SPEECH-LANGUAGE PATHOLOGY

ACADEMIC HANDBOOK

MASTER OF SCIENCE PROGRAM

University of Arkansas for Medical Sciences

AUGUST 2019
2019-2020 ACADEMIC YEAR

DEAR M.S. STUDENTS,

Welcome to the M.S. degree program in Communication Sciences and Disorders of the University of Arkansas for Medical Sciences. The mission of our program is to provide you with an education that will allow you to practice as a clinical speech language pathologist who evaluates and treats individuals across the lifespan with speech language and hearing disorders. You will find the next two years to be, at various times, exciting, challenging, tiring, and everything in between. Once you have completed your M.S. degree, however, and are a practicing speech-language pathologist, we have no doubt the main feeling you will have is "rewarded". You will likely find several aspects of this endeavor rewarding, your hard work and accomplishment of successfully completing the degree program, but more by the experiences you have in clinic of serving your clients to the best of your ability.

On behalf of the faculty and all of the speech-language pathology program, welcome to our (and now your) M.S. program in Communication Sciences and Disorders.

Sincerely,

Betholyn Gentry

Betholyn Gentry, Ph.D., CCC-SLP, ASHA Fellow
Professor and M.S. Program Director
Ph.D. Consortium Program Co-Director

INTRODUCTION

The purpose of the Communication Sciences and Disorders M.S. degree *Academic Handbook* is to familiarize you with various department and speech-language pathology division guidelines that will be important for you during your M.S. program. If you have any questions about these or any other procedures, please do not hesitate to contact your academic advisor. If you do not know who your advisor is, please see the Director of the M.S. Program in speech-language pathology.

These guidelines are not all inclusive. You also must be aware of the policies and procedures contained in the M.S. program *Clinic Handbook* and in the *Procedure and Policy Guide for the Speech-Language and Hearing Clinic and the Department of Audiology and Speech-Language Pathology;* as well as other department, college (College of Health Professions), or school (Graduate School) publications.

FACULTY AND STAFF

SPEECH-LANGUAGE PATHOLOGY FACULTY

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University of Arkansas for Medical Sciences
College of Health Professions

Department of Audiology and Speech Pathology

Communication Sciences and Disorders M.S. (CSDM)

MASTER OF SCIENCE PROGRAM IN SPEECH-LANGUAGE PATHOLOGY

The graduate degrees in Audiology (Au.D.) and Speech-Language Pathology (M.S.) are recognized as broad degrees requiring the acquisition of general knowledge and basic skills in all applicable domains. The core curriculum is designed to support student attainment of the academic and clinical competencies needed for graduation, optional certification, and licensure. The education of speech-language pathologists and audiologists requires assimilation of knowledge, acquisition of skills, and development of judgment through client care experiences in preparation for independent and appropriate decisions required in practice. The current practices of speech-language pathology and audiology emphasize collaboration among audiologists, speech-language pathologists, other health care and education professionals, the client, and the client's family.

The accredited graduate programs in speech-language pathology and audiology of the University of Arkansas for Medical Sciences (UAMS), Department of Audiology and Speech Pathology (ASP) adhere to the standards set by the American Speech-Language-Hearing Association (ASHA). Within ASHA standards, the Audiology and Speech-Language Pathology programs have the freedom and ultimate responsibility for: the selection of students; the design, implementation, and evaluation of the curriculum; the evaluation of student progress; and, the determination of who should be awarded a degree.

The ASP faculty has a responsibility for the welfare of clients tested, treated, or otherwise affected by students enrolled in the programs. The department has the responsibility to the public to assure that its graduates can become fully competent audiologists and speech-language pathologists, capable of delivering quality care in a timely manner and preserving the well-being of the clients they serve. Thus, it is important that persons admitted, retained, and graduated possess the intelligence, integrity, compassion, humanitarian concern, and the physical and emotional capacity necessary to practice speech- language pathology or audiology.

