be completed and students must have received an A or B and maintain a 3.0 GPA. There are select courses that students complete during their externship year. These courses are specified in the four-year plan for the program. Au.D. students must complete the final presentation of their directed research project before being cleared to begin their fourth-year externships. Externship sites must be approved by the audiology fourth-year externship coordinator. For additional information regarding fourth-year externship requirements and regulations, please see the External Placement Guide.

### **USD CSD Clinical Supervision Policy**

It is the expectation of the USD CSD Department, that students are supervised at a level that is commensurate with the individual student's experience and competency level. In practice, this commonly means a greater percent time of supervision early in a student's training with reduced percent time supervision as they progress toward the end of their clinical training. In addition, the supervision provided to each student is adjusted to ensure that the specific needs are met for each individual who is receiving services. Below are considerations for determination of amount of supervision.

#### **1) SLP program:**

- a. Supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession and who, after earning the CCC-A or CCC-SLP, has completed (1) a minimum of 9 months of full-time clinical experience, and (2) a minimum of 2 hours of professional development in clinical instruction/supervision.
- b. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience.
- c. Supervision must be sufficient to ensure the welfare of the individual receiving services.
- d. Direct supervision must be in real-time.
- e. Minimum of 25% of a student's total contact with each client/patient for treatment sessions including reassessment of skills. Supervision must take place periodically throughout the practicum.
- f. Minimum of 50% of a student's total contact with each client/patient for diagnostic evaluations for each client. Supervision must take place periodically throughout the practicum.
- g. A clinical educator must be available and on site to consult with a student who is providing clinical services to the clinical educator's client.

#### **2) Audiology program:**

- a. Appropriate to the student's level of training, education, experience, and competence;
- b. Conducted for a variety of clinical training experiences (i.e., different work settings and with different populations) to validate knowledge and skills across the scope of practice in audiology;

- c. Include oversight of clinical and administrative activities directly related to client/patient care, including direct client/patient contact, consultation, recordkeeping, and administrative duties relevant to audiology service delivery;
  - d. Include direct observation, guidance, and feedback to permit the student to (a) monitor, evaluate, and improve performance and (b) develop clinical competence.
- 3) The maximum percent time supervision is at the discretion of the supervisor.
  - 4) Medicare, Medicaid and insurance requirements may dictate 100% supervision of student clinicians. Determination and implementation of this supervision requirement lies with the clinical site.
  - 5) If you are intending on applying for ASHA certification immediately following graduation, the supervisor needs to hold a current ASHA certification. In addition, the supervisor holds licensure or an educational teaching certificate appropriate for state requirements. If you are not applying for ASHA certification, set up a meeting with your advisor and chair of the department to discuss your options for supervision in an internship/externship.
  - 6) USD CSD adheres to the requirements for certification specified by the [Council on Academic Accreditation](#).
  - 7) [ASHA CFCC Supervision Criteria for Audiology](#) are specified in Standard III.
  - 8) [ASHA CFCC Supervision Criteria for Speech-Language Pathology](#) are specified in Standards V-C, V-D, V-E, and V-F.

## **PREPARING FOR GRADUATION and LICENSURE**

### **Process and Forms**

In preparation for completion of the graduate degree program, there are several forms and processes that must be completed. All identified forms are available in the department, at the Graduate School Office, or on the Graduate School webpages. Students must:

1. [Application for Degree/Program of Study](#): The form is typically due around midterm of the semester before the student intends to graduate. This form is available through the USD Graduate School Office. The form lists all course work required for the master's or doctoral degree, including graduate courses in communication disorders and in supporting areas. This form also requires the names of all Graduate Advisory Committee members that the student and his or her advisor have selected and signatures of the Committee Chair, Department Chair and Dean of the Graduate School. The advisor will serve as the Committee Chair. The Graduate Advisory Committee is responsible for approving the course of study for the graduate degree, administering the department's comprehensive examinations, and certifying that all requirements for the graduate degree have been met satisfactorily. Students should consult the Graduate Catalog and/or their advisors for further information. Failure to file this form may well delay the student's graduation and/or result in her or his name being omitted from the

Commencement Program.

- a. Additional information on graduation requirements and deadlines can be found at the [Graduate School website](#).
2. National PRAXIS II Examination in Speech-Language Pathology or Audiology and Certification Paperwork

Over the past few years, there have significant changes in the PRAXIS II for both audiology and speech-language pathology. Beginning September, 2014, both the PRAXIS II Specialty Assessments in speech-language pathology and audiology are computer delivered only.

Audiology doctoral candidates may take the PRAXIS Examination no sooner than the last semester of the graduate program. We strongly recommend that speech-language pathology masters students take the PRAXIS examination after completion of the graduate degree requirements and passing of the comprehensive examination. A score of 162 or higher is required in order to receive the Certificate of Clinical Competence in speech-language pathology and a passing score of 170 or higher is required in Audiology. Consult the ETS website ([www.ets.org](http://www.ets.org)) for specifics of dates, registration information, and test administration locations.

