

ARKANSAS STATE UNIVERSITY- JONESBORO
COLLEGE OF NURSING AND HEALTH PROFESSIONS

**DEPARTMENT OF
COMMUNICATION DISORDERS**

**GRADUATE PROGRAM
HANDBOOK**

*Note: Your participation in this degree program is dependent upon your knowledge of and compliance with the information contained within this **Handbook**. It is critical that you read and understand the information contained in this document. A number of the documents appearing in the Appendices require your signature to verify that you have been provided copies of pertinent information. The form found in Appendix J should be signed and submitted to your academic advisor as required documentation in your advising file. Your signature is an acknowledgement of your understanding of the contents of the **Handbook** in its entirety.*

REVISED: July, 2021

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July 1, 2021

Graduate Students
Department of Communication Disorders
Arkansas State University-Jonesboro
State University, AR 72467

Dear Students:

On behalf of the faculty in Communication Disorders at Arkansas State University, we welcome to the Master in Communication Disorders (MCD) program. We are pleased that you have selected Communication Disorders (CD) as your area of interest for graduate study. We would also like to congratulate you for being admitted to this very rigorous program. As you know, the application process is competitive and your admission should serve as evidence of your academic and clinical potential and reflect the confidence we have in your ability to be a successful graduate student. We look forward to your participation in our master's degree program.

You should know that the demand for competent speech-language pathologists in the state, region, and nation remains high and that the graduates of our Master in Communication Disorders (MCD) program are heavily recruited in the professional community.

The past several years have brought many changes to the profession of speech-language pathology and the Communication Disorders faculty members at ASTATE have spent considerable time and energy shaping the CD graduate curriculum to meet the needs of future practitioners in speech-language pathology. The graduate training program has been designed to prepare you academically and clinically as a "generalist" so that upon graduation you will be qualified to work in any service delivery setting that you choose.

Our program continues to be accredited by the Council for Academic Accreditation (CAA) of the American Speech-Language-Hearing Association, which means that following graduation, completing the Clinical Fellowship experience, and passing the national licensing exam you will be eligible for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP).

This *Communication Disorders Graduate Program Handbook* should assist you in navigating your way through the graduate degree program. However, experience has taught us that questions and problems will arise. Your advisor will be a valuable asset as you progress through the program and you are urged to maintain close contact with your advisor.

Again, welcome to the program and we wish you every success. Should you have questions of me, my door is always open.

Best wishes,

Amy Shollenbarger

Amy Shollenbarger, Ph.D., CCC-SLP
Associate Professor and Chair
Communication Disorders

I. PREFACE

The *ASTATE Graduate Bulletin*, the *Communication Disorders Clinical Handbook*, and the *ASTATE Student Handbook* are the primary resources of information regarding academic and clinical policies and procedures at ASTATE. This *Handbook* is a supplement to the Communication Disorders student and does not replace or preempt the information provided in the previously listed publications. The CD graduate student is responsible for being informed about all academic and clinical requirements, both general and specific, for the completion of the degree program to ensure eligibility for state and national licensure. The CD faculty members are available for advice, guidance, and consultation regarding all academic and clinical requirements, policies, and procedures.

II. FACULTY

Amy Shollenbarger, Ph.D., CCC-SLP
Associate Professor and Chair

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Dr. Shollenbarger received her terminal degree from the Arkansas Consortium for the Ph.D. in Communication Sciences and Disorders. She teaches undergraduate and graduate level courses. Her research interests include language and literacy development, fluency disorders, linguistic diversity, and effective teaching pedagogy in higher education. She joined the CD faculty after 16 years of experience in school-based services. She has been employed at ASTATE since 2011.

Christina Akbari, Ph.D., CCC-SLP
Associate Professor

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Dr. Akbari joined the CD faculty in 2014 after receiving her terminal degree from Texas Tech Health Sciences Center. She teaches undergraduate and graduate level courses and provides clinical supervision. Her previous professional experience includes Clinical Service Provider, Clinical Supervisor/Instructor, and Case Manager. Her research interests include measurement of sound perception changes by clinical students, treatment models/efficacy of programming involving language/speech therapy with school-aged children including bilinguals, and using assistive technology/AAC to promote literacy/language development.

Shanon Brantley, MCD, CCC-SLP
Assistant Professor

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Shanon Brantley returned to ASTATE in 2012 with 15 years of experience in acute care hospitals and rehabilitation hospitals, after receiving her master's degree (1999) at ASTATE. As an Assistant Professor of Communication Disorders, she teaches voice, motor speech, and swallowing disorders courses, along with providing clinical supervision to under-graduate and graduate level students. Shanon is also the program coordinator of ASTATE's Head and Neck Cancer Interdisciplinary Treatment and Education Program. Shanon currently pursues a PhD in Interdisciplinary Leadership (LEAD) at UCA.

Joy Good, Ph.D., CCC-SLP

Associate Professor

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Dr. Good received her terminal degree in 2011 from the Arkansas Consortium for the Ph.D. in Communication Sciences and Disorders. She joined the faculty in 2013 with 15 years of clinical experience, eight of which were in the public school setting. She developed an interest in the connection between oral and written language. Her research has focused on developing effective literacy interventions for children with language impairment.

Sharon Jones, PhD, CCC-SLP

shajones@astate.edu

Assistant Professor

DRC 211J 972-3106

Dr. Jones has been a clinical speech-language pathologist for 30 years, and an academician for the last 7 years. Dr. Jones is a certified ADOS examiner and her research focus is executive dysfunction in adolescents and young adults with high-functioning autism. Dr. Jones received her Bachelor of Science in Communication Disorders from Henderson State University in 1990, her Master of Science in Speech-Language Pathology from the University of Central Arkansas in 1992, and her Doctorate of Philosophy from the Consortium for the Ph.D. in Communication Sciences and Disorders, University of Arkansas for Medical Sciences, University of Arkansas at Little Rock, University of Central Arkansas in 2014. She joined the faculty in August 2020.

Arianne Pait, M.A., CCC-SLP

Assistant Professor

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Mrs. Pait received her master's degree in communication disorders from the University of North Carolina at Greensboro. Mrs. Pait joined the faculty in the fall term of 2002.

Lindsay White, Au.D, CCC-A

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Assistant Professor

Reynolds 211G 972-3106

Lindsay is a proud alumna of the ASTATE B.S. Communication Disorders program, graduating Magna Cum Laude in 2005. She received her doctorate in audiology (Au.D.) in 2009 from The University of Memphis, a top ten ranked audiology program and has since gained 12 years of clinical experience in an array of clinical settings. Her research interests are in stigma of hearing loss in young adults and new hearing aid functionality lessening stigma of hearing aids. She is from Mountain Home, Arkansas and loves to garden, cook, and spend time with her husband and 2 young girls.

III. INTRODUCTION

The Department of Communication Disorders (CD) at Arkansas State University (ASTATE) is an independent department within the College of Nursing and Health Professions (CNHP). The CD offices are physically housed in Suite 211 of the Donald W. Reynolds Center for Health Sciences Building, located at 2501 Danner Avenue, Jonesboro, AR.

Arkansas State University's Mission:

Arkansas State University *educates* leaders, *enhances* intellectual growth, and *enriches* lives. (ASTATE = e^3)

College of Nursing and Health Professions Mission:

The mission of the College of Nursing and Health Professions is to provide quality education to students, graduates and health care providers in a variety of health disciplines. To fulfill this mission, we foster collaboration with our larger community in education, research and service. Recognizing its unique position in the lower Mississippi Delta region, the College provides educational programs that are designed to promote lifelong learning based on the expressed needs of its varied constituencies. The College assesses the attainment of this mission in terms of the contributions its graduates make to health and health care in the Delta region and beyond.

Department of Communication Disorders Mission:

The mission of the Department of Communication Disorders is to prepare competent speech-language pathologists to provide ethical, professional services to a broad spectrum of individuals with communication disorders.

Department of Communication Disorders Core Values:

- **Student-Centered:** The Communication Disorders faculty and staff are committed to undergraduate and graduate education, inquiry, and service in order to meet students' changing needs.
- **Learning-Centered:** We nurture the acquisition of knowledge and skills by integrating teaching, research, and interactive learning to promote continuous student improvement as measured by systematic formative and summative assessments.
- **Excellence:** We commit to the pursuit of academic and clinical excellence for faculty and students.
- **Diversity:** We embrace all dimensions of diversity realizing that mutual respect for individuality and the inclusion of all are vital for both personal and departmental success.
- **Integrity:** We are committed to high standards of character and integrity as we prepare students to become ethical professionals in communication disorders.

Policy Regarding Equitable Provision of Clinical Services

Arkansas State University is an Equal Opportunity/Affirmative Action institution and, thereby, complies with all applicable federal and state legislation regarding employment practices and admission/treatment of students without regard to race, color, religion, age, disability, gender, national origin, participation restriction, sexual orientation, veteran status, or status as a parent. As a single point-of-service entity within Arkansas State University, the Arkansas State University Speech and Hearing Center complies with all state and federal equal opportunity legislation in the provision of prevention, screening, diagnostic, and therapy services to all client populations served in the Center. Questions about this policy should be addressed to the Affirmative Action Program Coordinator, P.O. Box 1500, State University, Arkansas 72467, phone (870) 972-2015.