The Department of Audiology and Speech Pathology, as part of the College of Health Professions (UAMS), is committed to the principle of equal opportunity. The University, College, and the Department do not discriminate on the basis of race, color, creed, religion, national origin, gender, gender identity, sexual orientation, age, marital status, or disability. When requested, the University, College, and the Department will provide reasonable accommodations to otherwise qualified students with properly certified

disabilities. The ASP faculty has responsibility for the welfare of students in the department. In order to fulfill this responsibility, the department has established academic standards and minimum essential requirements that must be met, with or without reasonable accommodations, in order to participate in the program and graduate.

DEPARTMENTAL MISSION STATEMENT

The mission of the Audiology and Speech Pathology (ASP) department is to educate professionals who serve persons with communication, swallowing, and hearing disorders at the local, state, national, and international levels. The department is dedicated to excellence in (a) teaching and lifelong learning in a student-centered environment (b) service in a patient-centered environment based on academic excellence, leadership, and the ethic of community responsibility and (c) research that supports communication science and the practice of audiology and speech-language pathology (ASP Strategic Plan, 2012).

M.S. PROGRAM MISSION STATEMENT

The mission of the Communication Sciences and Disorders Master of Science (M.S.) program in speech-language pathology (SLP) is to:

- Recruit and retain excellent students who are committed to the profession of speech-language pathology and the delivery of high quality clinical services.
- Provide students with a solid foundation in communication sciences and disorders and the skills to conduct and promote evidence-based clinical practice.
- Develop speech-language pathologists who have the diagnostic and rehabilitative clinical skills necessary to fulfill the current scope of practice in a culturally sensitive manner across the lifespan in a wide variety of clinical settings:

GOALS OF THE M.S. PROGRAM

The Department of Audiology and Speech Pathology will continue to expand its influence as a dynamic, collaborative, and innovative consortium program striving to meet the following goals:

- Improving academic programs to attract outstanding students and promote intellectual development;
- Engaging in service that strengthens our ties to the community, region, and state.
- Strengthening research programs through scientific inquiry and scholarly endeavors.
- Producing clinician-scholars who engage in lifelong learning activities that build on knowledge and skills obtained in our program by developing specific and current competencies for evaluating and treating individuals with communication and swallowing disorders, and/or hearing disorders, and to provide research skills as a foundation for advanced studies and/or as an informed consumer of research.

EDUCATIONAL OBJECTIVES OF THE M.S. PROGRAM

The objectives for the M.S. program in Communication Sciences and Disorders include producing speech-language pathology graduates who will demonstrate:

- Knowledge and skills related to the assessment and diagnosis of individuals with communication and swallowing disorders and/or areas of concern.
- Knowledge and skills in the (re)habilitation of individuals with communication and swallowing disorders and/or areas of concern.
- Knowledge of research methodology in general and within the field of communication disorders.

THE PROFESSION

Speech-language pathologists are specialists who diagnose and treat individuals with speech, language, voice, literacy and fluency disorders. Because speech and/or hearing problems are both communication disorders, audiologists and speech-language pathologists work together to determine sources of communication problems and to coordinate programs of rehabilitation. Graduates of this program are prepared for positions in a variety of professional settings including school systems; community speech, language, and hearing centers; private practice; physician's offices; hospital clinics; rehabilitation centers; day care centers; college-training programs; and residential institutions. More information about the scope of practice for speech-language pathologists can be found on the following ASHA webpage link: https://www.asha.org/policy/SP2016-00343/

THE M.S. PROGRAM

The Department of Audiology and Speech Pathology offers a Master of Science (M.S.) degree program through the College of Health Professions at the University of Arkansas for Medical Sciences. The M.S. program utilizes the clinical resources of a major medical sciences campus and the clinical sites located in the central Arkansas area. The curriculum is designed to emphasize the science of hearing, speech, and language; the acquisition of knowledge about human communication disorders; and the study and practice of methods for evaluation and treatment. Practicum experiences are provided in a number of different settings primarily in the central Arkansas area. The M.S. program is a full-time five semester program with one cohort of 20 students beginning each fall semester, and it consists of a total of two fall semesters, and two spring semesters and one summer semester.