Informational booklets and applications for the PRAXIS may be obtained from the ETS and/or ASHA website, the Advising Center, or the School of Education's Student Services Office. Applications generally are due to the Educational Testing Service office 6 to 8 weeks before the date of the test's administration. Therefore, students should be sure to obtain and complete their test applications well in advance of the test administration date. The attending institution/recipient code for **USD CSD is 0278** University of South Dakota AuD/SLP.

Additional information on graduation requirements, the PRAXIS, and related topics is presented through coursework and in enrichment workshops.

## Section 4- Student Policies

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### **Academic and Professional Behavior Policies**

It is the responsibility of the student to know and to adhere to the policies, procedures, and deadlines of the University, the USD Registrar's Office, the USD Graduate School, and the CSD Program. The USD Student Handbook contains policies governing the general student body, the student code of conduct and a description of student services. It is available on the Academics page of the myUSD Portal. To help resolve your concerns, complaints, or questions regarding university policies or actions, additional information can be found on the [USD website](#). A complete list of University Policies is available on the [USD webpage](#).

### **Academic Standards and Performance Expectations**

Graduate students in CSD are subject to policies and procedures set forth by the University of South Dakota Graduate School. Students are held individually responsible for complying with all the requirements of the rules and regulations set forth by the University and the Board of Regents. Please refer to the Graduate School Resource page for more information. <http://www.usd.edu/graduate-school/student-resources>.

### **Scope of Practice**

Students within and graduates from the SLP program are expected to practice within the [ASHA Scope of Practice for Speech-Language Pathology](#). Students within and graduates from the audiology program are expected to practice within the [ASHA](#) and [AAA](#) Scope of Practice. Individuals should be cautious to [practice within their profession](#).

### **Code of Ethics**

Students are expected to maintain the code of ethics reflective of their profession. For students in the SLP program the [ASHA Code of Ethics](#) should be referenced. For students in the audiology program, the [ASHA](#) and [AAA Code of Ethics](#) should be referenced.

### **Policy on Welfare of our Patients (per CAA policy 3.8B)**

Clinical education is provided in a manner that ensures that the welfare of each person served by a student and clinical educator team is protected and in accordance with recognized standards of ethical practice and relevant federal and state regulations.

### **Policy on Attendance**

Student attendance, participation, and preparation in all courses are mandatory and a requirement of all students in CSD. As in the workplace, you are expected to attend, be fully engaged, and show preparedness to provide excellent services for your patients/clients. In addition to classroom and clinical assignments, students are required to be available for service learning, health fairs, scholarly events, and research. These events may occasionally occur during evening and weekend hours. Flexibility in changing personal schedules and appointments is expected.



### **Notification of Absence**

Students are responsible for content missed due to an absence. In the event of an absence, students are expected to notify instructors and/or clinic supervisors of absences as early as the student is able. For department-related absences (e.g. outreach clinic, LEND), students are responsible for notifying faculty/clinical supervisors of the absence. This should be done as soon as the student is aware of the absence dates.

### **USD Weather Policy**

Classes will be canceled when road and weather conditions warrant. When weather is not severe enough to cancel classes but poses extreme driving conditions, students are advised to use their own judgement when determining travel. Faculty will accommodate students missing class under these circumstances. Students seeking individual class cancellation information should contact the faculty member or department.

### **Military Duty**

The faculty recognizes the importance of military duty. The desire is for the educational process and military obligations to co-exist. Students participating in military duty as National Guard or Reserve soldiers may experience schedule conflicts between military training and the academic and clinical education components of the program. The initial responsibility for recognition of this conflict rests with the student. The student is obligated to identify these conflicts in scheduling at the earliest possible date. Should the student identify a scheduling conflict, the student should notify their academic advisor of this conflict and begin conversations with their course instructors, clinical coordinator and clinical supervisors. All other potential conflicts that would require a student to miss scheduled class or clinical experiences must be immediately brought to the attention of the student's academic advisor as well as the instructor for the classes that would be missed.

### **Recording of Lectures or Meetings**

Students should ask permission from the instructor before video and/or audio recording material such as course lectures or meetings. If a student will be absent for lecture and wishes to have a classmate record the lecture, the student should check with the instructor and the classmate prior to the meeting time to ensure the recording will be allowed during that meeting time.

### **Professional Integrity**

Students are expected to act honorably in all aspects of student life and professional preparation. Lying, cheating, stealing, plagiarizing, sabotaging or breaking one's word of honor will not be tolerated. Students will be expected to respect the individual rights of others and to strive for tolerance of differences. A student who violates the honor system and the rights of others may be dismissed from the program. Students are expected to comply with the [ASHA Code of Ethics](#), the [American Academy of Audiology Code of Ethics](#), and the [USD Student Code of Conduct](#).

