

TRINE UNIVERSITY
FORT WAYNE

COLLEGE OF HEALTH PROFESSIONS

Master of Science in
Speech-Language
Pathology
Student Handbook

2021

Mission

Trine University's Master of Science in Speech-Language Pathology program prepares professionals to assess and treat individuals with communication and swallowing impairments through their clinical training, inter-professional collaboration, and evidence-based practice.

The University reserves the right to change and to make exceptions to the provisions of this handbook at any time and to apply any change or to make an exception applicable to any student without regard to date of admission application or date of enrollment.

This handbook is neither a contract nor an offer to enter into a contract.

Accreditation: [MS-SLP Trine website](#)

Faculty Approved (June 18, 2021) amended and approved (November 4, 2021)
Approved by Director of Accreditation (June 18, 2021) amended and approved (November 4, 2021)
Approved by Dean, CHP (June 18, 2021) amended and approved (November 4, 2021)

The MS-SLP Program faculty are delighted and honored that you chose Trine University for your graduate school! We are very excited to be a part of your transition from student to professional. During the next five semesters you will be concentrating on learning the knowledge and skills that are the foundation of our practice – speech-language pathology.

This is one of the most memorable times of your life – grad school! You made it! You are now individuals carving your own paths and we as the faculty of the MS-SLP program are here to help guide you on those paths. We are here to support you on your track to becoming a speech-language pathologist.

There will be many ‘most important’ things for you to remember, but this one is ‘essential;’ don’t memorize the information that you are presented in your classes and practicums, you need to learn the information. Step one is understanding the information, and step two is application of the information. Both of these steps will move you forward on the path to being an excellent SLP!

Your coursework at Trine for the MS-SLP has been carefully laid out in a sequence around a stepwise progression of practicums. The didactic work is focused more heavily in your first two semesters and as your practicums increase in length and time spent with clients, the coursework then decreases.

You are entering an incredibly dynamic field. Always be prepared to discuss and share your opinion on current issues confronting speech-language pathologists. Everyone’s viewpoint is valued and respected.

Please read, sign the form on page (page 27) of this handbook then submit the form to Castle Branch. By signing the form, you acknowledge you have read, and will adhere to the policies included in this handbook.

It is my pleasure to welcome you to the MS-SLP program at Trine University. I sincerely hope that your time with us is filled with wonderful memories, a strong desire for life-long learning about our profession of speech-language pathology, and a profound dedication to serving clients with communication and swallowing impairments.

Chanda Lichtsinn

Chanda Lichtsinn, M. S. CCC-SLP
Director of Speech-language Pathology Programs

“A career in speech-language pathology challenges you to use your intellect (the talents of your mind) in combination with your humanity (the gifts in your heart) to do meaningful work that feeds your soul...” Megan Hodge

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In support of the University’s mission and vision and the College of Health Profession’s mission and vision, the Master of Science in Speech-language Pathology program further defines the commitment to excellence. **(CAA 1.5.1)**

	Mission	Vision
Trine University	Trine University promotes intellectual and personal development through professionally focused and formative learning opportunities, preparing students to succeed, lead and serve.	Trine University will be recognized as a premier private university, characterized as engaged, dynamic, growing and adding value.
College of Health Professions	The College of Health Professions at Trine University, by providing high quality, professionally focused and formative undergraduate and graduate science learning opportunities, enables its students, graduates and faculty to make a positive impact on the community through service, leadership, and scholarship.	The College of Health Professions at Trine University will be recognized as a premier provider of undergraduate and graduate science education, adding value to the lives of its graduates and community.
Master of Science in Speech-language Pathology	Trine University’s masters of science in speech-language pathology program prepares professionals to assess and treat individuals with communication and swallowing impairments through their clinical training, inter-professional collaboration, and evidence-based practice.	Trine’s program graduates speech-language pathologists who succeed, lead and serve in their field using knowledge, skill, and evidence-based practice.

INTRODUCTION

Philosophy

Speech-language pathologists have an obligation to their patients, communities, and profession, to promote and maintain high moral, ethical, and clinical practice standards. Speech-language pathologists have a responsibility to promote evidence-based practice and to expand, evolve and refine the profession’s knowledge base. Students of speech-language pathology must assume the responsibility of learning, while faculty members must create and nurture an environment that motivates learning through active involvement. For this reason, the Trine Master of Science in Speech-language Pathology endorses learning activities that bring real-world challenges into the classroom, and students to the real world of speech-language pathology practice. We place a high value on faculty members who, as role models and

mentors, help students to cultivate self-awareness, interpersonal skills, professional behaviors, and passions for service and lifelong learning.

Mission Statement (CAA 1.3.1)

Trine University's Master of Science in Speech-Language Pathology prepares professionals to assess and treat individuals with communication and swallowing impairments through clinical training, inter-professional collaboration, and evidence-based practice.

Vision Statement

Trine's program graduates speech-language pathologists who succeed, lead and serve in their field using knowledge, skill, and evidence-based practice.

Program Goals (CAA 1.3.1)

- Prepare speech-language pathologists to evaluate and treat patients with communication and swallowing impairments in a variety of settings.
- Develop critical thinking skills, lead with the highest standards of ethical principles and value inclusion.
- Support faculty and student engagement in research.
- Engage in professional development, community service, and cross-disciplinary training.
- Prepare speech-language pathologists to work in an evolving health care and educational systems and serve the needs of an increasingly diverse community.

Student Outcomes (CAA 2.1.1) Students who graduate from Trine's Master of Science in Speech-Language Pathology program will demonstrate:

1. The ability to evaluate, diagnose, plan and provide intervention for individuals with communication and swallowing impairments across the lifespan using an evidence-based practice framework.
2. An understanding of and observance of ASHA's code of ethics, and the standards of practice endorsed by the profession.
3. Knowledge and skills of different organizational frameworks and clinical delivery models across educational and healthcare settings.
4. The skills to contribute to the profession and the community by engaging in lifelong learning, service, and community advocacy and education.

CURRICULUM (CAA 1.9.3)

The MS-SLP curriculum is available on the [Course Catalog | Trine University](#).

Practicum hours at site per week for time length of practicum is available on the Trine MS-SLP website: [MS-SLP Trine website](#).

The MS-SLP program course descriptions are available on the [MS-SLP Trine website](#).

Trine University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, www.ncahlc.org. Telephone: 312-263-0456.

Progression through the Curriculum (CAA 2.1.5)

The curriculum follows a prescribed sequence of courses. The students in each cohort are expected to enroll full-time, to take the courses in the same order, and graduate at the same time.

ADMISSIONS

Admission Policies

The MS-SLP application to the program is available through [CSDCAS login](#) the Centralized Application Service for Communication Science and Disorders. Prospective students are expected to submit their application online along with other documentation as noted. All applications are reviewed by faculty and decisions are conveyed to the applicant in writing under the signature of the program director.