ACCREDITATION

The Master of Science program in speech-language pathology (M.S.) education program at the University of Arkansas for Medical Sciences is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American

Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850. Telephone: (800) 498-2071 or (301) 296-5700. Website: www.asha.org.

LICENSURE AND CERTIFICATION

Graduates of the M.S. program will be eligible to apply to the Arkansas Board of Examiners in Speech Pathology and Audiology (ABESPA) for a license to practice speech-language pathology in the state. Graduates will also be eligible to apply for certification through the American Speech-Language-Hearing Association (ASHA). Successful completion of the program does not in itself ensure licensure and/or certification. It is the student's responsibility to be familiar with licensure and certification requirements in their state of employment.

GRADUATE ASSISTANTSHIPS

In addition to the financial aid opportunities described in the UAMS Student Financial Services section of the College of Health Professions Catalog, the department has a limited number of program-specific graduate assistantship opportunities; these awards typically do not include tuition remission. Contact the department at (501) 569-3155 or visit the program website for further information regarding graduate assistantships which may be available to qualified, full-time, speech-language pathology graduate students. For other forms of financial aid, students should contact the UAMS Student Financial Services Office (501) 686-5451.

PRE-PROFESSIONAL REQUIREMENTS

Students applying for admission to the M.S. program must have earned at least a bachelor's degree from an accredited college or university. Undergraduate course work in mathematics (college algebra or higher) and in biological, physical, and behavioral sciences is required. A course in statistics is strongly encouraged but is not required. If the bachelor's degree is not in Communication Sciences and Disorders, the applicant will be required to take 30 hours of additional undergraduate prerequisite coursework before admission into the graduate program. The post-baccalaureate coursework can be taken at UA-Little Rock upon admission to UA-Little Rock as a post-baccalaureate student. All post-baccalaureate coursework can be taken in two semesters of full time enrollment at UA-Little Rock. Undergraduate course work may also be taken at other universities offering undergraduate coursework in speech-language pathology. (See Below).

Fall Courses (15 Hours)

3350 - Phonetics
3361 - Speech Anatomy and Physiology
4368 - Audiology
3360 - Speech/Language Acquisition
4310 - Neural Processing

Spring Courses (15 Hours)
4366 - Language Disorders
3364 - Speech and Hearing Sciences
3363 - Articulation Disorders
3365 - Clinical Management
4364 - Differential Diagnosis

APPLICATION PROCEDURES AND DEADLINES

Application Procedures

Before starting the CSDCAS process, carefully read all Frequently Asked Questions (FAQs) and Instructions to better understand how the process works and what to expect. If you are reapplying, please review these again as this information may have changed. The deadline for application is **February 15**. Late applications may not be reviewed after this date. Early application is strongly recommended. Official transcripts must be received by CSDCAS before **January 15** to ensure verification. The application process for the Master of Science in Communication Sciences and Disorders at the University of Arkansas for Medical Sciences is a two-step process. Applicants should begin the process the previous October. Applicants who wait until January to begin the process often do not meet the **February 15**deadline.

1. By **February 15**, complete the online application located on the UAMS CHP website.
2. By **January 15**, applications in CSDCAS must be completed (e-submitted, payment received, and transcripts received).