## **Academic Integrity**

The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- a. Given a zero for that assignment.
- b. Allowed to rewrite and resubmit the assignment for credit.
- c. Assigned a reduced grade for the course.
- d. Dropped from the course.
- e. Failed in the course.

## **Freedom in Learning**

Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

## **Disability Accommodation**

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Disability Services, The Commons Room 116  
(605) 658-3745  
Web Site: [www.usd.edu/ds](http://www.usd.edu/ds)  
Email: [disabilityservices@usd.edu](mailto:disabilityservices@usd.edu)

### **Accessibility Statement**

The University of South Dakota strives to ensure that physical resources, as well as information and communication technologies, are accessible to users in order to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Disability Services, which will work to resolve the issue as quickly as possible.

### **Diversity and Inclusive Excellence**

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD's diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.

### **Notice of Nondiscriminatory Policy**

In accordance with the South Dakota Board of Regents Policy 1:19, the institutions under the jurisdiction of the Board of Regents shall offer equal opportunities in employment and for access to and participation in educational, extension and other institutional services to all persons qualified by academic preparation, experience, and ability for the various levels of employment or academic program or other institutional service, without discrimination based on sex, race, color, creed, national origin, ancestry, citizenship, gender, gender identification, transgender, sexual orientation, religion, age, disability, genetic information or veteran status or any other status that may become protected under law against discrimination. The Board reaffirms its commitment to the objectives of affirmative action, equal opportunity and non-discrimination in accordance with state and federal law. Redress for alleged violations of those laws may be pursued at law or through the procedures established by the provisions of 1:18 of this policy. For additional information, please contact:

Jean Merkle  
Interim Director, Equal Opportunity and Chief Title IX Coordinator  
Room 205 –Slagle  
Vermillion, SD 57069  
Phone: 605-658-3665  
E-Mail: [jean.merkle@usd.edu](mailto:jean.merkle@usd.edu)

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials at or above the minimum standards for admission and meet any technical standards that may be required for admission to a specific program. If you are a prospective student with a disability and need assistance or accommodations during the admission/application process, please contact the Director of Disability Services, The Commons, Room 116, USD, Vermillion, SD 57069. Phone:605-658-3745 Fax: 605-677-3172 E-Mail: [disabilityservices@usd.edu](mailto:disabilityservices@usd.edu)

Federal Law prohibits discrimination on the basis of disability (Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and the Americans with Disabilities Act

Amendment Act of 2009. The University has designated Ms. Cheryl Tiahart, Chief Information Officer, as the coordinator to monitor compliance with these statutes. This obligates USD and Ms. Tiahart to provide equal access for all persons with disabilities.

Equal Opportunity, Non-Discrimination, Affirmative Action

(<https://sdbor.edu/policy/documents/1-19.pdf>)

Employee-Employee and Faculty-Student Consensual Relationships

(<https://sdbor.edu/policy/documents/1-23.pdf>)

### **Policy of Reporting Pending Criminal Charges**

1. A student has a continual obligation to report any criminal felony or misdemeanor charges pending against him/her, which occur after the student has been granted final acceptance into the program.
2. A written explanation of the pending charges should be submitted to the Chair of the Department within 72 hours of the charges.
3. A decision regarding the student's continued participation in clinical education experiences and any other client-related activities will be made by the Chair of the Department of Communication Sciences and Disorders in consultation with Department faculty. Classroom attendance may not be affected.
4. Failure to comply with any aspect of this policy may result in professional probation or dismissal from the program.

### **Policy on Conflict Resolution (informal appeal)**

The practice of conflict resolution encouraged within the CSD Department is:

Student→Instructor→Advisor→Chairperson

1. The student should address issues of concern directly to the individual(s) involved.
2. Together the student and the other party(ies) should establish a time-frame for resolving the issues of concern.
3. Allow adequate time and strategies to result in resolution of conflict.
4. When a student feels that conflict resolution is not occurring by following the above recommendation, mediation then is necessary. The student should make an appointment to meet with his/her assigned advisor. If after the advisor has been contacted, the student feels that the conflict issues and concerns still persist; the student should make an appointment to meet with the department Chairperson.

Department faculty enforce the recommended protocol for resolution of conflict. Students should be aware that faculty are expected to encourage them to use the established protocol. At no time should a student feel that he/she cannot approach individual faculty members with issues and concerns. However, issues and concerns of conflict should, whenever possible, be directed to the involved parties with mediation by the academic advisor or the chairperson.

Complaints regarding the Department of Communication Sciences and Disorders should be addressed directly to the Chairperson, who will communicate with the involved parties and

seek resolution. If resolution cannot be attained, the Dean of Arts and Sciences and the Dean of the Graduate School will be notified in writing. Resolution will be sought at that level.