Admission Criteria (CAA 4.1.1, 4.1.3)

- Minimum GPA 3.0
- GRE scores are required. Minimum scores are not required. GRE scores are not to be older than five years.
- Three letters of recommendation
- One interview with a member or members of the admissions committee
- One writing sample (topic provided in CSDCAS)
- Undergraduate major in CSD (BS or BA) or completion of prerequisite SLP courses with a 3.0 GPA in all SLP courses from an institutionally-accredited university or college
- Undergraduate courses to contain: biology, human anatomy and physiology, linguistics, statistics, neuroscience, physics/acoustics, psychology, exposure to research and speech, language, and hearing content courses.

Admission Information

- Graduate admission requirements may be found on the Trine MSLP Website: [Graduate Admission | Trine University](#)
- If accepted students wish to postpone their start in the program, they must reenter the competitive admission process.
- If the deadline for refund of the admission deposit has already passed, this deposit will be retained and another one will not be required for the following year if the applicant is again successful in gaining admittance. After two admission cycles, the applicant must submit a new application.

Conditional Admission (CAA 4.1.4)

Conditional admissions will not be accepted into the MS-SLP program at Trine University. There are no exceptions to the admissions criteria.

Transfer of Credit

The MS-SLP program does not accept transfer credits. The MS-SLP program does not permit testing out of courses or credit by examination.

Technical Standards (CAA 4.2.3)

The MS-SLP program and Trine University do not discriminate on the basis of race, color, national or ethnic origin, sex, disability, veteran status or age in the administration of any of its educational programs, admissions policies, scholarship and loan programs, athletic and other school-administered programs, or in employment.

Trine University is committed to providing inclusive learning environments. While equal access can often be achieved through course design, barriers to learning or assessment may still exist for a student with a documented disability. Reasonable accommodations will be granted to facilitate access. However, accommodations cannot conflict with essential course function or impede learning outcomes of a specific class or the MS-SLP program as a whole.

Student Compliance with Technical Standards (CAA 4.2.5, 4.2.4)

Graduates of Trine University's MS-SLP program are prepared to serve as primary providers of speech-language pathology care.

The program is a complex and intensive course of study that places specific demands on students that closely resemble the challenges graduates of the program will encounter as practicing speech-language pathologists. In order to function as clinical speech-language pathologists, individuals must be able to meet certain physical, emotional, intellectual, and communication expectations for performance.

The purpose of technical standards is to delineate the professional practice competencies of Speech-Language Pathology into and through graduation from the MS-SLP educational program. Technical standards are necessary to create specific expectations for student performance in the classroom, laboratory, and clinical education environments. Students are to familiarize themselves with these essential functions and determine whether or not they are able to perform the specified tasks. Technical standards must be met with or without reasonable accommodations consistent with The Americans with Disability Act, Section 504 of the Rehabilitation Act of 1973. Any student who wishes to request an accommodation or who has questions about the accommodation process should contact our ADA coordinator directly. Details and contact information can be found at Trine University Accessibility Services [Accessibility, Accommodations, ADA Section 504](#).

Proficiency in English Policy (CAA 4.2.3, 4.6.5)

English proficiency is essential to program success. Language proficiency is defined by ASHA as effective receptive and expressive language skills in both written and spoken modalities. Also, expressive, written, listening/comprehension, are consistent, spontaneous and formulated clearly and effectively across diverse topics in professional and social contexts. Reading is accurate and independent. Dialects or accented variations are expected and acceptable. Applicants will be screened for English proficiency (spoken and written) during the personal interview (form on page 28 of this handbook).

Each student in the MS-SLP will pass an informal screening during their personal interview. If at the time English proficiency is of concern, the faculty will address directly with the student. Should a concern be raised while the student is in the program, it will be addressed on a case-by-case basis.

Psychomotor Skills

Gross and fine motor skills are required to meet the responsibilities of a speech-language pathology student in a wide variety of educational and clinical settings. A student must be able to perform motor movements required to provide general care to all clients. A student must be able to execute general motor movement such as transferring/transporting, positioning of patients, and physically restraining adults and children who lack motor control. A student must be able to arrange for transportation between educational and clinical settings.

Observation

Observation is an essential component of evaluation and assessment for a speech-language pathology student. In general, this requires functional use of vision and hearing. A student must be able to demonstrate the following observational skills: examination of non-verbal patient communication, spontaneous communication, motor imitation, verbal imitations, and changes in the client's behaviors. In the classroom, a student must be able to independently observe and participate in lecture and laboratory demonstrations in all courses.

Communication

Effective and sensitive verbal, non-verbal, and written forms of communication must be demonstrated by a student. This is necessary in order to elicit information; describe changes in mood, activity and posture; assess non-verbal communication, and be able to effectively and efficiently transmit information to patients, fellow students, faculty and staff, and all members of the health care team.

Intellectual, Conceptual, and Integrative Abilities

To effectively solve problems, a student must be able to measure, calculate, reason, analyze, integrate, and synthesize information in a timely manner. A student must be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. A student must be able to synthesize knowledge and integrate relevant aspects of the patient history and examination findings in order to develop an accurate speech, language, and/or swallowing diagnosis and determine an effective treatment plan within reasonable time constraints imposed by the needs of the patient, the facility, and the standards of care.

Affective, Behavioral, and Social Capabilities

Empathy, compassion, integrity, honesty, concern for others, effective interpersonal skills, interest, commitment, and motivation are all required personal characteristics that a student must have. A student must possess adequate mental and emotional health necessary for the full utilization of their intellectual abilities; the exercise of good judgment, academic honesty, maintenance of patient confidentiality, and the prompt completion of all responsibilities, attend to the care of patients and course assignments; and the development of mature, sensitive, and effective relationships with patients and others. A student must also be able to tolerate taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in clinical situations. A student is expected to be able to accept and reflect upon appropriate suggestions and criticisms and, if necessary, respond by modifying personal behaviors. A student should also conduct themselves at all times in a manner consistent with the American Speech-Language-Hearing Association Code of Ethics and Scope of Practice.

ACADEMIC STANDARDS

Grading System (CAA 1.9.3, 5.1.3)

A	Very Good to Excellent	4.0	90-100%
B	Good to Very Good	3.0	80-89%
C	Fair	2.0	70-79%
D	Poor	1.0	60-69%
F	Failing	0.0	<60%

- <80% for a final course grade is not considered within academic standing for the MS-SLP program (see Academic and Clinical Education Requirements)
- <80% on a course assignment, examination, or at midterm on a practicum would result in a referral to the Student Success Committee for assistance or intervention. (See Academic and Clinical Intervention Policy)

Academic and Clinical Advising Policy (CAA 2.2.1B, 4.3, 4.4, 4.6.1, 4.7, 5.1)

The academic advisor is responsible for advising students in didactic education. The advisor will provide support to the student throughout the academic coursework.