To access this system log on at: http://portal.csdcas.org; create your application, and monitor your application status. You will need to submit the following documents via the Communication Sciences and Disorders Centralized Application System (CSDCAS) to complete your application:

1. **Transcripts (By January 15)**
    1. Download the CSDCAS transcript request form and send that to each school's registrar. Send all transcripts for the program application to the following address:
       CSDCAS
       P.O. Box 9113
       Watertown, MA 02471
    2. Submit an official transcript via CSDCAS from each college from which you received course credit even if past course work appears on a later transcript.
    3. Transcripts and CSDCAS fees must be received by January 15 in order to be verified by the February 15 deadline. All other application materials (letters of recommendation, personal essay, resume, GRE scores, and TOEFL scores must be submitted by February 15.
       Note: If you are admitted to the M.S. Communication Sciences & Disorders

program you will also need to provide official transcripts from all colleges where courses were still in-progress at the time of the CSDCAS verification deadline.

Additional Requirements (By February 15)

Submit via CSDCAS:

2. **Three Letters of Recommendation**. At least two of these recommendations should be from academic faculty members who are familiar with your course work in the major.
3. **GRE Scores**: You must give ETS both of the following codes when taking the GRE: **CHP is 6146** and **CSDCAS is 7504**. If you do not do this, you will be charged additional fees from ETS to have your scores sent to either CHP or CSDCAS.
4. **Personal Essay:** Submit a one-page essay (12 pt. font) to the Speech-Language Pathology Admissions Committee addressing the following items:
    1. Why do you want to be a speech-language pathologist?
    2. Tell us your motivations, inspirations, and challenges you have overcome.
    3. What are your long-term and short-term goals?
5. **Resume**: Submit a one-page resume (12 pt. font). Tell us what you have done outside your classes, such as:
    1. Community Service
    2. Relevant Work Experience
    3. Research and Clinical Interests
    4. Awards and Scholarships
6. **TOEFL scores** as applicable. See International Applicants in the Admissions/Academic Information section of this catalog

Submit via UAMS Online Admissions Application (OAA):

By February 15, complete a UAMS Online Admissions Application located on the UAMS website. Be sure to choose the "Communication Sciences and Disorders (Master of Science)" program. You must "submit" this application and pay the $40.00 fee by February 15 to be considered for admission. Note: This is a separate application and fee in addition to CSDCAS. You will be asked to provide your UAMS Online Admissions Application number in order to complete the CSDCAS application. On the first page of the application, be sure to make the following selections to choose this program:
-Academic Career: **Graduate**
-Campus: **Main UAMS Campus**
-Term: **Fall**
-Academic Program: **College of Health Prof GRAD**
-Admit Type: **Applicant**
-Full-Time or Part-Time: **Full-Time**
-Academic Plan: **Com Sciences and Disorders MS**
-Academic Sub-Plan: **N/A**

Application Process Summary

1. By January 15, submit all transcripts to CSDCAS and pay the fee.
2. By February 15, submit to CSDCAS: (a) letters of recommendation, (b) GRE and TOEFL Scores, (c) Personal Essay, and (d) Resume.
3. By February 15, submit the OAA application and pay the fee.
4. The OAA application must be submitted and the CSDCAS application must be verified by February 15 in order to be considered for admissions. Applications not completed/verified by this date will not be considered in the application process. **Note:** Although this is a consortium program between UA Little Rock and UAMS, all applications are submitted through UAMS CHP. DO NOT send any application materials to the UA Little Rock Graduate School.

Graduate Assistantship Application: If you are interested in being considered for a graduate assistantship, complete an application and the required written essay. Mail to: Speech-Language Pathology Admissions Committee, Department of Audiology and Speech Pathology, 2801 S. University Ave., Suite 600 UP, Little Rock, AR 72204. The graduate assistantship application is available at this link: https://healthprofessions.uams.edu/wp-content/uploads/sites/9/2019/01/Graduate-Assistantship-Application.pdf

Post-Baccalaureate Students

Students whose undergraduate degrees are not in Communication Sciences and Disorders or Speech-Language Pathology must complete a sequence of pre-professional courses in communication disorders prior to admission into the program. Contact the Department of Audiology and Speech Pathology for more information (501) 569-3155.