Complaints regarding the University will be referred by the Chairperson to the President and to the entity overseeing the area of the complaint. Complaints made against a chair, dean or vice president, or the appeal process begins at the next administrative level and continue as specified except at a higher administrative level. In those instances where informal resolution has not been successful, follow the steps outlined in the Graduate Student Grievance Process, where the appeal involves allegations of actions or motives which arguably are illegal under applicable civil rights statutes (for example, racial or religious prejudice, sexual harassment, etc.), the formal appeal shall be made to Title IX/EEO coordinator, as directed under the Board of Regents Complaint Procedures policy. In all other cases, the student shall appeal as set forth in the USD Graduate Catalog.

### **Grievance Procedures (formal appeal)**

When a student believes that he or she has a grievance or complaint related to academic standing and/or professional expectations, the student is advised to follow the grievance process outlined on the [Graduate School Student Resources website](#). When a student is dismissed from the program due to academic or professional concerns but the student believes there were exceptional or extraordinary circumstances beyond the student's control that clearly and convincingly warrant an excuse for substandard performance or behavior, the student may, upon written application to the Department Chair, request a meeting with the Department Chairperson and/or program faculty. At the discretion of the program faculty, the student may be allowed continued enrollment in a probationary manner for the following semester, subject to such conditions as the program faculty may impose. If, at the end of that semester, the student has not satisfied the necessary conditions and requirements, the student shall be dismissed. The faculty may, at its discretion, grant a second semester of probationary status. Grievance from a parent or spouse should be submitted to the Chairperson in writing, with the signature of the person making the complaint. Non-disclosure guidelines set forth in [Family Educational Rights and Privacy Act](#) (FERPA) will be followed. The Chairperson will communicate with involved parent or spouse (only after a FERPA Release of Information Form is completed by the student), and the student to arrange a meeting to seek resolution. If a resolution cannot be reached through informal discussion, the procedural chain of command is as follows: following notification of the President, the written complaint will be electronically conveyed to the Dean, Arts and Sciences; Dean, Graduate Education; and Vice President of Academic Affairs. The student shall initiate Step 1 of the Formal Appeal process as outlined in the Graduate Academic Appeals Procedure website. All documentation will be kept in the Department of Communication Sciences and Disorders. The burden of proof and persuasion in all academic appeals is upon the student.

### **Student Appeal Policy and Procedures**

The Department of Communication Sciences and Disorders follows the institution's and [Board of Regents policies regarding student grievances or appeals](#) related to her/his academic studies. These procedures are designed to address in a systematic, consistent, and fair manner any

grievance or complaint students have regarding any aspect of their graduate studies. Additional information and forms relative to graduate school processes can be found on the [USD Graduate School webpage](#).

### **Immunization Policy**

With the entrance into the field it is important for your own personal safety, as well as of your patients, that your immunizations are up to date and documented to ensure compliance with the Center for Disease Control Guidelines and the affiliation agreements with multiple clinical sites. Immunization requirements are delineated in the Clinic Manual. Additionally, external site may have vaccination requirements separate from the university; these will be discussed with students prior to placement.

#### *COVID-19 Vaccine*

Following CDC recommendations, USD Communication Sciences and Disorders is encouraging all students having contact with patients to receive a full course of vaccination. Although not required generally for students at USD, some clinical partner entities where students are placed require COVID-19 vaccination. Because of this requirement by our clinical partners, students who are not vaccinated may not be able to complete these clinical rotations.

### **Background Check**

The professions of Audiology and Speech Language Pathology adhere to the current ethical principles of our fields, as stated by the American Speech Language and Hearing Association, and the legal codes regulating the profession within each state. In undergoing training, all trainees must also adhere to these ethical principles and legal codes. At various practicum locations during training, during application for clinical internship/externship, and upon review for licensure after graduation, audiologists and speech-language pathologists undergo scrutiny regarding their personal background (including criminal background and child abuse checks) and issues of personal integrity.

The following represent the types of questions asked of students in criminal background checks and for licensure:

- Has disciplinary action, in writing, of any sort ever been taken against the student by a supervisor, educational or training institution, health care institution, professional association, or licensing / certification board?
- Are there any complaints currently pending against the student before any of the above bodies?
- Has there ever been a decision in a civil suit rendered against the student relative to professional work, or is any such action pending?
- Has the student ever been suspended, terminated, or asked to resign by an employer, training program, or practicum site?
- Has the student ever been convicted, adjudged guilty by a court, pleaded guilty or pleaded Nolo contendere in any criminal prosecution whether or not sentence was imposed?

If students answer “Yes” to any of the above questions, they may encounter difficulties in securing clinical practicum positions during training, obtaining an approved clinical internship, or becoming a licensed professional. A number of USD CSD’s training sites require criminal and child abuse background checks of service providers. Prior to your start in the graduate program at USD, a criminal and child abuse background check will be required; an additional background check will be required the semester prior to starting on internship. The procedure policy for background check reviews is available upon request.

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

I pledge to practice the art and science of my profession to the best of my ability.

I pledge to be ethical in conduct.