During these academic advising sessions, a review is completed of the student's progress toward achieving knowledge and skills. The CALIPSO tracking form is utilized and documented during this session.

Clinical advising is completed by the clinical director or others as assigned. This advising will support the student, the clinical educator and other supervisors during the student's practicum experiences.

Each student in the MS-SLP program will meet with their academic and clinical advisors during each semester.

If there are concerns regarding performance in either course work or practicum skills, advisor is there to assist with an intervention plan. This intervention plan will be carried out by the student while being monitored by the academic or clinical advisor (page 10 of this handbook for additional details).

MS-SLP Academic and Clinical Education Standing Policy

Academic and Clinical Education Requirements (CAA 5.5.4):

Students admitted to the Master of Science in Speech-language Pathology are required to meet the criteria of the program as follows:

- Earn a minimum GPA of 3.0 each semester
- Earn a minimum cumulative GPA of 3.0
- Earn no more than 6 credit hours below a B

Academic and Clinical Education Probation (CAA 4.6.6):

A student will be placed on academic probation under this condition:

- Earning a semester GPA below 3.0 once
- Upon earning an overall GPA below 3.0, the student will be referred to the Academic Review Committee.
- Following a review by the Academic Review Committee, the Dean of the College of Health Professions can place the student on probation.
- Failure of a clinical course will result in the student being placed on probation. The student will be required to repeat the clinical prior to moving forward to a more advanced practicum. Due to the cohort nature of the MS-SLP program, further didactic courses will not be permitted until the successful clinical experience has been achieved. Clinical hours obtained during an unsuccessful clinical experience will not count toward the minimum required clock hours for graduation.

Academic and Clinical Program Dismissal (CAA 3.10.2):

A student will be academically dismissed under these conditions:

- Earning more than 6 credit hours below a B
- Earning a semester GPA below 3.0 twice
- Upon earning an overall GPA below 3.0 twice, the student will be referred to the Academic Review Committee.
- Following a review by the Academic Review Committee, the VPAA can dismiss the student.

Appeals and Incomplete Grade Policy

The awarding of grades is the prerogative of the classroom instructor or clinical educator in accordance with Trine University policies. Please refer to the [Trine University Course Catalog](#) for information regarding grading appeals, incomplete grade, in-progress grade, and course repeat policies.

Trine University Institutional Policy for Satisfactory Academic Progress (SAP) (4.2.3):

Federal regulations mandate that all students make satisfactory, measurable academic progress toward completion of a degree in order to receive federal assistance through Title IV federal grant, work, and loan programs; as well as all institutional and state grant/award programs. Refer to the [Trine Course Catalog C:\Users\goelzk\Downloads\Trome](#) for additional information.

College of Health Professions Academic and Clinical Review Committee

The Academic Review Committee promotes adherence to academic standards and program-specific standards of conduct. The committee consists of 5 program directors, 2 ad hoc faculty, and the Dean of the College of Health Professions. Examples include but are not limited to: plagiarism, cheating on an exam, falsifying clinical documentation, failure to meet program requirements for academic standing such as GPA, course repeats, progression, etc. Other instances of misconduct, specifically non-academic behavior, are referred to the dean of

students (DOS) by the program director immediately after the incident occurs as outlined in the University handbook.

Steps for the Academic and Clinical Review:

Step 1: Program level investigation and recommendation from the program director submitted to the dean of CHP who convenes the Academic Review Committee.

Step 2: Academic Review Committee examines evidence, student statement (s), and policy before making a recommendation.

Step 3: Dismissal recommendations are forwarded to Vice-President of Academic Affairs (VPAA) and DOS. Non-dismissal decisions are at the level of the dean of CHP's discretion.

Step 4: VPAA and DOS review investigation documentation and recommendation from the dean of CHP. Render final decision on the dismissal and information the student, dean, and program director.

INTERVENTION PLAN POLICY

Academic and Clinical Intervention (CAA 4.3.1)

Should a student have difficulty achieving a learning outcome during a practicum or academic course, have an assignment grade below a "B" or demonstrate difficulty with clinical skill levels as indicated by a clinical educator that could cause the student to fail the practicum, a team meeting will occur. For a clinical intervention, the team will consist of the clinic director, student clinician, and clinical educator. For academic intervention, the team will consist of the course instructor, the student and the student's academic advisor. Should an additional person be required, the program director can assist in an intervention meeting/plan creation.

Academic and Clinical Intervention Plan (CAA 4.3.2)

A written Intervention Plan (form appendix page 26) will be created with a specific timeline for completion, with expected outcomes, and selected tasks for the student to complete outlined. The plan will be signed by each member of the team.

Selected tasks for the Intervention Plan are to be guided by the course instructor, clinic director and/or clinical educator. Selected tasks can include, but are not limited to the following examples:

- Observation of therapy session with targeted skill being modeled
- Assigned readings from the clinical educator or course instructor
- Simulated exercises
- Role-playing exercises with an assigned partner and task

At the end of the allotted timeline, the student's skills will be reassessed by the clinical educator or course instructor. At that time the team will meet again to determine the outcome of the Intervention Plan. Action steps could be a continuation of the plan, conclude the Intervention Plan as successful, and/or clinical probation.

A copy of the completed Intervention Plan is to be sent to the program director for review and placement in the student's file.

Leave of Absence Policy (CAA 5.5.4)

Students who find it necessary to temporarily withdraw from the program or any course(s) in the program must request a leave of absence if they intend to return to the program. See page 27 of the Trine student handbook for return of funds [Trine University Student Handbook](#).

Step one for requesting a leave of absence: The leave of absence must be submitted to the program director in writing one week prior to the withdrawal and the leave cannot exceed one calendar year. The leave of absence must be approved by the program director.

If this is for a medical leave of absence, official medical documentation is required in addition to the written request.

A student who is in good academic standing and requests a leave of absence such as the case for medical reasons may be reinstated at the same course level.

Step two requesting an extension or a return from a leave of absence: Any student requesting an extension of a leave of absence longer than one academic year will be required to submit a request at least one month prior to the end of the initial request. Additional official medical documentation should accompany the request. Failure to request a continuation of the leave of absence will be considered as a withdrawal from the MS-SLP program.

A student requesting a return to the program must notify the program director in writing of his/her continued intention to return to the program at least two months prior to re-enrollment. In addition, the student is required to pay all fees required of incoming students as stated by the deadline.

Those **ineligible** for a leave of absence would include any student who withdraws from any required course without requesting and/or receiving a leave of absence from the program will be considered as a withdrawal from the Master of Science Speech-language Pathology program.

Also, **ineligible** are students who request a leave of absence because they are academically ineligible to continue in the program.