The deadline for application is February 15. Late applications may not be reviewed after this date. Early application is strongly recommended. Official transcripts must be received by CSDCAS (Centralized Application System) before January 15 to ensure verification. The application process for the Master of Science in Communication Sciences and Disorders at the University of Arkansas for Medical Sciences is a two-step process. Applicants should begin the process the previous October. Applicants who wait until January to begin the process often do not meet the February 15 deadline. Applications not completed by this date or incomplete applications will not be reviewed or considered in the application process.

PROFESSIONAL CURRICULUM

The program requires a minimum of 54 graduate semester credits (SC). More specific information about program requirements can be obtained by contacting the Department of Audiology and Speech Pathology (501) 603-1023.

SEMESTER/YEAR	UAMSCOURSE #	TITLE	CREDITS
Fall 1	CSDM 5093	Neurogenic Language Disorders	3
	CSDM 5183	Advanced Articulation Disorders	3
	CSDM 5133	Infant-Toddler Communication	3
	CSDM 5163	Auditory Based Intervention	3
	CSDM 5051	Practicum	1
Total			**13**
Spring 1	CSDM 5282	Assessment and Treatment of Literacy Disorders	2
	CSDM 5193	Autism Spectrum Disorders	3
	CSDM 5192	Neurogenic Speech Disorders	2
	CSDM 5213	Dysphagia	3
	CSDM 5273	Advanced Differential Diagnosis	2
	CSDM 5051	Practicum	1
Total			**13**
Summer 1	CSDM 5013	Research Methods in Communication Disorders	3
	CSDM 5293	Multicultural Issues	3
	CSDM 5363	Independent Research **or**	1
	CSDM 5201	Thesis (Choose one)	(1)
	CSDM 5051	Practicum	1
Total			***8***
Fall 2	CSDM 5113	Language Assessment and Therapy	3
	CSDM 5122	Fluency Disorders	2
	CSDM 5114	Cognitive Communication Disorders	3
	CSDM 5363	Independent Research or	1
	CSDM 5201	Thesis (choose one)	(2)
	CSDM 5051	Practicum	1
Total			***10-11***
Spring 2	CSDM 5152	Organization and Admin of Clinical Programs	2
	CSDM 5353	Voice Disorders	2
	CSDM 5042	Augmentative and Alternative Communication	2
	CSDM 5363	Independent Research **or**	1
	CSDM 5201	Thesis (Choose one)	(3)
	CSDM 5401	Practicum	1
	See Below	One Elective (2-3 hours)	(2-3)
Total			**10-12**
		If not enrolled in thesis chose <u>one</u> elective:	
	CSD 5142	Sociolinguistics	(2)
	CSD 5173	Counseling in Communication Disorders	(3)
	CSD 5262	Craniofacial Speech Disorders	(2)
	CSD 5304	Independent Study (2 hours; LEND)	(2)
	CSD 5202	Topics in SLP (2 hours)	(2**)**
PROGRAM TOTAL			**54-55 HOURS**

PROFESSIONAL COURSEWORK

The first number listed for courses is for the UAMS College of Health Professions; the second (in parenthesis) is for the College of Education and Health Professions at UA Little Rock.

CSDM 5051 Practicum
Applied, supervised practicum experiences for graduate students that encompass the full current scope of practice with both adults and children from culturally diverse backgrounds.

CSDM 5363 Independent Research
Research or individual investigation for master's level graduate students. Credits earned may be applied toward meeting degree requirements if the program approves and if a letter grade is given. Repeated registration is permitted. Prerequisite: ASP 5013.

CSDM 5202 Topics in Speech-Language Pathology
A seminar offered for special projects or topics related to procedures and instrumentation, theoretical foundations, assessment, clinical, or rehabilitative speech-language pathology. May be repeated for additional credit not to exceed 9 hours.