I pledge to respect and honor my mentors, and also those who forged the path I freely follow. According to their example, I will continue to expand my knowledge and improve my skills. I will appreciate my opportunities in this profession and advance them for all who follow.

I will listen to each patient’s unique human story.

I pledge to keep the patient and their family at the center of my care, collaborating with and supporting other professionals.

I will mind my biases and treat every patient with compassion.

I will assume the best in others and be kind.

I will care for myself as I care for my patients.

I will forgive myself for my mistakes and learn from them.

I will strive for excellence while being mindful of my limits and those of current research.

### **USD Policies on Communication**

The University assigned email address and myUSDPortal announcements are considered official forms of communication at the University of South Dakota. The student communications policy ensures that all students have access to University-related information in a timely manner. Therefore, it is important that you read your emails thoroughly and in a timely manner. The University of South Dakota rarely cancels a class. However, if weather poses extreme driving conditions, it is advisable that students stay home. For statewide road conditions dial 511 or go to <http://safetravelusa.com/sd> to check on road conditions.

## Professional Netiquette

Students utilizing the USD server for their email must follow certain rules for use:

- 1) The use of the university exchange account is for dissemination of information related to the education experience. At no time should this system be utilized for exchange of jokes or personal conversations.
- 2) To avoid losing your USD email account, the individual student is encouraged to obtain their own personal email or internet account through private vendors. However, all information being transmitted by USD faculty and staff will occur on USD accounts –not through private vendors.
- 3) It is expected that all email communication on USD email be respectful and carefully written in the manner of business communication (i.e. a subject heading, salutation, body and signature block), with no grammatical errors, non-professional abbreviations, emoticons or use of all capital letters.

## Social Media

Posting personal images, experiences, and information on public sites poses a set of unique challenges for all members of the medical community, including employees, faculty, volunteers, and students. All students have responsibility to the institution regardless of where or when they post something that may reflect poorly on the University of South Dakota, College of Arts and Sciences, the Department of Communication Sciences and Disorders or the community of audiologist, speech-language pathologists or the individuals we serve. The University of South Dakota CSD Department is committed to supporting the right to interact knowledgeably and socially; however these electronic interactions have a potential impact on patients, colleagues, and future employers' opinions of you. The principal aim of this Guideline is to identify responsibilities to the University of South Dakota in relation to social media and to help the student represent themselves and the University of South Dakota CSD Department in a responsible and professional manner.

## Student resources

As a student at the University of South Dakota, you have available to you numerous resources and [support mechanisms](#). You are encouraged to utilize these resources to enhance your experience at USD.

Some of these resources and respective contact information are provided below:

- 1) Disability Services
  - a. [Student rights and responsibilities](#): Jordan Bonstrom (605) 658-3561 or [SRR@usd.edu](mailto:SRR@usd.edu) / [Jordan.Bonstrom@usd.edu](mailto:Jordan.Bonstrom@usd.edu)
  - b. [Office of Disability Services Service Center](#): Karen Gerety, Interim Director of Disability Services, Location: North Complex Commons 116, Phone: (605) 658-3745
  - c. [Testing center](#): North Complex Commons. Please also note that accommodated testing will now also be facilitated by the Testing Center. Phone: (605) 658-6143
  - d. [Financial Aid](#): [Lindsay.Miller@usd.edu](mailto:Lindsay.Miller@usd.edu) Phone: 605-658-6250



- e. [Legal Aid](#): Muenster University Center, 143 Phone: 605-677-6845
  - i. The Student Government Association (SGA) sponsors a legal aid service available to any University of South Dakota student who needs general legal service. Jason Rumpca will be serving as the legal aid on campus on Tuesdays and Wednesdays 11:30am-1:00pm. All other times you may contact Jason Rumpca at his Law Office
- 2) [Psychological Services Center](#): Old South Dakota Union #112 Phone: 605-677-5354 or 800-765-3382 (after hours to reach Lewis & Clark Behavioral Health Services).
  - a. The Psychological Services Center (PSC) is an outpatient clinic that provides services to children, adolescents, adults, couples, and families from USD and surrounding communities. Graduate students supervised by licensed psychologists who are also professors in the Clinical Training Program provide services. All services performed are confidential.
  - b. Individuals are encouraged to call or walk-in for services. In the screening interview, an advanced clinical psychology graduate student assesses the nature of the problem and explains PSC procedures. After the initial screening interview, clinical supervisors determine if the PSC can provide the appropriate treatment and the client(s) is referred to a therapist in the PSC. If treatment cannot be provided in the PSC, an appropriate referral is made immediately.
  - c. The Psychological Services Center is supported by the Department of Psychology and the University of South Dakota. The Center is part of the American Psychological Association accredited doctoral training program in Clinical Psychology.
- 3) [Registrar](#): Belbas Center 223 Phone: 605-658-3880
  - a. The Office of the Registrar serves as the institutional guardian for official academic information and records in supporting the faculty, staff, and students of the University of South Dakota.
- 4) [Student Health](#): 20 South Plum Phone: 605-677-3700
  - a. Hours: Monday -Friday, 7:30 a.m. -8 p.m.; Saturday, 8:30 -11:30 a.m.; Sunday 4 – 7 p.m.
  - b. The University of South Dakota Student Health Services is provided by the Sanford Clinic Vermillion. Every full time student on the Vermillion Campus is automatically enrolled in the service by payment of the general university fee. The Student Health Service is a primary care facility and renders basically the same service as a personal physician's office. Please see the Student Health website for a complete listing of services.
  - c. Hospital care and other services are not covered; therefore all students must have adequate health insurance coverage.
- 5) Student Counseling Center: Phone: 605-658-3580 (after hours to reach University Police at 605-658-6199 for assistance)
  - a. The Student Counseling Center offers individual, group, and relationship counseling in areas such as crisis management, problem solving, assertion, confidence, self-esteem skills, habit control, and concentration. The Student Counseling Center, located in the Cook House, also operates an Alcohol and