The contents of this *Handbook* have been compiled to assist graduate students in the MCD Program at Arkansas State University in the completion of their academic and clinical education. This *Handbook* represents the most feasible method for insuring that all students are adequately informed of all policies, regulations, and requirements for obtaining a Master's Degree in Communication Disorders (MCD). Therefore, each student will be held accountable for the material contained in this *Handbook*.

This *Handbook* contains the various academic and clinical requirements which must be met in order to satisfactorily complete the MCD, state licensure, and ASHA certification. Although we have attempted to provide you with a complete summary of these requirements, some specific details of policy implementation and application may have been inadvertently omitted. Students are encouraged to seek additional information from their academic or thesis advisor, program director, or department head if the need arises. As programmatic changes become necessary, this *Handbook* will be revised. Students are encouraged to submit recommendations for revision, which they feel will make this *Handbook* more practical in the fulfillment of its aim.

The necessary credentials required for practicing speech-language pathology in Arkansas and most other states are state licensure and the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). The CCC-SLP is issued by the American Speech-Language-Hearing Association (ASHA). Most often, the requirements for the CCC-SLP will be identical, or at least very similar, to the requirements for state licensure.

In order to earn the CCC-SLP a student must successfully accomplish three tasks. The first of these tasks is earning a graduate degree from a university program that is itself accredited by the Council for Academic Accreditation (CAA). This accreditation implies that students will demonstrate the appropriate knowledge and skills required through academic and clinical experiences necessary to earn a Certificate of Clinical Competence. The second task involves earning a score of at least 160 on the specialty area examination in Speech-Language Pathology of the Praxis Series regulated by the Educational Testing Service (ETS). The final task is completing a Clinical Fellowship, which consists of at least nine (9) months of paid, full-time professional experience under the direct supervision of a certified professional following the completion of the graduate degree.

The MCD is a professional degree program, which has been designed to prepare students for a career in communication disorders. As mentioned above, the MCD will partially fulfill the requirements for the CCC-SLP. The course of study for the MCD degree which includes both academic and practicum requirements is comprised of basic science coursework, basic human communication processes, swallowing processes, professional knowledge coursework including assessment, treatment, and prevention of a variety of patient populations, and clinical practicum experiences. Throughout the course of the degree program, faculty will use a variety of formative and summative assessments to track the acquisition of appropriate knowledge and skills necessary for professional practice.

The MCD course of study is structured in such a way that allows all degree requirements to be completed in 19 months, with the first graduate enrollment beginning on the first day of

class for the Summer I term. Students must enroll in a combination of academic and practicum courses each semester with the exception of the first period of enrollment. Every effort has been made to sequence courses in a fashion that will allow students to have the necessary knowledge base to perform comfortably in their practicum enrollments with the client population to which they are assigned. The MCD Graduate Advising Checksheet (located in Appendix A) provides a chronological listing of the graduate academic and clinical course requirements.

All students in both the undergraduate and graduate program are encouraged to join and participate in the ASTATE Chapter of the National Student Speech-Language-Hearing Association (NSSLHA). NSSLHA is the pre-professional division of ASHA. Members of NSSLHA receive selected journals published by ASHA and qualify for reduced dues and fees upon initial certification.

IV. ADVISING

A. Advisor

All students enrolled at ASTATE are assigned an academic advisor. Any student majoring in CD will be assigned an advisor from within the faculty of the Department of Communication Disorders. Mandatory advising for all majors is required in order to release academic holds for registration each semester. Advising must be completed, during the appropriate time period, prior to registration. All students admitted to the graduate program in Communication Disorders must assume the responsibility for becoming knowledgeable regarding the appropriate *ASTATE Graduate Bulletin*, which governs their program of study. Academic advisors will be assigned to graduate students at the time they are admitted to the CD graduate program to assist students in understanding all academic and practicum requirements. Advisors will have advising/office hours posted outside their offices and are expected to be conveniently available for that purpose.

B. Advising File

Advisors will maintain an advising file for all students that they advise. The file will contain student contact logs, grade reports or unofficial transcripts from the Self-Service Banner, periodically updated program advising checksheets, CD graduate admission notification, personal communication from the student, and other pertinent information that may assist the advisor in guiding the student through the program of study. Students are encouraged to keep duplicate copies of important items contained in the advising file. Advising files can be electronic, hardcopy, or some combination of the two. The primary focus of an advising file is to provide the advisor and the student with accurate and accessible information for planning and monitoring student progress toward the successful completion of the degree.

The faculty advisor will maintain advising files for CD graduate advisees until the student successfully completes the graduate degree or officially withdraws from the degree program. Following the completion of the graduate degree, each graduate advising file will be combined with the corresponding clinical practicum file. These combined files will be confidentially stored in the Communication Disorders Department Office.

C. Checksheet

By keeping a current and accurate advising checksheet, CD graduate students and advisors know precisely which courses are needed to complete degree requirements and can, with some certainty, predict graduation dates. The current MCD checksheet is enclosed as Appendix A of this *Handbook*. Each checksheet will show an *ASTATE Graduate Bulletin* year and will reflect CD graduate degree requirements for that stated bulletin. The checksheet contains a list of all required courses for the MCD degree as well as a number of electives and deficiency courses. All CD graduate courses are offered on a once-a-year basis in a “lock-step” curriculum. As a result, any failure to complete a required graduate course during the appropriate semester of enrollment will delay graduation by one calendar year.

D. Prerequisites

Some courses, both in CD and other disciplines, require a knowledge base that is only gained in lower level courses. For this reason, some CD graduate courses will require prerequisite course work prior to enrollment. (This applies primarily to students admitted to the CD graduate program with undergraduate degrees in areas other than communication disorders). Occasionally, students admitted to the CD graduate program at Arkansas State University with undergraduate degrees from other universities may be required to complete deficiency courses as they complete graduate degree course requirements. The CD Graduate Admissions and Credits Committee will assess these deficiency courses at the time of graduate admission. Although the CD graduate curriculum is designed for graduate students in communication disorders, graduate students from other disciplines occasionally request permission to enroll in CD graduate courses as electives for their plan of study. In these cases, the instructor should be the judge regarding the student’s need to complete appropriate prerequisite courses.

E. Student Responsibility

As stated above and elsewhere, it is the responsibility of CD graduate students to read carefully the *ASTATE Graduate Bulletin*, the *ASTATE Student Handbook* as well as this *Communication Disorders Graduate Student Handbook* and become familiar with the MCD requirements and when appropriate, the policies and procedures of the CD Program. Students are also responsible for discussing program requirements with their advisor and for obtaining assistance with course and practicum experience scheduling.

V. TRANSFER CREDIT POLICY

Students who have undergraduate degrees in speech-language pathology and transfer from other graduate programs in Communication Disorders must have their transcript evaluated by the CD Admissions and Credits Committee. Only nine semester hours may be transferred and applied to the master's degree. These nine semester hours must substitute for courses required for the completion of the MCD at Arkansas State University, must have been completed with a grade of "B" or better, and must be less than six years old. Other communication disorders and audiology courses completed with a grade of "B" or better may be accepted as electives and may be added to the graduate transcript though they will not reduce the number of required courses needed to earn the degree.

VI. ATTENDANCE POLICY

Class and clinical attendance are expected of all students in accordance with the policy set forth in both the current academic year *ASTATE Graduate Bulletin* (please refer to the "Academic Policies and Regulations" section) and the *ASTATE Student Handbook*. CD students are expected to be in class, labs, and clinic at all times. Absences and tardiness in graduate school are detrimental to student progress and success and are unacceptable. Absenteeism and tardiness may be reflected in the evaluation of a student's ability to meet objectives and may serve as cause for the student's record to be reviewed. In the event of an absence, arrangements should be made prior to the absence. If a student misses a class or lab activity, the student will be referred for intervention regarding the content missed. This information will be outlined in class handouts and course syllabi. The CD faculty determine the policy regarding intervention resulting from absences.

Students enrolled in CD practicum experiences are obliged to adhere to the absentee and tardiness policies of the ASTATE Speech and Hearing Center as detailed in the *Communication Disorders Clinical Handbook*. Students completing external clinical assignments are expected to follow the policies of that service delivery setting regarding absences from duty. Any clinic absence without permission of the clinical supervisor and the ASTATE Speech and Hearing clinic director will result in an intervention referral.

VII. GRADUATE ASSISTANTSHIPS

Students seeking financial assistance in the form of graduate assistantships (GA) must also comply with certain policies mandated by the ASTATE Graduate School. These policies are as follows:

- The GA must complete at least six hours of graduate work during regular semesters and three to six hours of graduate work in summer terms.
- The GA must have a definite schedule of duties and responsibilities assigned by the chair of the department in which the assistantship is held.
- Graduate Assistants are not considered part of the ASTATE faculty and are not entitled to faculty privileges.
- The assistantship is awarded for three full academic terms (fall, spring, and summer) without the necessity of reapplication.
- The appointee must maintain a grade point average of 3.00 or higher on all graduate work completed in order to remain eligible for the assistantship.