CSDM 5013 Research Methods in Communication Disorders
Introduction to research methodologies in audiology and speech pathology. Includes prospectus development, funding sources, data collection, analysis, and professional research writing and editing in communicative disorders and/or speech sciences.

CSDM 5152 Organization and Administration
Organization, administration and accreditation of school, university, and community programs. Private practice and billing procedures. Various and alternative career opportunities including corporate speech pathology practice. Issues related to Medicaid, Medicare and other third party payers as well as current legislation. Governmental and professional practice issues.

CSDM 5142 Sociolinguistics
The linguistic structure of language, nature, and forms of symbolic behavior. Human uses of symbols from various groups and socio-economic levels, particularly in communication. Prerequisite: Courses in phonetics and normal language acquisition.

CSDM 5113 Language Assessment and Therapy
Acquisition of first language competence in relationship to language behavior. Includes the phonological, morphological, syntactical, and semantic components of language. Language deviations—emphasis on symptomology, etiology, evaluation, and therapy. Language testing and therapy explored in the second half of the course.

CSDM 5114 Cognitive Communication Disorders
This course will provide an overview of cognitive and linguistic systems that aid in communication. This includes an overview of cognitive functions, as well as principles of cognitive rehabilitation. It will emphasize the relationship between cognition and communicative abilities in healthy aging

and neurocognitive disorders: dementia, traumatic brain injury, right hemisphere damage, and left neglect. (3 Credits, Lecture)

CSDM 5163 Auditory Based Speech/Language Intervention
Auditory-based speech and language intervention with infants and toddlers who are deaf and/or hard of hearing. Emphasis is on the principles of the normal developmental sequence of listening skills, assessment of skills obtained within the hierarchy, and intervention aimed at teaching skills not yet acquired. Auditory based intervention for infants and toddlers requires family participation; therefore, learning styles of parents and caregivers will be discussed.

CSDM 5173 Counseling in Communication Disorders
Principles of counseling for working with persons with communication disorders and their families throughout the lifespan. Students review major theories of counseling and select those most useful for the various settings and practices of audiology and speech pathology. Students demonstrate their understanding of the counseling process through case presentations.

CSDM 5122 Fluency Disorders
Procedures, theories, and therapeutic techniques in the treatment of various types and degrees of stuttering and cluttering in adults and children.

CSDM 5093 Neurogenic Language Disorders
Assessment procedures and intervention techniques for acquired neurogenic language disorders in adults. Covers language disorders secondary to cerebrovascular accident, traumatic brain injury, and dementia.

CSDM 5183 Advanced Articulation Disorders
Advanced study of functional and organic articulation disorders, variables related to articulation, assessment and diagnosis of articulation disorders, and therapeutic procedures.

CSDM 5192 Neurogenic Speech Disorders
Assessment procedures and intervention techniques for acquired neurogenic speech disorders in adults, especially dysarthria and verbal apraxia.

CSDM 5262 Craniofacial Speech Disorders
Provides an understanding of the speech disorders often associated with craniofacial differences. Information presented on craniofacial development, relevant anatomy and physiology, as well as procedures for evaluation (both behavioral and instrumental) and treatment of craniofacial speech disorders. A team approach to care will be emphasized.

CSDM 5353 Voice Disorders
Assessment procedures and rehabilitative techniques for voice disorders in children and adults. Instrumental and behavioral approaches, as well as medical and/or surgical treatment approaches. A team approach to care will be emphasized.

CSDM 5293 Multiculturalism and Communicative Disorders
Systematic analysis cultural similarities and differences. Examine cultural differences, verbal and nonverbal, in the clinical setting.

CSDM 5282 Assessment and Treatment of Literacy Disorders
An introduction to the characteristics, definitions, etiologies, assessment and therapeutic procedures in the treatment of children diagnosed with language-based reading disorders. Emphasis will be placed on the scope of practice for speech-language pathologists and audiologists in the due process procedure for these children.