Other Drug (AOD) Services program, which is accredited by the State Division of Alcohol and Drug Abuse. The AOD program is an accredited program providing Intensive Outpatient Treatment for USD students. In addition, proactive AOD Prevention activities are provided across the campus throughout the year. Counseling on men's and women's issues is also available. Additionally, training in the area of stress management to include the skills of relaxation, meditation, and imagery is offered. All services provided by the Center are free and confidential.

- b. [Therapy Assistance Online](#) (TAO) includes over 150 brief, effective, educational sessions covering over 50 common topics and skills related to mental health, wellness, and substance use issues. TAO includes interactive sessions, mindfulness exercises and practice tools all aimed at helping you to achieve your goals.
- 6) [USD Counseling and Family Therapy Center](#): Delzell Education Building Room 209 Phone: 605-677-5250
  - a. The Center offers a variety of counseling and mental health services, including individual and group counseling, couple and family therapy, developmental and career/vocational assessments and evaluation, and psycho-educational consultation. There are no fees for registered USD students.
- 7) [University Libraries](#):
  - a. The University Libraries of the University of South Dakota include the I. D. Weeks Library, which serves all programs based in Vermillion, and the Karl & Mary Jo Wegner Health Science Information Center, which serves the School of Health Sciences, Sanford School of Medicine, and other health partners in Sioux Falls and throughout South Dakota.
- 8) [Student Support Services](#) (TRIO): Muenster University Center room 219 Phone: 605-658-6131
  - a. This grant funded service may be utilized by students who meet federally mandated guidelines and who feel the need for tutoring, study skill improvement, or counseling or academic advising. These students include: Those with low ACT scores, Nontraditional students returning to school, Students with learning disabilities, Students with physical disabilities, Low-income students, Students who are first in their families to attend college.
- 9) [The Writing Center](#): ID Weeks Library, Academic Commons, room 133 [wcenter@usd.edu](mailto:wcenter@usd.edu)
  - a. In the Writing Center, you can get help on all aspects of your writing, from developing ideas to revising and polishing your pieces. They provide assistance with essays; reports; homework that involves writing; M.A. theses and dissertations; and other kinds of writing, such as short stories, poems, résumés, business letters, grants and proposal.
- 10) Learning Specialist: ID Weeks Library, Academic & Career Planning Center, room 101N [Kris.Brady@usd.edu](mailto:Kris.Brady@usd.edu)
  - a. A Learning Specialist can meet with you individually to help you improve your academic performance and be more successful.

### **Liability Insurance**

All students enrolled in the Audiology and Speech-Language Pathology programs are required to hold liability insurance prior to any clinical education experience. This liability insurance is provided by the university and is paid for by the student as part of the fees that is included on the student's tuition and fees each semester. The policy is in effect for each student from the date of the first date of classes until the final day of enrollment; however, it will not valid during any time the student takes a formal leave of absence.

### **Faculty Office Hours**

Each faculty will hold student hours (in-office, virtual, and/or email) specific to their schedule. Students should make every effort to schedule face-to-face/virtual appointments within those student hours. If a student requires a meeting time different than the scheduled hours, the faculty member will attempt to accommodate the needs of the student. However, the student must be mindful of faculty workload and other responsibilities. Please adhere to faculty office hours or utilize USD email.

### **Emergency Contact Information**

It is important for the Department of Communication Sciences and Disorders and the University of South Dakota to have your current address, telephone number, email address, and name on file. The CSD Department and USD will not be responsible if they are unable to reach you due to inaccurate contact information. You will complete an Emergency Contact Information card during Orientation week and it is your obligation to keep the information current.

### **CAA Complaint procedures**

Although it is most effective to resolve complaints at the department, college, or institutional level, complaints that relate to the Standards for Accreditation of Graduate Education Programs in Speech-Language Pathology and Audiology also may be made to the Council on Academic Accreditation of ASHA. A complaint about any CAA-accredited program or program in candidacy status may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public.