Students wishing to apply for a graduate assistantship should complete an application available at the Graduate School website using the following link:

<http://www.astate.edu/college/graduate-school/resources/>

The application must be placed on file in the Department of Communication Disorders Office. GA positions will be awarded on the strength of the student's GA application, the student's graduate application materials, and the student's work history. The chair of Communication Disorders in consultation with the CD Admissions and Credits Committee will

make all decisions regarding the awarding of GA positions.

Because the CD graduate program is one of a few programs that require students to be enrolled full-time, CD students are routinely offered GA positions within other programs, colleges, offices, and academic units around the campus. Those appointments must be channeled through the Department of Communication Disorders office where the GA applications are maintained on file.

VIII. INTENT TO GRADUATE

The Intent to Graduate Form must be submitted during the registration period for the academic term in which the student plans to graduate. Intent forms are submitted via Self Service by selecting STUDENT>STUDENT RECORDS. The “Application to Graduate” can be found at the bottom of the list of possible actions. The student's name should be entered as the student wishes it to be listed on the diploma.

IX. ACADEMIC AND CLINICAL REQUIREMENTS

As indicated on the MCD Program Checksheet (see Appendix A), students pursuing an MCD degree must complete 51 hours of credit at the graduate level. Students with undergraduate degrees from universities other than ASTATE or students with undergraduate degrees in other areas may require additional hours of prescribed electives to meet course deficiencies. The CD Admissions and Credits Committee will make these decisions regarding the assessment of course deficiencies at the time of admission.

All graduate students are expected to maintain a 3.00 grade point average in order to graduate from the CD Program. Though a letter grade of “C” is considered to reflect inadequate academic performance, earning a “C” will not result in dismissal from the CD graduate program as long as the overall GPA remains at the 3.00 level or higher. No grade below a “C” will be accepted for graduate credit.

Students may, with the permission of the instructor and the Dean of the College of Nursing and Health Professions, receive an incomplete (I) grade in a course. The “I” grade must be removed during the next semester by completing the appropriate academic or practicum requirements in the next semester of enrollment. Failure to remove the “I” will result in an “F” grade. An “I” grade will be given for any clinical practice enrollment in which the student fails to accrue a minimum of 85% of the required clock hours.

Practicum Requirements:

The following information addresses standards for ASHA certification that involve academic and practicum experiences obtained while enrolled in university training programs. These certification standards contain the knowledge and skills required for ASHA certification. Details of the ASHA standards are listed online on the ASHA website at the following web address: <https://www.asha.org/certification/2020-slp-certification-standards/>

Standard I: Degree:

The applicant for certification must have a master's, doctoral or other recognized post baccalaureate degree.

Standard II: Education Program:

All graduate course work and graduate clinical experience required in speech-language pathology must have been initiated and completed in a CAA-accredited program or in a program with CAA candidacy status.

Standard III: Program of Study:

The applicant for certification must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic coursework and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standards IV-A through IV-G and Standards V-A through V-C.

Standard IV: Knowledge Outcomes

Standard IV-A: The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

Standard IV-B: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification
- Fluency and fluency disorders
- Voice and resonance, including respiration and phonation
- Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing
- Hearing, including the impact on speech and language
- Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span
- Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning
- Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities

- Augmentative and alternative communication modalities

Standard IV-D: For each of the areas specified in Standard VI-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct.

Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical decisions.

Standard IV-G: The applicant must have demonstrated knowledge of contemporary professional issues.

Standard IV-H: The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V: Skills Outcomes

Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Standard V-B: The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation
 - a. Conduct screening and prevention procedures, including prevention activities.
 - b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
 - c. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
 - d. Adapt evaluation procedures to meet client/patient needs.
 - e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
 - f. Complete administrative and reporting functions necessary to support evaluation.
 - g. Refer clients/patients for appropriate services.
2. Intervention
 - a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and

relevant others in the planning process.

b. Implement intervention plans that involve clients/patients and relevant others in the intervention process.

c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.

d. Measure and evaluate clients'/patients' performance and progress.

e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.

f. Complete administrative and reporting functions necessary to support intervention.

g. Identify and refer clients/patients for services as appropriate.

3. Interaction and Personal Qualities

a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

b. Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.

c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

d. Adhere to the ASHA *Code of Ethics* and behave professionally.

Standard V-C: The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in guided clinical observation, and 375 hours must be spent in direct client/patient contact.

Standard V-D: At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate studies in a program accredited in speech-language pathology by the CAA.

Standard V-E: 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. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience; must not be less than 25% of the student's total contact with each client/patient; and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the individual receiving services.

Standard V-F: Supervised practicum must include experience with individuals across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

X. THESIS OPTION

The thesis option is open to CD graduate students with a desire to generate a novel research project regarding any topic or idea related to Communication Disorders. This experience is an opportunity to apply the scientific method in an attempt to answer questions that will increase the scientific knowledge base of the discipline. Students who opt to complete a thesis will earn six semesters hours of graduate credit and will be exempted from the following required graduate courses: CD 6513 – Advanced Aural Rehabilitation, CD 6653 – Contemporary Issues in Communication Disorders.

Graduate students who expect to continue their education at the doctoral level are strongly encouraged to write a thesis. Doctoral programs often require a thesis or an equivalent research study as a deficiency if the student did not complete a formal thesis project in the Master's degree program.

Students who choose to complete a thesis will select a thesis advisor or mentor who will serve as a resource for the research and writing of the thesis as well as the steps or procedures needed to comply with graduate school deadlines and requirements of the thesis.

XI. COMPREHENSIVE EXAMINATION

The purpose of graduate comprehensive exams is to ensure that students, upon exiting the program, can demonstrate competency in professional problem solving with the full spectrum of populations with communication disorders. In effect, the comprehensive examination procedure is the final quality control measure exercised by the Department of Communication Disorders faculty. The following list outlines the specific procedures for administering the graduate comprehensive examination in Communication Disorders:

1. The written comprehensive examination will consist of multiple choice, application-based questions from each of the following service areas: Articulation/Phonology, Fluency, Voice, Child Language, Adult Language, Aural Rehab, and Swallowing, Motor Speech, and AAC. The faculty persons responsible for teaching in each subject area will develop the comprehensive exam question within that topic area.
2. Student performance in each area will be evaluated by the faculty member responsible for that area.
3. Successful completion of the comprehensive requires passing seven (7) areas either in written or oral form.
4. Students who fail seven (7) areas will not be entitled to have oral examinations and will fail the comprehensive examination. These students will be allowed to retake the comprehensive exams at a mutually convenient time for both the student and CD faculty in the next academic semester.
5. Students who pass at least four (4) areas will be entitled to oral examinations with the professor for that area.

6. Students completing individual oral exams must complete all oral exam areas before being apprised of their performance on any single area.
7. If the student passes the individual oral comprehensive component of the examination process for a particular area, the student gets passing credit for that area.
8. Students who fail to pass the comprehensive examination must retake the complete comprehensive examination during the next semester of enrollment.
9. Questions asked in oral examinations are NOT restricted to the same information that was sampled in the written examination questions. Though the information sought by the examiner should be related to the original topic, the examiner has the right and obligation to probe for additional student information to determine competence in the subject matter.
10. Comprehensive exams will be allotted one hour per area, for a total of nine hours, with exam areas to be completed in two consecutive days. Exams will be scored and students will be informed of their performance within one calendar week from the completion of the exam. In the event that oral exams are required of some students, these orals will be scheduled during the week subsequent to the exam. Students who fail the exam and oral comps after two administrations will be dismissed from the MCD program. These students will be ineligible for readmission to the MCD program in any subsequent admission cycle.
11. Students who opt to complete a master's thesis will be allowed to use the oral defense of the thesis as the comprehensive examination.

XII. SOCIAL MEDIA GUIDELINES

Social media can be a way to share life experiences and opinions with others. Use of social media presents risks and carries with it certain responsibilities.

Social media includes all means of communicating or posting information or content of any sort via the Internet or other electronic communication method. Social media includes both your personal or someone else's personal web log/blog, journal, website, or chat room, and group interchanges such as Facebook, Twitter, Snap Chat, or YouTube and social media anonymous sites. These applications are subject to having content transmitted to others, with or without consent from the original author. Additionally, per the Health Insurance Portability and Accountability Act of 1996 (HIPAA) regulations <https://www.hhs.gov/hipaa/for-professionals/privacy/special-topics/de-identification/index.html>, no information, pictures, videos or descriptions of clients/families can be posted on social media sites.

You are solely responsible for what you post online. Inappropriate postings specific to patients,

classmates or faculty that include discriminatory remarks, harassment or threats, or violations of professional codes of conduct are subject to disciplinary action. Your actions could adversely affect your standing in your health professions program which could include program dismissal.

You should be aware that future employers may view potential candidate's websites. Students are advised to review their site (s) for any unprofessional images or language which could adversely affect successful employment upon graduation. Please make responsible decisions about your use of social media.

Revised 6-10-19

XIII. FINANCIAL COMPENSATION POLICY

As part of the professional degree program, students will be required to enroll in clinical/field courses at various sites and locations. Students enrolled in clinical practicum courses are not to be financially compensated for these field or clinical courses by either Arkansas State University or the entity that operates the site and location where these field or clinical courses will take place.