Student Record Retention Policy (CAA 4.7)

Students have access to the release of information from student academic records (FERPA) in the student handbook, Section 2.9, page 17 [Release of Academic Information Student handbook link](#). There is a link to the Family Educational Rights and Privacy Act policy on that page. The Registrar will have all the information regarding a student's academic record. While a student at Trine an unofficial transcript can be requested through MyPortal. Following graduation, this request would be made through the Registrar. The academic record for each student is currently kept for a minimum of 10 years.

The MS-SLP Program Director is responsible for ensuring the security of the records while in the department. The MS-SLP program will have soft charts during the time the student is enrolled in the program. These soft charts are kept in a locked file cabinet. Once graduated, the student record is transferred to an electronic storage file for a minimum of 10 years. Records that are stored in the MS-SLP electronic file are academic records, advising records, knowledge and skill acquisition summaries, and clinical hour summaries.

Program Information

PRAXIS Examination (CAA 1.9.7, 5.6.1, 5.6.2, 5.6.3, 5.8.1)

The Praxis ® examination in Speech-Language Pathology is a significant step in the journey to becoming a speech-language pathologist. The exam is the Standard VI: Assessment component of ASHA's standards and is developed by ASHA and facilitated by the Educational Testing Service (ETS). The test has been validated. ASHA appoints subject matter experts from their Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC). The CFCC makes a final determination for the passing score and reviews the exam policies for fairness.

Content for the SLP Praxis ® is comprehensive and test-takers will be required to review content from many sources. The [Speech-Language Pathology Study Companion](#) [PDF] will assist with a review prior to the examination. [General Information and Study Tips](#) [PDF] is a good resource to read prior to taking the Praxis ®.

MS-SLP students are required to pass the **Praxis ® examination** during their final year of graduate school, no later than finals week of the Spring II semester. A passing score is required to apply for a certification (CCC) as a speech-language pathologist. Praxis scores will be submitted directly to Trine's program and pass rates will be posted on the MS-SLP webpage: [ms-slp_student_outcome_data.pdf \(trine.edu\)](#).

Class and Clinic Attendance Policy (3.10B)

Classroom attendance is required to ensure participation and interactive learning experiences can occur. Classroom attendance is analogous to being present at your clinical practice site. In the event that you are not able to attend a class, notify the course instructor with as much notice as possible. Please refer to the [trinstudenthandbook_2021.pdf](#) section 2.10 for additional information.

Attendance to your practicum placement is expected. In the event that you are unable to attend due to an unexpected emergency or illness, you will notify the clinical educator and the clinic director with as much notice as possible. The facility/site and clinical educator will have a protocol for you to follow should you have an unexpected emergency. The clinical educator together with the clinic director will determine if you will be able to 'make up' the missed hours with the clients.

Program Quality Improvement (CAA 1.4.4., 3.9.5, 5.3.1, 5.3.2, 5.3.4, 5.3.6, 5.10.3)

The academic assessment process at Trine University is designed to measure the abilities and knowledge of students graduating from all degree programs. It also measures student satisfaction with the program.

Students will be asked to reply to surveys or questionnaires that rate the quality of instruction, the level of satisfaction with career preparation, and the overall satisfaction of the Trine experience. Occasionally, anonymous samples of student course work will be used in an assessment process.

Use of this information is vital to our program for academic credentialing with the Council on Academic Accreditation (CAA) and ASHA. Trine University is committed to providing quality

educational experiences for our students. The information gathered through the assessment process provides information for continual improvement of our program.

Graduation Requirements

An “Intent to Graduate” form is filed through the Registrar’s office at the beginning of the MS-SLP program. This form will include an expected graduation date and other information pertinent to graduation. All degree requirements must be completed within five years.

Students are required to follow the plan of study for the Master of Science in Speech-language Pathology degree. Students must follow the conditions and requirements for graduation as set forth by the University.

Commitment to Diversity (CAA 1.8.1)

Trine University remains committed to cultivating diversity, inclusion and fairness. As a leading private institution of higher education, Trine fosters a culture of understanding, growth and inquiry; values the diverse qualities of its students, faculty and staff; promotes an inclusive environment free of discrimination and intolerance; and welcomes everyone. Trine will not allow discrimination and will continue to grant admission and provide educational opportunities without regard to race, age, disability, gender, gender identity, sexual orientation, marital status, national origin, religion or veteran status. The culture of Trine University dictates that these same standards of acceptance apply to all faculty, staff, alumni and community members.

STANDARDS OF PROFESSION

ASHA

As the professional organization for speech-language pathologists, ASHA has many resources and benefits to being a member both as a student and professional. One benefit is that you can, as a student, attend the state and national conferences, and student conclave at discounted rates.

Trine University MS-SLP students are strongly encouraged to become student members of ASHA. The National Student Speech-Language-Hearing Association (NSSLHA) is the student organization for pre-professionals studying communication sciences and disorders recognized by ASHA. Students are advised to participate in state chapter and national activities. Students who have questions are encouraged to visit the ASHA website (asha.org) and speak with your academic advisor for more information.

Community Standards

University community standards apply to all students and student organizations. Please refer to the [2021 Trine Student Handbook](#) for specific details of each behavior.

ASHA Code of Ethics (CAA 3.10.1)

The American Speech-Language-Hearing Association (ASHA) has adopted [Code of Ethics](#) for all speech-language pathologists. It is the responsibility of the MS-SLP student to uphold this code in all situations. Failure to uphold the ASHA code of ethics could result in the failure of a course or clinical experience, or result in removal from the program.

Professional Behaviors (CAA 3.1B)

Professional behavior is, without exception, required. It is expected that all students demonstrate behaviors consistent with those of healthcare professionals. It is required that all students exhibit these behaviors in the classroom and laboratory settings, during practicums, clinical externships, and service learning activities. Failure to demonstrate these behaviors could result in failure of a course or clinical experience, or result in removal from the program.

Cultural Sensitivity and Diversity Policy (CAA 1.8.1, 1.8.2, 1.8.3, 3.4B)

MS-SLP student clinicians will be practicing in a variety of settings and working with a diverse population. Cultural variables, such as age, gender, occupation, sexual orientation, disability, socioeconomic status, religious beliefs, and ethnicity, can impact evaluation and intervention. It is essential for the student clinician to be sensitive to cultural influences which can be improved through greater cultural competence.

Throughout the MS-SLP program, students will construct an understanding of cultural and linguistic factors that occur during the delivery of therapy services. This construct will occur through knowledge and skills utilization. MS-SLP students will strive to understand how their own set of cultural beliefs can impact the delivery of speech and language therapy. Some of the variables that can impact this care includes, but is not limited to, age, ethnicity, national origin, race, linguistic background, religion, gender, and sexual orientation.

Equal Opportunity/Anti-Harassment

Trine University and the MS-SLP program are committed to cultivating diversity, inclusion, and fairness. Trine will not allow discrimination or harassment in any form. Trine's Equal Opportunity/Anti-Harassment Policy is on page 33 of the [Trine University Student Handbook](#). Please refer to this policy for additional information.