All complaints must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850. Complaints will not be accepted by e-mail or facsimile. For information and procedures, refer to: <http://www.asha.org/academic/accreditation/accredmanual/section8.htm>

## Section 5- Progression Policy

### Proficiency Expectations and Remediation

For students entering the professions of speech-language pathology and audiology, the ultimate goal is not merely to earn a passing grade in a course or on an examination or assignment, nor is it solely to earn a degree. Rather, it is to demonstrate the acquisition of knowledge and skills relative to certification standards in the profession(s). As such, students are required to demonstrate adequate proficiency in essential knowledge and skill areas, as determined by the program faculty. Verification of acquisition of these knowledge and skill areas is required for clinical certification in the professions. Therefore, additional remediation activities may be required to address specific knowledge and/or skill areas deemed to be at below-expected levels. If remediation is indicated, a remediation plan will be developed. Remediation plans will be individualized and may occur within an individual course, individual assignment, formative/summative assessment, or clinical experience (with the plan to be developed by the instructor/supervisor in conjunction with the student) or as a part of the student's overall program (with the plan to be developed by a faculty committee in conjunction with the student).

Successful completion of any remediation must occur by the end of the semester following the semester in which the remediation is initiated. If this does not occur, the student will not be allowed to enroll in classes for the following grading period. For Audiology, if this occurs in the final semester of internship, the student may not enroll in externship until the remediation is passed. If this occurs in the final semester of externship, the student will not be approved for graduation until the remediation is passed. For SLP, if this occurs during the final semester of internship, the student will not be approved for graduation until the remediation is passed.

ACADEMIC COURSEWORK: For students entering the professions of speech-language pathology and audiology, the ultimate goal is not merely to earn a passing grade in a course or on an examination or assignment. Rather, it is to demonstrate the acquisition of knowledge and skills relative to certification standards in the profession(s). As such, students are required to demonstrate adequate proficiency in essential knowledge and skill areas, as determined by the academic instructor. If student performance for one or more specific knowledge/skill area is below expectations, instructors may require remediation and implement strategies that may include, but are not limited to, the following:

- Rewriting/resubmitting incorrect/incomplete test answer(s)
- Providing oral explanations of content material
- Redoing all or part of academic projects
- Completing directed readings
- Viewing supplemental videos
- Other targeted activities

These additional remediation activities will not alter the grade earned on a particular examination or assignment; however, they will ensure that each student has demonstrated acquisition of each of the knowledge and/or skill areas targeted in the course.

**CLINICAL EXPERIENCES:** Proficiency Expectations and Remediation: For students entering the professions of speech-language pathology and audiology, the ultimate goal is not merely to earn a passing grade in a course or on an examination or assignment. Rather, it is to demonstrate the acquisition of knowledge and skills relative to certification standards in the profession(s). As such, students are required to demonstrate adequate proficiency in essential knowledge and skill areas, as determined by the clinical supervisor. Student clinicians may be required to engage in remediation activities as designed by clinical supervisors if they fail to demonstrate acquisition of adequate knowledge and skills in one or more targeted knowledge and skill acquisition areas. These additional remediation activities will not alter the grade earned; however, they will ensure that each student has demonstrated acquisition of each of the knowledge and/or skill areas targeted. Clinical supervisors may require remediation and implement strategies that may include but are not limited to, the following:

- Completing directed reading
- Viewing supplemental videos
- Observing clinic sessions
- Role playing clinical skills with the clinic supervisor
- Enrolling in an independent study
- Additional clinic assignments

Finally, as indicated in this Student Handbook, the departmental retention policy requires that all students receive an A or a B in clinic, along with a 3.0 cumulative GPA, to be retained in the graduate program. In addition to being placed on probation, a student who earns a grade lower than a B in a clinical experience must repeat that clinical experience, and clock hours earned within that semester will not count toward program completion or ASHA certification.

### **Performance expectations for program continuation**

To be retained in and complete the graduate program, students are required to:

- 1) Maintain a 3.0 GPA overall
- 2) Receive an A or a B in each semester grade of clinical experiences (DCOM 580 Practicum, DCOM 784 Internship in Communication Disorders, and DCOM 786 Filed Experience: Externship in Audiology).
- 3) Adherence to the USD student code of conduct; ASHA Code of Ethics; clinical conduct codes (including maintenance of confidentiality); and other program, college, institutional, and professional policies and expectations.
  - a. Violations of these codes may result in disciplinary action, including dismissal from the program, even when academic progress is satisfactory.
- 4) Criminal background checks are required for current and entering students.