Appendix A

MASTER OF COMMUNICATION DISORDERS PROGRAM ADVISING CHECKSHEET

ARKANSAS STATE UNIVERSITY
College of Nursing and Health Professions
Department of Communication Disorders
 P.O.BOX 910 State University, AR 72467
 Phone (870) 972-3106

MCD 2021-2022

Name: _____
 ID #: _____
 Phone #: _____
 Address: _____

<http://www.astate.edu/college/conhp/departments/communication-disorders/>

Master of Communication Disorders Program Checksheet

General Course Requirements (49 hours)				
Rotation	Course #	Course Title	SEMESTER	GRD
Summer Research	CD 6503	Intervention in CD	Summer	
	CD 6153	Voice Disorders	Summer	
	CD 6053	Research in CD	Summer	
	CD 6243	Motor Speech Disorders	Summer	
Clinic I	CD 575V(1)	Clinical Practice I	Fall	
	CD 6713	Swallowing Disorders	Fall	
	CD 6303	Augmentative and Alternative Communication	Fall	
	CD 6363	Language and Learning Disorders	Fall	
Clinic II	CD 676V(1)	Clinical Practice II	Spring	
	CD 6743	Neurogenic Lang & Assoc. Cognitive Disorders	Spring	
	CD 6513	**Advanced Aural Rehabilitation (or Thesis CD689V)	Spring	
	CD 6613	Pediatric Feeding	Spring	
Clinic III	CD 677V(3)	Clinical Practice III	Summer	
	CD 6113	Fluency Disorders	Summer	
	CD 6353	Language Intervention for At-Risk Infants/Toddlers	Summer	
Clinic IV	CD 6787	Clinical Practice IV – Clinical Externship	Fall	
	CD 6653	** Contemporary Issues (or Thesis CD 689V)	Fall	

√ need	Deficiencies/Electives Course #	SEM	GRD
	CD 6603	Diagnosis in CD	
#	CD 5703	Artic / Phon Disorders	

Legend: √ = Identified as a need
 # = Fall only
 @ = Spring only

** = Students who select the thesis option may substitute 6 hours of thesis for the two indicated courses.

Date		
	Comprehensive Exams	Pass: Yes [] No []
	Thesis	Defended: Yes [] No [] N/A []
	Praxis (NTE Spec Exam)	Score =
	Advisor Signature	

Appendix B

CNHP SUBSTANCE ABUSE POLICY AND PROCEDURES

SUBSTANCE ABUSE POLICY & PROCEDURES

College of Nursing and Health Professions
Arkansas State University

POLICY

The College of Nursing and Health Professions recognizes its responsibility to provide a healthy environment within which students may learn and prepare themselves to become members of a health occupation. Within each profession there are codes and standards for conduct by which all members of the profession are expected to function. Thus, when engaged in educational activities whether on campus or in the clinical setting, health professionals are expected to be free from the abusive influence of chemical substances/drugs¹Reference: Reiss, B. & Melick M. (1987). *Pharmacological Aspects of Nursing Care* (2nd Ed.). Albany, NY: Delmar Publishers, pp. 2, 627, 631-633. When students are under the influence of drugs and alcohol, they present a threat to patients, other students and the employees and visitors of clinical facilities. It is the responsibility of the student to report any medication/s taken which would adversely affect their ability to perform safely in class or clinic. Written documentation will be required for verification of medications taken and will be placed in the student's file. As a condition of admittance and retention in any professional program in the Arkansas State University College of Nursing and Health Professions all students must sign a SUBSTANCE ABUSE COMPLIANCE CONTRACT agreeing to adhere to the *Substance Abuse Policy & Procedures* when conducting any activity associated with their educational program. As the contract notes, it is inclusive of testing for substances and appropriate release of that information.

PROCEDURES

If a student demonstrates behavioral changes associated with substance abuse (see attached list) while engaged in course activities, the following procedures will be enforced:

1. The first time the student is observed exhibiting behaviors that are linked to or associated with substance abuse (see attached list), the student will be approached by a faculty member or a person who is designated to provide supervision. Prior to the approach, an assessment of the situation is indicated and a second observer should be asked to verify the behavior. The purpose of this encounter is multifold. It openly allows recognition that such behaviors have been observed. It also creates the opportunity for the student to pursue behavior modification as an option that is non-punitive and preserves self-direction. During the encounter, the student will be informed about and required to seek evaluation by the Counseling Services Center at Arkansas State University. If the behaviors are observed in a clinical setting, the student will be removed from participation in activities and asked to leave the environment. An absence for the day will be recorded. Written documentation that the student was confronted and informed about the Counseling Center is to be signed by the student and faculty. A copy will be forwarded to the Department Chair/ Program Director and retained in the student's

¹ The generic meaning of the term "drug" is broadly defined as any chemical substance which affects living systems. For the purposes of this policy, substance and/or drug abuse are used interchangeably and defined as socially unacceptable use of drugs or other chemical substances for non-therapeutic purposes. The substance alcohol, (ethanol) by its properties and actions, is a drug and is used as such in this policy. Drugs prescribed by a physician licensed to practice medicine and surgery, as long as the drug is taken in accordance with the provider's instructions and do not impair the student's ability to perform his/her duties, are exempted from this policy.

cumulative file during the time he/she is enrolled as a professional student in the Arkansas State University College of Nursing and Health Professions. A copy will be forwarded to the ASTATE Counseling Center. The Center will provide a written evaluation with treatment recommendation to the student, and to the Department Chair/Program Director. If the student, upon reviewing the Center's recommendations, declines to allow them to be released to the Department Chair/Program Director, the student will be required to seek a Psychological or Psychiatric evaluation (from a Licensed Physician [Psychiatrist] or Psychologist), and submit the results and recommendations to the Department Chair/Program Director. The student will be expected to comply with ALL recommendations, and allow release of records attesting to his or her compliance and improvement.

2. Due to the level of accountability health professionals have for their action toward others, the second time behaviors are observed and verified by a second observer, the student will immediately be asked to submit to body fluid testing for substances at a lab designated by the College of Nursing and Health Professions who have identified procedures for collection (see attached). The cost of the test will be borne by the student. Refusal to submit for testing warrants immediate program dismissal.

At the time the specimen is released to the testing lab, the student will sign a release statement requesting that the test results be sent to the Dean's Office, College of Nursing and Health Professions, and to the student. If the results are negative, no further action will be taken and the student will only be allowed to make up work missed. If the results are positive and substantiated by a second or confirmation test, the student will be dismissed from the professional program. Laboratory results will only be disclosed to individuals whose duties necessitate review of the test results and confidentiality will be adhered to as stringently as possible.

3. Readmission of the student to the program is contingent upon the following conditions:
 - a. Formal application for readmission to the program.
 - b. Meeting specific program admission criteria as noted in the Undergraduate/Graduate Bulletin.
 - c. Clinical space availability.
 - d. Documentation that a prescribed treatment program has been completed by the student related to the drug/alcohol condition. The documentation is to be submitted to the Dean's Office, College of Nursing and Health Professions by the designated treatment facility.
 - e. Follow-up program as suggested by the treatment facility which may include, but is not limited to, one or more relapse prevention procedures. The follow-up program will be individual specific and written as part of a contractual agreement with the student.
4. Arkansas State University may be required by state or national regulatory boards to submit information regarding a student's substance abuse history when he/she applies to take the examination for licensure. There is no guarantee that these boards will allow

individuals with a substance abuse history to take the examination. Each board judges each case individually.

5. Students will be required to abide by individual institutional policies relating to substance abuse in clinical agencies to which they are assigned.

SUBSTANCE ABUSE COMPLIANCE CONTRACT
COLLEGE OF NURSING AND HEALTH PROFESSIONS
ARKANSAS STATE UNIVERSITY

I, _____, have read the Board of Trustee approved *Substance Abuse Policy & Procedures* of the Arkansas State University College of Nursing and Health Professions and agree, as a student in the professional health program, to comply with all aspects of the policy as written, including testing for substances and appropriate release of that information. Furthermore, I agree to abide by the provisions for determining dismissal and to follow the conditions of readmission as outlined.

Student's Name (Please Print)

Student's Signature

Date

Note: Student please make a copy for your personal file and submit the original to your advisor to be placed in your advising folder.

BEHAVIORAL CHANGES ASSOCIATED WITH DRUG ABUSE

The College of Nursing and Health Professions has developed the following list of behaviors that are not all inclusive but, when observed, can be used as indices to identify an individual who at the moment of observation could be under the influence of a "drug" (see the *Substance Abuse Policy* for definition of the term "drug" and for the mechanisms to operationalize the policy). The College of Nursing and Health Professions is guided by behavioral descriptors that are stated in the latest edition of Diagnostic & Statistical Manual of Mental Disorders.

* Observation of any of these behaviors will result in dismissal from the learning environment (clinical or classroom).