Professional behaviors include the following: (CAA 3.1B)

Including the nine CAA professional competencies, the following behaviors are considered required of a speech-language pathologist:

1. Critical thinking - The ability to question logically; identify, generate, and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision-making process.
2. Communication - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.
3. Problem solving – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
4. Interpersonal skills – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
5. Responsibility – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community, and social responsibilities.

6. Professionalism – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the speech-language pathology profession.
7. Use of constructive feedback – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
8. Effective use of time and resources – The ability to manage time and resources effectively to obtain the maximum possible benefit.
9. Stress management – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies to interactions with self, patient/clients and their families, members of the healthcare team, and in work/life scenarios.
10. Commitment to learning – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

All Trine University MS-SLP students are expected to:

1. Demonstrate safe performance of activities, sensitivity to individuals, appreciation for alternate points of view, respectful communication, concern for self, cooperation with others, and acceptance of personal and corporate responsibility for the coursework.
2. Show respect for facilities and equipment in the College of Health Professions and in the clinical education settings.
3. Present an appropriate personal appearance in classrooms, laboratories, and clinical education settings and at public meetings where their identity as speech-language pathology students is apparent. Please refer to the dress code for details.

Professional behaviors are evaluated by self-assessment, clinical instructors, peers, and faculty. Written clinical instructor comments and instructor observation of student performance provide the basis for counseling on professional behavior. It is expected that most cases of professional misbehavior can be successfully corrected by sensitive discussion and counseling between the faculty and the student. A plan for intervention will be developed and implemented.

Dress Code

Classroom dress code is analogous to wearing attire that most represents to your client that you are a professional. In some cases, it is specifically directed as a condition of employment. Student clinicians must wear name tags at all times. The MS-SLP program requires student clinicians to introduce themselves as Trine University MS-SLP student clinicians.

1. Students are expected to appear professional and neat at all times while on campus and at practicum sites. Because we share the space with patients, clinicians, health care administrators, and distinguished visitors, it is important for students in a professional education program to be sensitive to their professional image and the reactions of others while you are on campus.
2. Maintain clean, well-kept hairstyles.
3. Avoid heavily scented perfumes, personal care products and/or aftershave.
4. Keep body art covered as much as possible. Discuss any visible body art and piercings (other than ears) with the program director.
5. Wear closed toed shoes for all patient encounters.
6. Do not wear hats indoors.

7. Keep jewelry to a minimum during practicums.
8. No blue jeans, holes in clothes, overly casual clothing, revealing clothing, or sweatpants.
9. Students will follow dress code of the facility where they will be performing their clinical education experiences.

If you have questions about presenting a professional appearance, please ask the clinical or program director. Students will follow dress code of the facility where they will be performing their clinical education experiences.

Classroom or Lab Use

The faculty members in the MS-SLP program encourage students to use every opportunity to practice competencies in all aspects of speech-language pathology. However, special concern must be given to safety of students and/or equipment when any equipment or exercise techniques are used outside of class. For student safety, it is strongly recommended that students come in groups of a least two persons if they arrive or remain after dark. The following procedures and precautions must be practiced for the use of laboratory, classroom, and/or equipment outside of class:

- Students may not utilize any equipment other than equipment relating to past or current study, or for approved research endeavors.
- Students may only practice on one another. Students can serve as a "check system" for each other, thereby minimizing accidents relating to errors.
- Students will clean up after themselves and leave their space in a neat and organized manner so that the space can be readily used by others.
- Under no circumstances is treatment to be provided for a pathological condition except for approved research endeavors or other specified occasion. This must adhere to the scope of speech-language pathology practice in the State of Indiana. For example, a licensed speech-language pathologist must be available to supervise.
- If a student thinks a situation exists that may be exempt from one or more of the rules noted above, the circumstances must be described and approval must be obtained prior to exercising the exemption. Approval will be granted by the responsible faculty member and by the MS-SLP program director.

Policy and Procedure for Calibration and Use of MS-SLP Equipment (CAA 6.4.2, 6.4.3, 6.4.4)

Calibration of Equipment:

All program equipment will be inspected and updated at least yearly. The program director is to be notified as soon as possible if any equipment is deemed unsafe or malfunctioning in any way. This equipment will not be utilized until the program director restocks the equipment in the clinic.

The program director will make an appointment with a representative from **e3 Gordon Stowe** to have the portable audiometer calibrated annually. The record of calibration will be scanned and stored electronically, as well as the current year's calibration stored with the audiometer.

A skills check will be completed on each student clinician, by the clinical director or another faculty, prior to the student utilizing the devices in clinic with clients.

Update and Use of AAC Equipment:

As software updates are indicated, the AAC devices will be updated by the clinic or program director.

Equipment sign out and rules for use

Signs posted in the equipment room regarding signing out/returned equipment and rules of use. Signs indicate that:

- All students must first have completed a “skills check” with the clinic director or another faculty member on the use of a desired item prior to initial use.
- All item (s) to be checked out may be utilized in therapy in the clinic for that day.
- All items must be returned at the end of the day and the student must mark on the sign out sheet that the item was returned.
- When a sign out/returned sheet is full, it will be scanned and stored electronically by the program director.

Cellphone and Electronic Use Policy

Appropriate conduct in every teaching environment in the MS-SLP program promotes an environment of academic achievement and integrity. Disruptive classroom behavior that interrupts either the instructor’s ability to teach or student learning is prohibited. Disruptive behavior includes inappropriate use of technology in the classroom.

Examples include but are not limited to: ringing cell phones, text messaging, watching videos, playing computer games, accessing email, instant messaging, or surfing the internet on your computer. Students who participate in disruptive behaviors will be asked to leave the classroom. Students are expected to follow these simple regulations to avoid the inappropriate use of technology in the classroom:

1. All cell phones must be turned off while in class and be stored away from the study space.
2. If expecting a critical health or family-related call, please inform the instructor prior to start of class. Please sit nearest the door and leave class when your phone alerts (silently) that your call has arrived.
3. Laptop computers, iPads, etc., are to be used for note-taking only, unless specifically addressed by the instructor of record.
4. If electronic devices are improperly used, a verbal warning will be issued first, followed by a request from the instructor for the student to leave the class.

Social Media Policy

Trine University MS-SLP students are expected to follow professional guidelines set forth by the University and ASHA. Students are expected to be professional at all times while representing the University. This includes the appropriate use of social media. Access the ASHA Issues in Ethics: [Ethical Use of Social Media](#).