CSDM 5133 Infant-Toddler Communication: Development-Assessment
Investigates prelinguistic/early linguistic communication and feeding/swallowing development. Multidisciplinary assessment and intervention for infants and toddlers (birth to five) with special needs and their families addressed. Includes current formal and informal assessment tools and techniques, current intervention strategies, enhancing the therapeutic process across environments, utilizing team collaboration and facilitating parent-infant interaction.

CSDM 5213 Dysphagia
Examines normal oral, pharyngeal, and esophageal swallowing function in adults and children, including neurology, physiology, and the effects of aging. Swallowing disorders discussed, with an emphasis on oral and pharyngeal function. Various methods of evaluation, as well as current management and treatment options.

CSDM 5073 Advanced Anatomy and Physiology for Speech
Investigates the anatomy and physiology of speech and language. Topics include respiration, phonation, articulation, and neurological control of speech and language, and embryological development of the speech structures.

CSDM 5042 Augmentative and Alternative Communication
Theory, design, and organization of nonverbal communication systems. Emphasis on considerations for choosing specific devices for particular clients. Includes manual, graphic, electronic, and mechanical systems.

CSDM 5273 Advanced Differential Diagnosis of Speech and Language Disorders
Advanced study in differential diagnosis of speech and language disorders of children and adults. Proficiency in the use and interpretation of standardized assessment procedures. Prerequisite: an under-graduate course in diagnostic methods or its equivalent.

CSDM 5304 Independent Study in Communication Disorders
Prerequisites: Consent of the instructor. Directed readings in audiology and/or speech-language pathology, individual discussion with a faculty member. May be repeated for up to six (6) hours of credit. Offered as needed.

CSDM 5201 Thesis
Thesis students must register for a total of 6 semester hours; 1 to 6 hours per semester. Prerequisite: ASP 5013.

CSDM 5193 Autism Spectrum Disorder
This course will be devoted to a discussion of theory, research and intervention in autism spectrum disorder (ASD). This course will engage students in discussion of linguistic variables and socio-pragmatic issues that must be recognized and applied in the fields of speech-language

pathology and audiology. Topics covered include early history of ASD, etiology, diagnosis, current classification, and current approaches to intervention.

INTERPROFESSIONAL EDUCATION CURRICULUM REQUIREMENT

The UAMS mission is to improve the health and health care of Arkansans. Central to that mission is the education of future health professionals. All five UAMS Colleges and the Graduate School have incorporated a longitudinal interprofessional education (IPE) curriculum focused on producing health professionals who practice collaboratively with other health care disciplines. Through interprofessional collaborative practice, the "triple aim" can be achieved: improvement of the patient care experience, improvement of population health, and reduction in the cost of care. The goals of the IPE curriculum are:

1. To improve knowledge, skills, and attitudes necessary for UAMS graduates to contribute toward improving the patient care experience, improving the health of the population, and decreasing the cost of care through a longitudinal interprofessional education and collaborative practice curricular model.
2. To create a patient and family-centered collaborative practice workforce prepared to impact health related outcomes.
3. To create and dynamically adapt the content of the triple aim curriculum to focus upon and address the local and regional social determinants of health impacting the State of Arkansas.
4. To participate in a triple aim curriculum graduation expectation that contributes directly toward the institutional mission within the realms of education, clinical practice, and research.
5. To meet and exceed compliance with relevant professional and accreditation standards.

Completion of a 3-phase "Triple Aim Curriculum" is a graduation requirement for all UAMS student entering after spring semester 2015. The 3-phases:

1. EXPOSE novice learners to the concepts necessary to improve the patient care experience, improve the health of the population, and decrease the cost of care.
2. IMMERSE intermediate learners in activities necessary to demonstrate how to improve the patient care experience, improve the health of the population, and decrease the cost of care.
3. Advanced learners demonstrate COMPETENCE in the concepts necessary to contribute toward improving the patient care experience and improving the health of the population, while practicing cost-effective care.