Attention Deficit/Cognitive Impairment

Ataxia

Tremors, especially of the hands

- * slowed response time in a familiar skill
- * diminished from the usual in coordination/dexterity

Social Impairment

- * Inappropriate verbal remarks (subjects/words/expletives)
- * Inappropriate behaviors or those beyond the societal norm such as:
 - angry outbursts/unrestrained agitation
 - crying that cannot be explained
 - euphoria
 - paranoia
 - hallucinations
- * Behaviors that are markedly changed from that individual such as
 - introversion
 - extroversion
 - sullen/irritable
 - giddy
 - defensiveness

Somatic Manifestations/Discomforts

- * odor of alcohol on breath
- nausea/vomiting/thirst
- frequent trips to bathroom/complaint of urinary frequency or diarrhea
- hiccoughs
- reddened sclera (bloodshot eyes)
- pupil changes/drooping eyelids
- complain of blurred vision or inability to focus

Speech/Communication Impairment

- * slurred (thick tongue)
- * rapid/choppy communication pattern
- * incoherent speech

BEHAVIORAL PATTERNS ASSOCIATED WITH SUBSTANCE ABUSE

The following is a list of behavioral patterns that may surface when drugs have been abused. While these patterns have many causes, thorough assessment and detailed documentation is needed over a period of time to determine if there is any relationship to drug abuse. Patterns of behavior to observe and validate are:

- repeated tardiness
- frequent absenteeism
- numerous and chronic somatic complaints (colds/GI problems/lack of sleep/weight loss/sluggishness/low energy)
- untidy personal appearance or deterioration in quality of grooming
- lack of attention to hygiene (hair, nails, skin, oral)
- multiple crises in personal life
- avoidance/lack of eye contact
- isolation/lack of peer support
- repeated excuses for below standard performance
- forgetfulness with appointments/assignments
- slowed response time in familiar activities
- behavior shifts/mood swings
- lack of trust and suspicious of the motives of others
- needle tracks on body surface
- behaviors surrounding the administration of narcotics:
 - frequent need to waste "unused" medications
 - recording the administration of larger doses than ordered
 - unauthorized possession of the narcotic key
 - unsupervised entry into narcotic cabinet
 - volunteering to be in situations to gain greater access to narcotics
 - taking frequent breaks/numerous occasions when whereabouts unknown

CRITERIA FOR URINE DRUG SCREENS

NOTICE: PROVIDE LAB WITH THIS CRITERIA

ANY DRUG SCREENS SUBMITTED TO ARKANSAS STATE UNIVERSITY, COLLEGE OF NURSING AND HEALTH PROFESSIONS, SHALL HAVE MET THE FOLLOWING CRITERIA:

1. Specimen collection is witnessed.
2. BASIC 10-PANEL* DRUG SCREEN INCLUDING ALCOHOL, MEPERIDINE AND DRUG OF CHOICE (SEE #7).
3. Laboratory must be CLIA¹ approved.
4. Confirmation of positive results is done by GCMS². If specimen must be sent to another laboratory for confirmation, the chain of custody is maintained.
5. Report, in addition to results, will include:
 - a. Chain of custody;
 - b. Drug history;
 - c. List of drugs screened;
 - d. Confirmation of method used; and
 - e. Specific gravity.
6. The laboratory will retain negative specimens for a minimum of two (2) weeks and positive specimens for a minimum of one (1) year.

*10-PANEL INCLUDES:

Amphetamines	Benzodiazepines
Cannabinoids	Cocaine
Opiates	PCP
Barbiturates	Methadone
Methaqualone	Propoxyphene

7. THE DRUG SCREEN SHALL TEST FOR THE FOLLOWING:

Amphetamines	Methadone
Methaqualone	Barbiturates
Phencyclidine	Benzodiazepines
Propoxyphene	Cannabinoids
Alcohol	Cocaine
Meperidine	Opiates
Drug of choice	_____

DRUG SCREENS WHICH DO NOT TEST FOR THE ABOVE WILL BE CONSIDERED NON-COMPLIANT WITH THE ORDER.

¹Clinical Laboratory Improvement Act: SET of Federal Regulations which clinical labs must meet for certification.

²Gas Chromatography Mass Spectrometry
 Adopted from Arkansas State Board of Nursing, January 1997.

ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS

WAIVER OF RELEASE OF MEDICAL INFORMATION
SUBSTANCE ABUSE POLICY AND PROCEDURES

I, _____, am a professional health student at Arkansas State University and have previously received, read and understand the College of Nursing and Health Professions' *Substance Abuse Policy & Procedures*.

Since this is my second incident of verified reportable behavior, I hereby consent to having a sample of my body fluid collected on this _____ day of _____, 19__, according to the terms set forth in the policy for the purpose of testing for identified substances at my own expense.

I understand that a positive test result will require a subsequent confirmation test. If that result remains positive, it will affect my status in the professional program. I understand that if I am taking any medications which would adversely affect the results of the test, that I should disclose those immediately. Written medical documentation from my physician will be required by me for verification of those medication/s taken.

I authorize the release of test results related to the screening or testing of my blood/urine specimen to the Dean, College of Nursing and Health Professions at Arkansas State University, and to myself. I understand that my body fluid specimen will be sent to _____ for actual testing.

I hereby release Arkansas State University, its Board of Trustees, officers, employees, and agents from legal responsibility or liability arising from such a test, including but not limited to, the testing procedure, analysis, the accuracy of the analysis, or the disclosure of the results.

Student's signature

Date Time

Witness

Date Time

Appendix C

CNHP INFECTION CONTROL POLICY AND PROCEDURES

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS**

POLICY/PROCEDURE GUIDELINES FOR INFECTION CONTROL

INTRODUCTION

The policy guidelines herein are of a general nature and deal with HIV-related infections as well as other blood borne pathogens. They apply to all students/faculty in the College of Nursing and Health Professions (CNHP). Due to differences in the various programs, individual CNHP programs may have specific rules and/or guidelines that are modifications of those in the general policy; however, the specific policies of the various programs will be consistent in their intent with the guidelines noted herein. This policy shall be reviewed annually and modified as necessary based on the current information from the CDC and OSHA.

ADMISSIONS

The HIV/HBV (Human Immunodeficiency Virus/Hepatitis B Virus) status of an applicant should not enter into the application process. Applicants applying for healthcare programs should, however, be informed that certain diseases may necessitate either a modification of their program, or in the extreme may necessitate their dismissal from a program if they cannot perform procedures and/or tasks that are considered essential to their educational experience.

RETENTION

If it is determined that a student is sero-positive for HIV/HBV or is clinically manifesting symptoms of either disease process, that student should receive counseling about personal health care concerns and about interaction with others, especially clients. The student should be counseled by a designated faculty member in his/her respective program. The function of the designated faculty member is to counsel the student as to whether the program of education should be modified, another educational program considered, or in the extreme, whether the student should be dismissed from a program because of the inability to perform procedures and/or tasks crucial to the educational program. When considering the possibility of modifying clinical experiences or whether to dismiss, the designated faculty member will request that the Infection Control Committee convene to consider the specific student situation.

INFECTION CONTROL COMMITTEE

The Infection Control Committee will be comprised of three representatives from each of the programs in the College of Nursing and Health Professions. The dean will be charged with appointing faculty to serve on this committee after consultation with chairs or directors of the various programs. Once the committee is established, a chair shall be elected by the members. In addition, a community member who is an expert in infectious disease will be designated as a consultant to the committee.

The committee shall function to consider the specific student/faculty situations outlined in the HIV/HBV Guidelines. In addition, this committee will function to review the HIV/HBV

Guidelines on an annual basis. The committee will coordinate annual instruction on Standard Precautions for the faculty. This committee will also serve the programs by making recommendations for infection control policy that may impact both the student and faculty populations. Information regarding such policy will be included in the various programs' *Student Handbook* and the *CNHP Faculty/Staff Handbook*.

When the Infection Control Committee convenes to consider specific student/faculty situations, a timely response is in order. Individuals will be provided a letter outlining the committee recommendations within a one-week period after convening. During this time period the student/faculty person shall not engage in direct client contact. Should an individual wish to appeal the decision of the committee, the established University Grievance process should be followed (See *ASTATE Student/Faculty Handbooks*).

COUNSELING

It is the responsibility of the programs to provide counseling to a student/faculty member who is determined to be sero-positive for HIV/HBV or who manifests symptoms of either disease process. The counselor interaction with the student/faculty member should be reported to the Infection Control Committee only when the person's health status necessitates a modification in the clinical program or dismissal. It will be the responsibility of the counselor to verify that the student is aware of options for testing, counseling and health care. In addition, the counselor will verify that the student has been provided with specific information that relates to client contact.

The following information is provided in order to refer students when necessary to outside agencies for assistance and follow-up. This information should be reviewed and updated annually.

HIV Infection Services provided by ASTATE Student Health Center:

Students at Arkansas State University who desire HIV testing may obtain this service free at the Wilson Student Health Center. The Center encourages appointments but will accept students on a walk-in basis. Pre- and post-test counseling is provided by certified CDC counselors. Specimens are sent to the Craighead County Public Health Department for testing.

The Student Health Center has developed a media library (videos, pamphlets) for persons coming in with questions about HIV infection. The Center is located directly across from the College of Nursing and Health Professions and can be reached at ext. 2054. (The Student Health Center is scheduled to relocate to the First Care Medical Office on Stadium Avenue near the football complex as soon as construction on that new facility is complete.)