The student will abide by the following:

1. Standards of professionalism are the same online as in any other setting.
2. MS-SLP students must not share or post identifiable patient or university information or photos

3. Maintain ethically prescribed professional client-SLP, faculty-student boundaries while a student at the University.
4. Do not make disparaging remarks about patients, employers, healthcare agencies, co-workers, peers, faculty or staff, even if they are not identified by name.
5. MS-SLP students must be aware that clients, colleagues, institutions, and employers may view postings.
6. Promptly report a breach of confidentiality or privacy.

Activities that May be Grounds for Dismissal from the MS-SLP Program (CAA 3.10B.2)

1. Publishing, discussing, or sharing in any way the health information of other individuals. Be aware that removal of an individual's name or use of a pseudonym does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment or posting of patient stories and/or pictures (such as a before/after photograph of a patient having surgery, a photograph of a patient participating in speech-language pathology, or a photograph of the contents of a patient's room) may still allow the reader to recognize the identity of a specific individual.
2. Claiming to be an official representative or spokesperson for Trine University or its entities, including the Master of Science in Speech-language Pathology.
3. Assuming the identity of another person or otherwise attempting to obscure one's own identity as a means to circumvent the prohibited activities outlined in this policy.

Unprofessional Behavior that May be the Basis for Disciplinary Action

1. Using vulgar language.
2. Using language or photographs that imply disrespect for any individual or group, including but not limited to age, race, gender, ethnicity, or sexual orientation.
3. Publishing or sharing in any way personal photographs or photographs of oneself or others that may reasonably be interpreted as condoning irresponsible use of alcohol, the use of recreational drugs, illegal activities, or sexual promiscuity.
4. Publishing, discussing, or sharing in any way potentially inflammatory or unflattering material on another individual's website (e.g. on the "wall" of that individual's Facebook site).

Academic Integrity and Honesty Policy (CAA 4.4.2)

Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another's work, falsifying documents or academic records, or any other fraudulent classroom activity. Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from school. Please refer to the [Trine University Student Handbook section IV](#), for information regarding the disciplinary process.

Resources

Trine University's website has a [resource section](#) that can assist in the location of information for academics, campus resources, financial aid and student accounts, online, departments, international services, and employment resource center.

Laptop Computer

Please refer to the following website page if you have questions regarding minimum specifications for computers: [What computer should I buy ?](#)

All students enrolled in the MS-SLP program are required to have or purchase a laptop computer or tablet that meets the minimum specifications before attending their first class. Participation will require basic technology for all students. Each student in the MS-SLP program must have basic computer competencies. Students will be asked to complete assignments using various Web based applications. In order to successfully complete these assignments students must have access to technology that includes, but is not limited to:

- Windows 10 operating system or newer
- Intel i5 processor or faster
- 8GB RAM or more
- 128GB or larger (1TB of cloud storage through OneDrive is provided)
- Optical Drive (optional)
- Webcam
- Microphone
- 802.11 AC Dual Band or better
- Acrobat Reader
- Microsoft Office
- Flash Play (for video viewing). May need to download from Adobe
- Email through Trine University

**Chromebooks are NOT compatible with IT Specifications

*Trine University provides students with the full Microsoft Office 2016 Suite at no cost. Visit the IT myPortal page for more information. To ensure a stable network connection for online courses, a reliable internet connection is required. Wi-Fi hotspot devices may not be adequate.

CLINICAL EDUCATION

{See MS-SLP Clinical Practicum Guide}

Clinical Education Summary

Clinical education is an essential part of the Trine University Master of Science in Speech-language Pathology. The speech-language pathologists and health care facilities participating in clinical education are carefully screened and share the MS-SLP program's mission to have a positive impact on the healthcare needs of their communities through service, leadership, and scholarship.

Each type of clinical education experience exposes students to differences in patient problems, acuity, and complexity; clinical skill development; interactions with other health care professionals; practice issues; documentation; and culture.

Students participating in clinical education experiences are still part of the University and are expected to meet all of the tuition obligations and academic requirements of a student. Students must adhere to the schedule assigned them by their clinical education experience site, including holiday and work schedules.

CALIPSO – See MS-SLP Clinical Practicum Guide

Castle Branch® - See MS-SLP Clinical Practicum Guide

GENERAL INFORMATION AND SUPPORT

Affirmative Action Statement

Trine University does not discriminate on the basis of race, color, national or ethnic origin, sex, disability, veteran status, or age in the administration of any of its educational programs, admissions policies, scholarship and loan programs, athletic and other school-administered programs, or in employment.

Details and contact information may be found at: [Trine University Title IX](#).

American with Disabilities Act (ADA) Compliance

Trine University is committed to the full inclusion of individuals with disabilities and to improving the accessibility of all campus programs and activities. Any student who wishes to request an accommodation or who has questions about the accommodation process should contact our ADA coordinator directly. Details and contact information may be found here: [Trine University Accessibility Services](#). In addition, the University prohibits retaliation against individuals for engaging in activities protected by the ADA or by Section 504.

Academic Support

The goal of Academic Support Services is to assist all students to become efficient, self-confident, and independent learners. Additional information on academic support services can be found at: [Trine University Academic Support Services](#).

Adverse Weather

The safety of Trine University students, faculty, and staff is first priority during an adverse weather event. Adverse weather is defined as any weather conditions that would make it necessary to delay or suspend classes and services. When adverse weather occurs, the Dean of the College of Health Professions will make the decision whether to suspend or delay classes. Notification will be via email and/or text alerts to phones. Additional information and a link to sign up for text alerts may be found here: [Trine University Alerts](#).

Release of Student Information (FERPA)

To ensure compliance with the federal government's Family Education Rights and Privacy Act (FERPA), Trine University has policies and procedures that govern the release of information from student academic records which can be found here: [Trine University Office of the Registrar](#). Students should also refer to the [Trine University Student Handbook](#) for further details.

Payment of Educational Costs

Payment of tuition and fees is due at the Business Office on the date indicated on the student's bill. Students with outstanding financial obligations to the University will not be permitted to register for any subsequent semester or receive a transcript or diploma until the obligation is fulfilled. Students maintaining a balance owed to the University will be assessed late fees and will be responsible for collection and/or attorney costs if such efforts should become necessary.

Trine University Academic and Financial Aide

Academic and financial aid information can be found in Section II in the [Trine University Student Handbook](#) page 8-31. Please refer to the handbook for guidance on financial responsibility.