The consequences of not meeting these requirements are:

- 1) Students who do not meet one or more of the requirements above will be placed on probation and additional academic and clinical remediation experiences will be required.
- 2) A student who earns a grade lower than a B in any clinical experience must repeat that clinical experience, and clock hours earned within that experience will not count toward program completion or ASHA certification. It is important to discern this is for a clinical experience whereas item 2 above is regarding the semester grade for clinic.
- 3) Probationary students who do not subsequently meet the retention requirements within one semester (for full-time students) or within the subsequent 9 credit hours (for part-time students) will be dismissed from the program.
  - a. Students on probation due to academic or clinical experiences during the on-campus portion of their program may not begin internship. Enrollment in internship is contingent upon good standing in the program.
- 4) Graduate students who refuse criminal background checks upon request may be dismissal from and/or denial of admission into the program or delayed enrollment in clinical experiences.
- 5) All decisions regarding satisfactory completion of requirements, need for additional academic or clinical experiences, and dismissal will be at the discretion of the Department Chair in consultation with the faculty and appropriate University administrative officials.

## Section 6- Professional Involvement

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### Membership in Professional Organizations

Students are encouraged to gain membership to and be actively involved in their professional organizations. Several options are available to students at the University level, state level, and national level. Within the CSD Department, students can be involved with the USD Chapter of the National Student Speech-Language-Hearing Association (NSSLHA) and with the USD Chapter of the Student Academy of Audiology (SAA). At the state level, students can be involved with the South Dakota Speech-Language and Hearing Association (SDSLHA). At the national level, there are numerous organizations students can be involved in. The most common national organizations students are involved in are the American Speech-Language and Hearing Association (ASHA) and the American Academy of Audiology (AAA).

### Clinical Certification

The majority of students working toward the completion of the Master of Arts in Speech-Language Pathology meet the academic and clinical practicum requirements for the ASHA Council for Clinical Certification (CFCC) Certificate of Clinical Competence in Speech-Language Pathology by the end of their degree program. The same is true for students working toward completion of the Clinical Doctorate of Audiology (Au.D.). The majority of these students meet the academic and clinical practicum requirements for the ASHA Council for Clinical Certification (CFCC) Certificate of Clinical Competence in Audiology and are also prepared for pursuit of board certification by the American Board of Audiology.

It should be noted that successful program completion does not automatically guarantee that a given student has met all of the ASHA CFCC certification requirements as several of those requirements go beyond those required for program completion. Nonetheless, all students are provided with the opportunities to meet ASHA CFCC certification standards in both speech-language pathology and audiology. If you do not intent to apply for ASHA certification, please meet with your advisor to discuss your options for supervision in an internship/externship. If you intent to apply for ASHA certification, your clinical supervisor(s) will need to hold a current ASHA certification.

Information on clinical certification through ASHA can be found on the [ASHA webpage](#). Specific requirements must be met for applicants for [CCC-SLP](#) and [CCC-A](#).

Students applying for ASHA certification must submit the application and accompanying Program Director verification form online. Processing of verification forms and related paperwork may take two weeks or more during the regular academic year. During academic breaks please allow greater time for the department to process these requests. Please note that during off-contract periods for faculty (e.g., winter break, spring break, summer for the majority of faculty), this time period will be greatly extended.

**ASHA CCC Audiology**

[The 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Audiology.](#)

**ASHA CCC Speech-Language Pathology**

[The 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology.](#)



## Appendices

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### Appendix A- Acknowledgement of Understanding

University of South Dakota  
Department of Communication Sciences & Disorders  
Scottish Rite Speech, Language, and Hearing Center

I understand it is my responsibility to be aware of and adhere to the policies and procedures of the University of South Dakota Department of Communication Sciences and Disorders, Scottish Rite Speech, Language, and Hearing Center (Vermillion), and Scottish Rite Children's Clinic for Speech and Language Disorders (Sioux Falls), which are set forth in the student handbook, clinic handbook, speech/audiology clinic manual, and inflection control manual.

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Signature

Date

**Appendix B- Courses that contain synthesis questions within each graduate program**

<b>Courses within SLP program</b>	<b>Courses within audiology program</b>
DCOM 711 Professional Issues	DCOM 762 Adv Amp
DCOM 724 ACS	DCOM 715 Practice Management
DCOM 787 Research Methods	DCOM 787 Research methods
DCOM 537 Advanced Lang Disorders	DCOM 712 Prof Issues and Advocacy
DCOM 731 Fluency	DCOM 757 Counseling
DCOM 732 Cranio	DCOM 717 Embryo and Genetics
DCOM 734 Acquired	DCOM 740 CI
DCOM 736 Diagnostics	DCOM 725/745 Vestibular
DCOM 737 Dysphagia	DCOM 749 Tinnitus
DCOM 733 Neuromotor	DCOM 719 SLP for AuD
DCOM 735 Aud for SLP	DCOM 730 CAPD
	DCOM 713 Psychoacoustics
	DCOM 750 Musicians
	DCOM 726 A&P
	DCOM 716 Adv AR
	DCOM 744 Ethics
	DCOM 728 Neuro/Electro
	DCOM 729 Pathologies
	DCOM 752 Adv Dx
	DCOM 747 OCHL
	DCOM 727 Pediatric Audiology