Services offered by the Public Health Department

The Craighead County Public Health Department is open from 8:00 a.m. until 3:30 p.m. for testing. The department offers pre- and post-test counseling as well as HIV testing. The cost of the service is \$5.00 which pays the record maintenance fee. The Public Health Department can be contacted by calling 933-4585. Offices are located on 611 E Washington Ave, Ste B, Jonesboro, AR 72401.

An individual who desires testing should allow about one hour for the procedure because pre-counseling is extensive.

Services offered by Northeast Arkansas Regional AIDS Network (NARAN)

This organization offers free confidential testing. Pre- and post-counseling is provided by certified counselors. They also provide direct care services to those persons who need them, including financial counseling. NARAN is also a network agency for persons living with AIDS. A referral can be made by contacting the office at 931-4HIV (4448). The office is located at 1000 S. Caraway in Jonesboro.

Services offered by Regional Aids Interfaith Network (RAIN)

Chapters of this organization do exist here in Northeast Arkansas. The program coordinator is Rev. Ed Pruitt, chaplain at Methodist Hospital in Jonesboro. This group provides spiritual and social support for the person with HIV infection and family members.

Other

The American Red Cross office now advertises the Arkansas HIV/AIDS Network. The office can be reached at 935-2437 and is located at 701 S. Union in Jonesboro. The group is funded by the C.D.C. whose primary goal is to provide HIV education to Arkansans. However, the Red Cross will provide information to those who call.

The counselor should not neglect to refer the student/faculty member to his/her private physician for guidance.

Students and faculty outside of Craighead County should seek specific referral information from the Chair of the Infection Control Committee or from a faculty member designated as counselor at the distant sites.

GUIDELINES FOR HIV/HBV STUDENTS/FACULTY IN THE LABORATORY/CLINICAL SETTING

Note: This policy assumes that the HIV/HBV infected student/faculty member has been identified and is currently a member of a program.

In accordance with sections 503 and 504 of the Rehabilitation Act of 1973, schools must provide equal treatment to persons who have contracted the HIV/HBV virus. Furthermore, schools may not discriminate against any individual based on the perception that he/she is infected.

TRANSMISSION INFORMATION

All CNHP students and faculty will employ Standard Precautions while in the clinical setting. CNHP students will receive instruction and annual evaluation regarding transmission of blood-borne pathogens and the use of Standard Precautions. The Infection Control Committee will coordinate instruction on Standard Precautions for faculty on an annual basis. It will be the responsibility of faculty members to document annual instruction through the Infection Control Committee.

POLICY

Students, faculty, and staff with HIV/HBV should be allowed equal access, as long as their medical condition permits, to university facilities or campus activities, including participation in clinical experiences or other academic and social activities offered by the university.

All confidential medical information is protected by statute and any unauthorized disclosure may create legal liability. The duty of the health care providers to protect this confidentiality is superseded by the necessity to protect others in very specific circumstances.

An infected student/faculty who is symptomatic may be excluded from providing direct client care, determined on a **CASE-BY-CASE** basis by the Infection Control Committee. In addition, should an individual sero-convert and express concern regarding clinical practice, the committee will convene to review the case.

Any student who has a positive history of HIV/HBV probably should not participate as a source partner in on-campus laboratories for procedures involving needlesticks or other forms of vascular access. For criteria related to laboratory participation, see the specific program handbook.

EXPOSURE (Laboratory and Clinical)

Students and faculty in the College of Nursing and Health Professions may be exposed to bloodborne pathogens such as HIV and HBV. In the clinical and classroom laboratory settings, students/faculty are expected to utilize Standard Precautions, hand washing and protective clothing/gear to prevent contact with blood and other potentially infectious materials.

Exposure incident means a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious material that results from one's duties as a CNHP student or faculty member. An exposure incident involving a student/faculty member in the CNHP while in a clinical facility or campus laboratory is treated in a similar manner to any type of accident occurring within the agency.

Laboratory Post-HIV/HBV Exposure Protocol

Should a student or faculty member be exposed to HIV/HBV in an on-campus laboratory setting, the following post-exposure protocol is recommended:

1. The student will notify the faculty member supervising the learning experience. If the exposed individual is a faculty member, he/she will notify the chairperson of the specific program in the CNHP.
2. As soon as possible following the exposure, the college incident form will be completed by the faculty member/student.
3. The exposed individual will be referred to the Wilson Student Health Center for evaluation if the event occurs during operating hours. If the exposure occurs when the Health Center is closed, the faculty member will determine the individual's primary care options and refer the person to those resources.
4. It is recommended that both individual and source be tested for HIV and HBV when an exposure occurs. Testing will be conducted at the individual's expense.
5. It is recommended that post-exposure prophylaxis of those involved be directed by the individual's primary care providers at the individual's expense.
6. If there is a delay in reporting an exposure incident, it is recommended that the same protocol be followed.

Clinical Post HIV/HBV Exposure Protocol

If a student/faculty member is exposed to blood or other potentially infectious materials in the clinical environment, this protocol is to be followed.

1. The student will notify the clinical faculty. If the exposed individual is a faculty member, s/he will notify the chairperson of the specific program at the CNHP.
2. The student, clinical faculty or chairperson will notify the supervisor of the area where the exposure occurred. Thereafter, post-exposure protocols for the clinical institution will be followed.
3. The infection control staff member/epidemiologist of the clinical facility will be notified of the exposure immediately by the student or if possible by the clinical faculty member. If a faculty member has been exposed, this individual will notify the infection control staff/epidemiologist.
4. As soon as possible following a report of an exposure incident the clinical faculty and infection control staff/epidemiologist should provide the student with counseling about an immediate confidential medical evaluation and follow-up at the student's expense. In some instances, the clinical facility may cover costs of treatment and testing as would be done for an employee. In the case of a faculty member's exposure, the individual is expected to communicate directly with the infection control staff/epidemiologist. The medical evaluation and follow-up should include, at a minimum, the following requirements:
 - (a) Documentation of the route(s) of exposure and the circumstances under which the exposure incident occurred.
 - (b) Identification and documentation of the source individual unless the clinical facility staff establishes that the identification is infeasible or prohibited by state or local law.
 - (1) The source individual's blood shall be tested as soon as possible after consent is obtained in order to determine HBV and HIV infectivity. If consent is not obtained, the clinical facility shall establish that the source individual's consent cannot be obtained. When the source individual's consent is not required by law, the source individual's blood shall be tested and the results documented.
 - (2) When the source individual is already known to be infected with HIV or HBV, testing for the source individual's HIV or HBV status need not be repeated.
 - (3) Results of the source individual's testing shall be made available to the exposed individual who should also be informed of applicable laws and

regulations concerning disclosure of the identity and infectious status of the source individual.

- (c) The exposed student/faculty member's blood should be tested as soon as possible after consent is obtained. Agencies which provide testing for HIV include:

**Northeast Arkansas Regional AIDS Network (NARAN) (931-4HIV),
the Craighead County Public Health Department (933-4585),
and the Wilson Student Health Center (972-2054).**

Additionally, the exposed individual has the option of utilizing their private physician for confidential testing.

- (d) It is suggested that post-exposure prophylaxis be managed by the student/faculty member's personal healthcare provider.
- (e) A copy of the OSHA Bloodborne Pathogens Standard (29 CFR 1910-1030) is accessible in the College of Nursing and Health Professions and will be available on request.

Appendix D

CNHP INCIDENT REPORT FORM

**COLLEGE OF NURSING AND HEALTH PROFESSIONS
Incident Report Form**

Date: _____

Time: _____

Location: _____
(On Campus/Off Campus)

- CLINICAL LABORATORY SCIENCES
- COMMUNICATION DISORDERS
- NURSING
- PHYSICAL THERAPY
- RADIOLOGIC SCIENCES
- SOCIAL WORK

Student: _____

SS#: _____

Description of Incident (Name all persons involved):

Witnesses of the Incident:

Action taken (notification of/by whom):

Review/Comments:

Does this need review by the Infection Control Committee? Yes No

	Student	Date
	Faculty	Date

Follow-up:

If more space is necessary, use additional pages or back of sheet.

Appendix E

CNHP HONOR CODE

ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
College Student Code of Honor

Each student admitted to a professional program in the College of Nursing and Health Professions is charged with the responsibility of honorable conduct. A student is assumed honorable until his/her actions prove otherwise. An honor offense is defined as an act of lying, cheating, or stealing. Formal procedures exist for violations of the honor code.

As a student in a health program, it is fundamental that you act in an honorable and virtuous way so that a community of trust is established among members of the college and your clients. Honor is a practiced ideal that will positively impact your relationship with fellow students, faculty, administrators, patients and other members of the community. As you live an honorable life, you will find that you cannot live without it.

All students in this college are bound by the Honor Code and all are needed to make it work. The atmosphere of trust and integrity that is created by an honor system enables the student to know his/her word will be taken as true, to compete fairly in the classroom and to keep what is rightfully his/hers. The system functions best when all members of the college not only take responsibility for their own actions, but hold their peers to the same standards.