Trine University Student Financial Responsibility Agreement

By signing and agreeing (handbook policy agreement form on page 27) to the policies in this handbook and having read the following:

1. I agree to abide by the regulations as outlined in the Trine University student handbook.
2. I understand that when I register for any class at Trine University or receive any service from Trine University I accept full responsibility to pay all tuition, fees and other associated costs assessed as a result of my registration and/or receipt of services. I agree to pay all assessed tuition, fees and other associated costs by the published or assigned due date; and I understand failure to do so may result in my classes being dropped. Student account information is available on myPortal.
3. I understand I will be charged a fee of \$30 for any returned payments.
4. I understand and agree that if I drop or withdraw from some or all of the classes for which I register, I will be responsible for paying all or a portion of tuition and fees in accordance with the published tuition refund schedule in the University student handbook. I have read the terms and conditions of the published tuition refund schedule and understand those terms are incorporated herein by reference. I further understand that my failure to attend class or receive a bill does not absolve me of my financial responsibility as described above.
5. The return of any financial aid funds will follow the federal, state and university regulations and guidelines as stated in the University student handbook and course catalog.
6. I understand that if I lose financial aid from federal, state or institutional sources due to failure to maintain satisfactory academic progress, withdrawal, dismissal from the University, or any other reason prior to the end of an academic semester, I am still obligated to pay the outstanding balance on my account. If eligible, I understand I may appeal the loss of my financial aid, but I am still responsible for paying the balance due on my student account.
7. I understand and agree that if I fail to pay my student account bill or any monies due and owing Trine University by the scheduled due date, Trine University will charge a \$25 late fee per month and place a financial hold on my student account, preventing me from registering for future classes, requesting transcripts, or receiving my diploma. I further understand that if I fail to pay my student account bill by the due date, it may result in my dismissal from the University.
8. I understand and accept that if I fail to pay my student account bill or any monies due and owing Trine University by the scheduled due date, and fail to make acceptable payment arrangements to bring my account current, Trine University may refer my delinquent account to a collection agency. I further understand that I am responsible for reasonable collection fees up to 40%, attorney fees, and court costs, without relief of evaluation and appraisal law, to collect any outstanding balance on my account. Finally, I understand that my delinquent account may be reported to one or more of the national credit bureaus.
9. I understand and agree that Trine University's business office/student accounts uses e-mail as an official method of communication with me, and therefore I am responsible for reading the e-mails I receive from Trine University on a timely basis.
10. I understand and agree that I am responsible for keeping Trine University records up to date with my current physical address, email addresses, and phone numbers by following the procedures on myPortal. Upon leaving Trine University for any reason, it is my responsibility to provide Trine University with updated contact information for purposes of continued communication regarding any amounts that remain due.

11. I understand that Trine University is bound by the Family Educational Rights and Privacy Act (FERPA) which prohibits Trine University from releasing any information from my education record without my written permission. Therefore, I understand that if I want Trine University to share information from my education record with someone else, I must give permission to the business office/student accounts at Trine University. I further understand I may revoke my permission at any time by notifying the business office/student accounts.
12. I understand that Trine University may terminate or temporarily suspend performance of any part of this agreement, without notice, in the event Trine University's obligations and/or duties under this contract are prevented or delayed, either directly or indirectly, by consequence of a force majeure event. A force majeure event means a cause or event beyond the reasonable control of Trine University, including, but not limited to, an act of God, natural disaster, act of war, act of terrorism, or act of the public enemy; national emergency, moratorium, riot, public protest, or demonstration; flood, tidal wave, fire, explosion, bomb detonation, nuclear fallout, windstorm, tornado, hurricane, sinkhole, earthquake, or other casualty, disaster, or catastrophe; epidemic, pandemic or other infectious disease, or other similar causes; any existing or future laws or acts of the federal or any state government (including specifically, but not exclusively, any orders, rules or regulations issued by any official or agency of any such government) resulting in a complete or partial shutdown; or any other cause or causes (whether or not similar in nature to any of those specified above) beyond Trine University's reasonable control, irrespective of whether such contingency is specified herein or is presently occurring or anticipated.
13. I understand in the case of a force majeure event; Trine University reserves the right to determine how and by what method educational instruction will be provided to the student. Educational instruction may be provided through methods consistent with Trine University's philosophy, as practicable under the circumstances, and at locations removed from the regular instructional rooms or buildings, including virtual instruction. Trine University assumes no responsibility or liability for failure to perform any terms or conditions of this Agreement due to circumstances beyond its control. No refund, recompense, or compensation is provided for tuition of fees and/or financial aid in the event Trine University must change its method of instruction, suspend or close due to a force majeure event, nor retribution for discomfort. Trine University shall not be responsible for any failure to provide educational programs or instruction in the event force majeure conditions exist. In such event, Trine University shall not be obligated to refund any amount the student already paid pursuant to the agreement. Nothing in this agreement shall be construed to relieve the student of his/her payment obligations under this agreement, or waive any right or claim of Trine University for payment under the terms of this agreement.
14. This student financial responsibility agreement supersedes all prior understandings, representations, negotiations, and correspondence between the student and Trine University, constitutes the entire agreement between the parties with respect to the matters described, and shall not be modified or affected by any course of dealing or course of performance.

MISCELLANEOUS POLICIES

Student Information Form

Every student is required to provide and maintain proper demographic information. It is the responsibility of the student to notify the [Trine University Registrar](#) of any changes made during his/her course of study.

Changes in Health Status

Each student will notify individual course instructors regarding any changes in health status or limitations that may affect the student's ability to complete the course requirements and/or clinical education experiences.

Chronic Health Condition Not Requiring Accommodations

It is the policy of the MS-SLP program that a student is solely responsible for notifying an instructor and faculty advisor of his/her inability to participate in a classroom, laboratory, or clinical activity that may be potentially harmful due to a pre-existing physical condition, acute or chronic, that places them at risk for injury.

Health Risks

Students will be informed of health risks that they may encounter throughout the educational program and will follow the OSHA regulations and standards.

Student Injury in the Classroom or During a Clinical Education Experience

1. The faculty member and/or supervising clinical personnel will assess the extent of injury to determine if the student can remain in the classroom or clinical area.
2. If the student requests medical care, the faculty member and/or supervising clinical personnel will assist the student in obtaining appropriate care.
3. The student and faculty member and/or supervising clinical personnel must complete an incident report as required by the University or clinical agency.
4. The faculty member and/or supervising clinical personnel have the right to not allow the student to participate in class based on the extent of the injury.
5. In the case of emergency, the student is responsible for the cost of emergency services in off-campus education experiences.

Human Subjects in MS-SLP Education and Authorized Access and Use of Information

Patient/clients may be asked to volunteer in laboratory sessions for demonstrations and educational learning experiences. The individual will be informed about the session and sign a consent form, if an adult, or the parent/caregiver, if a child is under 18 years of age. The consent form will be kept by the MS-SLP program for at least five years. In compliance with HIPPA, patient/clients may request this information be destroyed or kept confidential or may request this information at a later date. The program will release this information directly to the patient/client or parent. The patient/client retains the right to refuse treatment by a student.

If injury occurs during a demonstration the following steps will occur:

1. The faculty member and/or supervising clinical personnel will assess the extent of injury to determine what actions need to be taken.
2. If the volunteer requests medical care, the faculty member and/or supervising clinical personnel will assist the volunteer in obtaining appropriate care.
3. The faculty member and/or supervising clinical personnel and any students involved must complete an incident report as required by the University or clinical agency.