As a student admitted to a health professions program, you must agree to live by and support the basic principles of honesty – no lying, cheating or stealing; be accountable for your actions; and share information about honor offenses. If you are not prepared to accept these responsibilities, you should select a program outside this college.

I have read the explanation of the College Student Code of Honor. I understand that as an admitted student in one of the programs in the college, I have accepted the pledge of honesty and will be expected to meet the standards as set forward.

Signature

Date

Note: Keep a copy of this page for your file. Submit the original to your advisor to be placed in your advising folder.

PROCEDURES FOR
COLLEGE STUDENT CODE OF HONOR

The College Student Academic Honor Code exists in addition to the University Code of Conduct and the Academic Integrity Policy found in the Student Handbook. An academic honor offense by the college code is defined as an act of **lying/willful misrepresentation, cheating/unauthorized collaboration, plagiarism, or facilitating academic dishonesty of others**. These terms are defined as follows:

Lying/willful misrepresentation - a false statement (written or oral) made with the deliberate intent to deceive; something intended to or serving to convey a false impression.

- Fabricating quotations and/or sources
- Fabricating, dishonestly adjusting, omitting, or otherwise misrepresenting research results and records, including information, data, statistics, research facts, and its analysis
- Engaging in selective reporting or omission of conflicting data for deceptive purposes
- Altering graded work, then resubmitting it for a new grade
- Providing false information about reasons for class absences or late work when requesting a make-up quiz or exam or an extension for homework
- Submitting the same paper in more than one class without the approval of the instructors involved
- Submitting a paper from a previous semester for a current class without the approval from the instructor
- Failing to provide required or requested information regarding academic performance or enrollments at previous institutions
- Intentionally obstructing or interfering with other students' academic work, or otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work.
- Altering documents affecting academic records, such as falsifying information on an official academic document, form, grade report, letter of permission, clinical record, student ID cards, or any other official document.
- Providing false information to others about academic performance, leadership activities, or membership in student organizations.
- Falsification of information records
- Recording hours not actually worked
- Submitting an altered or fabricated preceptor evaluation
- Altering a score, grade, or schedule change on an academic record.
- Forging the signature of an instructor, advisor, dean, or another student without proper authorization
- Creating false university, college, or other official correspondences (such as medical documentation)

Cheating/Unauthorized collaboration - to practice fraud or deceit; academic fraud is a form of cheating and includes such things as plagiarism (including Internet resources), false citation, false data and submission of the same work to fulfill academic requirements in multiple classes.

- Using notes, books, calculators, phones, photos, computers, websites, tweets, social media, or other aids during a quiz or an exam when not allowed by the instructor
- Talking during a quiz or exam when told by the instructor talking is not permitted
- Looking at another student's exam or quiz during the testing period
- Continuing to work on a quiz or exam after the instructor has notified students that time for the test has ended
- Ignoring the guidelines specified by the instructor for an assignment or for a "take home" test and instead using materials or study aids that the instructor has forbidden
- Receiving help with homework, reports, labs, paper, data collection, or other activities when not allowed by the instructor
- Accepting credit for a group project without doing your share of the work
- Helping others with their homework or other assignments when not allowed by the instructor
- Allowing others to view your answers or copy part of your homework, lab, quiz answers, exam answers, or other related work when not permitted to do so by the instructor
- A group doing another student's work on a group project, lab, presentation, report, or other activity while presenting the work as if done by the entire group equally

Plagiarism – as defined in the 1995 Random House dictionary is the "use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." Within academia plagiarism is considered academic dishonesty or academic fraud and offenders are subject to a number of penalties including course failure or other severe consequences.

- Using the words, sentences, arguments, rhetorical structures, and ideas of another without proper citation and acknowledgement
- Copying data, facts, graphs, computer programs, spreadsheets, images, photos, film/video, or other materials and using them without proper citation or acknowledgement
- Copying homework, quiz, or exam answers from an answer key, solution manual, textbook, web site, or other items from another student, thus presenting another's work as your own
- Failing to use quotation marks properly or when needed
- Failing to give a source for quoted materials
- Failing to paraphrase language completely
- Failing to give a source for paraphrases
- Failing to cite sources correctly and completely

Facilitating Academic Dishonesty of Others – intentionally or knowingly helping or attempting to help others commit an act of academic dishonesty.

- Writing a paper for another student
- Allowing another student to use your past homework assignments, paper, labs, or similar items
- Sharing homework with another student when told collaboration is not allowed
- Allowing or helping another student to look at your exam or quiz during a test
- Sharing with other students your notes, books, calculators, phones, photos, computers, web sites, tweets, social media, or other aids during a quiz or an exam when not allowing by the instructor
- Completing another student’s exam or quiz by filling in the student’s scantron card or other answer sheet or by attending the exam in place of the other student
- Providing any materials, information, or assistance to another person with the knowledge or reasonable expectation that such would be used for dishonest purposes
- Stealing, reproducing, circulating, or otherwise gaining access to a quiz, exam, or homework materials prior to the time authorized by an instructor

These academic honor code violations apply whether they are performed individually or in groups. They apply to didactic, laboratory and clinical experiences of the program.

PROCEDURES:

If a student is aware of an honor offense, he/she should report that offense to either the faculty member of the class in question, the program director or the department chair. An investigation will result.

If there is evidence to bring forward, the student will be notified, in writing, of the specific charges, who the hearing body will be and the time and place of the hearing. Such notification will be delivered at least two working days in advance of the hearing. The date of the hearing, if possible, must be set within 10 working days from the date of notification to the student.

The College Code of Ethics Committee will hear the case. The Ethics Committee is comprised of five CNHP student representatives and two CNHP faculty appointed by the dean. Actions by the Ethics Committee may include: 1) dismissal of the case, 2) sanction the student, 3) refer the case to the Dean of Students, Student Affairs. Disciplinary sanctions by the committee may include educative, reprimand, restrictions and restitution. The committee does not have the authority to suspend or expel the student.

Student rights in this committee process are outlined in the ASTATE Student Handbook under the caption "Disciplinary Hearings". The student is entitled to one appeal rendered by the Associate Dean for Judicial Affairs. The process for appeal is in the section on "Appeal Process".

Appendix F

GRIEVANCE POLICY AND PROCEDURES

**Department of Communication Disorders
Policies and Procedures Regarding
Student Grievances**

All students enrolled at Arkansas State University are provided free electronic access to the ASTATE *Student Handbook and Planner* at the beginning of each academic year at the following web address: <http://www.astate.edu/a/student-conduct/student-standards/handbook-home.dot>. This handbook provides complete details of all policies and procedures in effect at ASTATE. The academic grievance policy, disability grievance policy, sexual harassment policy and all details necessary for filing a formal grievance are located in that handbook.

Communication Disorders majors, faculty members, other Speech-Language Pathologists and Audiologists, or the general public are also provided with methods for contacting the Council of Academic Accreditation in the event that they should develop concerns about the Department of Communication Disorders compliance with CAA standards and regulations. The complaint procedure is detailed in the *CAA Accreditation Handbook* (Section XIII) which is available online at the following address:

<http://www.asha.org/uploadedFiles/Accreditation-Handbook.pdf>

It stipulates that “complaints must pertain to accredited programs, must relate to the standards for accreditation, and must specifically describe the nature of the conduct being complained about that must have occurred in the last five years with all supporting data”. Submission requirements are also specified on the website and must be signed and submitted in writing to the Chair, Council on Academic Accreditation, American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850.

Every possible attempt is made to resolve student complaints and grievances within the Department of Communication Disorders using the grievance procedures listed on the following pages:

Grievance Procedure

- I. Purpose: The purpose of this procedure is to provide the students in the Department of Communication Disorders at Arkansas State University a mechanism for resolving written complaints against the aforementioned program and/or personnel.
- II. Rationale: It is expected that students in the Department of Communication Disorders will support the program's procedures and policies. However, when a student's grievance about a policy, program, or practice is not resolved with informal discussion, a more formal complaint procedure is to be followed.
- III. Procedure: All formal complaints against the personnel, policies, and/or procedures of the Department of Communication Disorders must be submitted in writing within a one-year period of time following the incident or initial concern. Written complaints lodged against the Department of Communication Disorders will be resolved through a process listed in the procedure.
 - a. Student complaints lodged against the program regarding grading, disciplinary action, probation, or continuation in the program shall follow the student grievance procedure found in the *Arkansas State University Student Handbook*.
 - b. Written complaints about CD personnel including faculty, on site supervisors, off site supervisors, part time instructors, and staff shall be submitted to the department chairperson. If the grievance directly concerns actions or policies of the department chairperson, written complaints are to be submitted to the program's clinic director. The recipient of the written grievance will then investigate the complaint, propose solutions, and notify those involved of the findings.
 - c. Written complaints regarding curriculum and instructional design shall be submitted to the appropriate program curriculum committee chairperson. The committee will investigate the concern, propose solutions, and notify those involved of the findings.
- IV. Record: All written grievances and the actions taken to resolve the complaint will be collected and filed in the Department of Communication Disorders office.
- V. Unresolved grievances regarding the procedures, policies, and practices of the Department of Communication Disorders may be directed to the ASHA Council on Academic Accreditation in Audiology and Speech-Language Pathology at the following address:

2200 Research Boulevard #310
Rockville, MD 20850
- VI. Receipt of Procedure: The Department of Communication Disorders will document that all accepted students have received and understand the grievance policy.

Receipt of Complaint Policy

I, _____ have received a copy of the Complaint Procedure for the Department of Communication Disorders. I have read the document and understand all steps involved in the formal grievance process.

Print Name

Signature

Date

Appendix G

UNATHOURIZED VIDEO/AUDIO

Department of Communication Disorders
Policy Regarding Unauthorized Digital Preservation and Dissemination
Of Classroom and Practicum Activities
Proposed September 24, 2009
Adopted by CD Faculty September 30, 2009

The electronic preservation of the visual and auditory image of university faculty members in the performance of their teaching and clinical duties has been a relatively common practice in higher education for many years (i.e. students audio taping lectures and lab activities). Students asked permission of the faculty member to perform such recordings and did so for their personal use. However, there are occurrences months in which faculty members, in the routine performance of their teaching duties, were secretly recorded by students using cell phone technology who then loaded the video and audio clips for public display on formats such as YouTube.

The faculty and staff of the Department of Communication Disorders have unanimously agreed that any such unauthorized recording (visual or auditory) constitutes a significant breach of ethical behavior and violates the educational and civil rights of the faculty member. Any student or group of students found in violation of this policy will be summarily and permanently dismissed from the Communication Disorders degree program in which they are enrolled. The faculty member may have grounds for initiation of a civil suit against the student or students on the basis of invasion of privacy.

Appendix H

CRIMINAL BACKGROUND CHECK

**Arkansas State University
College of Nursing and Health Professions
Department of Communication Disorders
Criminal Background Check**

Arkansas State University now requires background checks for all students entering programs in the Health Sciences. This is to ensure a safe clinical environment for both students and the public and to meet the contractual requirements of area healthcare facilities.

Arkansas State University has worked with Verified Credentials, Inc. to establish an acceptable screening procedure. Students who fail to submit a background check cannot complete or maintain enrollment in any Arkansas State University health program.

Please follow the directions below for submitting your application to Verified Credentials:

- Browser access must be through Internet Explorer or Firefox
- Access website: <http://scholar.verifiedcredentials.com/arkansasstate>
- Enter the code given to you by your graduate advisor.
- Create an account.
- Review required information.
- Enter information.
- Complete the application.

Payment can be made by personal credit card, debit card or electronic check.

Additional Payment Choices

You may also use a prepaid credit card, but make sure that there is enough value on the card to cover any handling charges incurred for use of the prepaid card as well as the cost of the background check.

You may mail a money order or cashier's check to Verified Credentials but it must be received by the deadline established by the college. You will need to print the Mail-In Payment Form and include it with the money order.

Upon completion the results of the background screening will be sent to you via email and to Arkansas State University. If any information is found that would negatively affect your eligibility for a Health Sciences program, you will be given an opportunity to challenge the information through the Adverse Action process associated with Verified Credentials.

If you have any questions on the background screening process or results, please contact Verified Credentials Client Services at 800.938.6090.

**Arkansas State University
College of Nursing and Health Professions
Department of Communication Disorders**

**Policies and Procedures Regarding
Mandatory Criminal Background Checks for Practicum Students**

Effective August 1, 2009 students must submit to and demonstrate a satisfactory criminal background check as a prerequisite for clinical practice for certain health care facilities and other practicum sites. Students who fail to submit to a background check or to allow the Clinical facilities access to the report will be ineligible for clinical placement. Those who do not pass the background check are afforded the opportunity to explain the circumstances surrounding the situation and if the final determination is that the student is ineligible for clinical placement he/she will be given the opportunity to withdraw from the Program. Attendance in clinical practice is mandatory for successful completion of all of the Nursing or Health Professions Program.

The criminal background check will include but is not limited to the following: ID Search Plus; Criminal Background; Sex Offender Search; Abuse Registry; OIG Medicare Sanctioned List;

Situations in which a student does not receive a satisfactory background check will be reviewed by the Clinical Facility on a case-by-case basis. Convictions involving the following crimes, but not limited to these crimes, may serve to disqualify a student from participating in the mandatory clinical learning experiences:

- Any felony, whether listed below or not
- Crimes involving drugs, including but not limited to unlawful possession or distribution
- Crimes of physical violence to include any type of abuse (child, spousal, or of the elderly), abduction such as kidnapping, manslaughter, murder, robbery, sexual crimes, possession of a restricted fire arm or any related weapons offenses, assault and battery
- Conviction of a misdemeanor related to abuse, neglect or exploitation

A private company approved to perform Criminal Background Checks will conduct the background check. The cost of the background check will be borne by the student.

Process Guidelines:

- Arkansas State University College of Nursing and Health Professions has adopted Verified Credentials as the background screening vendor for those clinical sites that require a background check. This will become effective August 1, 2009. Students will be responsible for all associated costs.
- Students will be required to complete a background check screening with the Program's vendor. The background check is to be completed prior to participating at the health care facility where such a requirement is stipulated.

- At present, Verified Credentials completes screening through Criminal Search (County), FACIS (Level I – Individual), IDSearchPlus and the National Sex Offender Public Registry.
- Through Verified Credentials, students are assigned a GREEN, YELLOW or RED indicator in each of the screening areas listed above. A copy of each student’s report will be sent directly to the clinical site for review and/or available for review per Verified Credentials’ WEB site. Students will be required to provide all clinical affiliates open access to criminal background check reports.
- In the event the student receives a **GREEN** indicator(s), the student will be cleared to participate in clinical experiences.
- In the event the student receives any **YELLOW** indicator(s), the student’s Verified Credentials Report will be reviewed by the clinical director to determine if they will be permitted to participate in the clinical experience.
- In the event the student receives any **RED** indicator(s), the student’s Verified Credentials Report will be reviewed by the clinical site to determine if the student will be permitted to participate in the clinical experience.
- Additional background checks with other vendors may be stipulated by some clinical affiliates (e.g. mental/behavioral health). Clinical affiliates reserve the right to refuse entrance of any student based on background check information. In the event, a clinical affiliate declines a student for clinical experience the student may not be able continue in the program since program objectives cannot be met. Students will be provided a copy of the program policy regarding criminal background check screening. In the event changes are made to the background check screening process, students will receive the applicable updates.

RELEASE OF SCREENING RESULTS

I, _____, am currently enrolled in one of the Arkansas State University College of Nursing and Health Professions Programs below as indicated by the check mark:

- Nursing
- Clinical Laboratory Science
- Physical Therapy
- Medical Imaging and Radiation Science
- Communication Disorders
- Social Work

I realize that the criminal background check policy/process may require that my results be shared with clinical affiliates and if a negative indicator is recorded, determine if I am permitted to participate in the clinical experience. My signature on this document serves as proof that I am granting permission for my criminal background check reports to be released as indicated.

Printed name: _____

Signature: _____

Date: _____

PLEASE TAKE TO YOUR DEPARTMENT TO BE PLACED IN YOUR STUDENT FILE.

**Arkansas State University
College of Nursing & Health Professions
Department of Communication Disorders
Criminal Background Checks**

Student name: _____

I understand that criminal background checks may occur as part of my professional education at ASTATE. Evidence of a previous charge or conviction of a felony/misdemeanor on my record may affect my progress in this program. While the faculty cannot realistically determine whether this will have any future impact on my ability to work in my profession, I do understand that the following issues could arise during my time as an undergraduate or as a graduate student of the program.

1. Some clinical sites including but not limited to public/private schools, early intervention facilities, hospitals or other health care institutions could refuse to allow me access for a clinical experience.
2. Being unable to complete specific clinical rotations could make it impossible for me to complete the clinical portion of my education and therefore not graduate.
3. Upon graduation, a state licensing agency could refuse to grant me a license.
4. As a licensed professional, certain health care institutions could refuse to grant me practice privileges.
5. There could be other, unforeseen, impacts of this incident on my ability to practice as a professional.

Student signature: _____

Date: _____

Appendix I

UNIVERSITY AND CD POLICY REGARDING
PROTECTION, VERIFICATION, AND PRIVACY
OF STUDENT IDENTITY IN ELECTRONIC MEDIA

**Arkansas State University
College of Nursing & Health Professions
Department of Communication Disorders
University Policy Regarding Protection, Verification, and
Privacy of Student Identity in Electronic Media**

ASTATE ensures the security and privacy of personal information through the institution's identity management policy. Security Sensitive Information Qualifiers (SSIQ's) are not released beyond the centralized server. For applications outside of the primary Enterprise Resource Planning (ERP) system, ASTATE assigns an "alternate id", which has no personal or information value beyond ASTATE applications.

Appendix J

STUDENT SIGNATURE PAGE

I have obtained my copy of the *CD Graduate Program Handbook*. I have read and I understand the information presented in this document and agree to comply with all rules and regulations contained herein. My advisor, CD faculty members, and the CD Program Director have satisfactorily provided information and advice regarding my concerns about policies and procedures listed and explained in this document.

Student Name (please print)

Student Signature

CD Advisor

Date document submitted to advising file

Note: Please keep a copy of this form for your personal file and submit the original to your advisor for placement in your advising folder.