Student Representatives on Committees

The MS-SLP program values the input of its students and therefore has available positions for students on various committees. Students may be asked to serve on other committees/task forces, including those for the College and University, as the need arises.

Employment

Enrollment in the MS-SLP program is a full-time responsibility, and employment during the academic year is not recommended. For students who do choose to be employed while enrolled

in the program, academic activities and requirements must always take precedence over employment activities. Missing classes for employment is not acceptable. Students should be aware that the speech-language pathology educational program does require occasional evening and/or Saturday classes or events.

If a student chooses to be employed in a healthcare setting, the following guidelines should be utilized:

1. MS-SLP students employed in health care settings must not represent themselves in any way as speech-language pathologists or as speech-language pathologist assistants (unless duly licensed as same).
2. MS-SLP students representing themselves as having any degree of expertise in speech-language pathology are in violation of state licensure laws. Such claims may result in denial of eligibility for licensure after graduation from speech-language pathologist school. Refer to Indiana State licensure laws.
3. MS-SLP students employed in health care setting must not represent themselves as official representatives of the MS-SLP program or Trine University.
4. MS-SLP student liability insurance only covers students during classroom activities and during assigned clinical education experiences.
5. MS-SLP students are advised to carefully read the job descriptions pertaining to unlicensed personnel and should not undertake responsibilities outside this description or the law relative to employment in a speech-language pathology setting, even if the client or employer requests one to do so.

Student Grievance Procedure (CAA 1.8.4, 4.5.1, 4.5.2, 4.5.5)

The MS-SLP program follows the University procedures for filing grievances. Students are encouraged to voice concerns they have and should attempt, in the first instance, to resolve a concern by using a direct and informal approach. Concerns may be addressed with the support and involvement or intervention of university faculty and/or staff members. It is advisable to voice concerns as soon as possible and to seek informal resolution, if possible.

If, however, a student feels that a complaint has not been dealt with satisfactorily he/she should use the appropriate process to have the issue addressed and are encouraged to submit a Formal Complaint Form.

Step One: Complete a Notice of Complaint form found on the Trine University myPortal – Student Page, under Miscellaneous Student Forms – Formal Complaint Form. The student will need to provide the date of the incident and a thorough explanation of what happened. The student complaint must be submitted within 30 business days of the incident.

Step Two: The vice president for academic affairs (or designee) will review the complaint and forward the complaint to the appropriate University administrator who will be responsible for meeting with the concerned student and investigating the complaint. Action must be taken within 10 business days.

Step Three: After completing the investigation of the incident, the University administrator will render a decision in writing to all entities involved in the grievance process within 5 business days. That decision is considered final. A summary of the findings will be submitted to the office of the VPAA for archiving purposes.

Students who are not satisfied with the results of the complaint process can contact the following entities:

Indiana Commission for Higher Education
101 W. Ohio Street, Suite 300
Indianapolis, IN 46204
Phone: 888-528-4719
Website: <https://www.in.gov/che/student-complaints/>

Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
Phone: 800-621-7440
Website: <https://www.hlcommission.org/student-resources/complaints.html>

Complaints concerning any violation of Title IX should refer to [Trine University Title IX](#).

If the dean is the object of the complaint, the vice president for academic affairs will attempt to resolve the dispute. Students maintain their right to due process by filing all complaints and grievances against the program, faculty, or staff through procedures outlined in the [2021 Trine Student Handbook](#). Visiting students will operate under the same handbook.

Any complaints of sexual harassment must be handled in accordance with [Trine University Title IX policy](#) and should be referred to the director of human resources.

Filing a Complaint about the Program to CAA

Speech-language pathology education programs in the United States are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), which works in conjunction with the American Speech-Language-Hearing Association (ASHA) to maintain the standards of the profession. Students, parents, patients, faculty, and other stakeholders may submit a complaint regarding the MSLP Program to CAA. CAA has a mechanism to consider formal complaints about speech-language pathology education programs that allege a program is not in compliance with one or more of CAA's evaluative criteria or has violated any of CAA's expectations related to academic integrity.

To contact CAA call 800-498-2071 or e-mail accreditation@asha.org.

Further information can be found on CAA's website:
<https://caa.asha.org/programs/complaints/> .

TRINE UNIVERSITY FORT WAYNE

COLLEGE OF HEALTH PROFESSIONS

Master of Science in Speech-language Pathology

Intervention Plan

Date:	Facility:	Course #:
Student Clinician:	Clinical Educator:	Clinical Director:
Learning Outcome (s) or Clinical Skill (s) of concern:		
Selected Tasks:		
Observation of therapy session with targeted skill being modeled (# of sessions)		
Assigned readings from the clinical educator		
Simulated exercises		
Role-playing exercises with an assigned partner and task		
Timeline for Completion of Intervention Plan:		
Student Signature:		
Clinical Educator Signature:		
Clinic Director Signature:		
Program Director Signature:		
Reassessment of Skills:		
Further Action Steps:		

Student Handbook Agreement Form

TRINE UNIVERSITY
FORT WAYNE

COLLEGE OF HEALTH PROFESSIONS

Master of Science in Speech-language Pathology

By signature, I am indicating that I have read and will adhere to the policies and procedures explained in the Student Handbook.

Student Printed Name

Student Signature

Date

English Proficiency Screening Tool

Prospective Student's Name: _____

Faculty Member's Name _____

Date of Screening: _____

In 2019 ASHA reported that *“Language proficiency requires describing what is necessary to speak, understand, use, or perform appropriately in a given language. ASHA further defines language proficiency as: “effective receptive and expressive language skills in both written and spoken modalities.”*

Skill	Pass/Fail
Expressive Language Statements are consistently spontaneous and are formulated and expressed clearly and effectively across diverse topics in professional and social/interpersonal contexts.	
Written Language Written language reflects well-structured organization across diverse topics and levels of complexity, with flexible use of vocabulary.	
Listening Comprehension Spoken language is understood in professional and social/interpersonal contexts.	
Reading Reading is accurate and independent; the individual comprehends, analyzes, and infers from written language in various styles and formats that include pertinent scientific reports, professional/official documents, and correspondence.	

Language Proficiency Demonstrated.	Yes / No
Services for increasing English proficiency skills was offered.	Yes / No

*” Dialectal and/or accented variations in any of the above modalities are expected and acceptable in proficient speakers who may occasionally experience difficulty understanding colloquial expressions and idioms and/or whose speech may contain minimal differences that do not alter the communication of the intended message.”

This screening tool was adapted from:

American Speech-Language-Hearing Association. (2019). *Final Report Ad Hoc Committee on Language Proficiency* [Technical Report]. Retrieved from <https://www.asha.org/siteassets/reports/ahc-language-proficiency.pdf>