The website for the UAMS Office of IPE is located at: http://ipe.uams.edu/ . The IPE Curriculum Planning Guide is presented below.

QUADRUPLE AIM IPE CURRICULUM FRAMEWORK—Speech Pathology

IPE IPEC 1101 (001) —Exposure Workshop

Format/Event: Onsite workshop in August
Timeline: Fall 1—Orientation
Course Association: CSDM 5051—Practicum. This IPE activity is an assignment for the course.
Notes: Enroll Fall 1. Attendance required—Pass / Fail grade for the course.

IPE IPEC 1201 (001) —Exposure Bridge Transition

Format/Event: Onsite Exposure Bridge Transition
Interprofessional Team Shadowing[1], IPE Free Clinic –12th St[2], Professional Seminar and Discussion **(Click here for events/dates for seminar)**
Timeline: Fall 1, Spring 1
Course Association: CSDM 5051—Practicum. This IPE activity is an assignment for the course.
Notes: Enroll Fall 1. Requirements include submitting a reflection and verification form into Blackboard.

1 Students will be assigned to a "team" of 4-5 clinicians during fall clinics
2 Sign ups for 12th Street Clinic slots will be announced by 12th St. HWC rep.

IPE IPEC 1301 (001) —Immersion Quadruple Aim Project (QAP) Workshop

Format/Event: Onsite Quadruple Aim Project (QAP) Workshop. Any event posted on the IPE website. **(Click here for events/dates available and to register)**
Timeline: Spring 1
Course Association: CSDM 5051—Practicum. This IPE activity is an assignment for the course.
Notes: Enroll Spring 1. Pass / Fail grade for the course

IPE IPEC 1401 (001) —Immersion Simulation

Format/Event: Onsite—Error Disclosure. Any session posted on the IPE website.
(Click here for session information and to register)
Timeline: Fall 1, Spring 1
Course Association: CSDM 5051—Practicum. This IPE activity is an assignment for the course.
Notes: Enroll Fall 1.

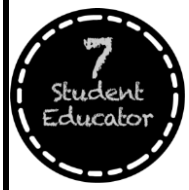
QUADRUPLE AIM IPE CURRICULUM FRAMEWORK—Speech Pathology

IPE IPEC 1501 (001) —Competence Workshop

Format/Event: Onsite Competence Workshop—Patient Case/Interview, Functional Anatomy, Professional/Financial Wellness, Discharge Planning, Culinary Medicine.
(Click here for events/dates available and to register)
Timeline: Spring 2
Course Association: CSDM 5051—Practicum. This IPE activity is an assignment for the course.
Notes: Enroll Spring 2. Pass / Fail grade for the course.

IPE IPEC 1601 (001) —Competence Practice Activity

Format/Event: Onsite Competence Practice Activity—Clerkship or course-based assignment
Timeline: Fall 2, Spring 2
Course Association: CSDM 5051—Practicum. This IPE activity is an assignment for the course.
Notes: Enroll Fall 2. Requirements include submitting a reflection and verification form into Blackboard.
Pass / Fail grade for the course.



IPE IPEC 1701 (001)—Competence Student Educator Activity

Format/Event: Onsite Student Educator Activity— Grand Rounds
Timeline: Fall 2, Spring 2
Course Association: CSDM 5051—Practicum. This IPE activity is an assignment for the course.
Notes: Enroll Fall 2. Requirements include submitting a reflection and verification form into Blackboard.
Pass / Fail grade for the course. Scheduled dates coordinated through clinic calendar.

Note: For onsite versus online/distance options as approved events. Please ensure you are registered in the correct GUS course for the delivery method (onsite v. online/ distance). If you need to switch courses, you must process a course swap in GUS.

Office of Interprofessional Education

PERFORMANCE STANDARDS FOR THE MASTER OF SCIENCE PROGRAM

ESSENTIAL FUNCTIONS

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology and audiology, to function in a broad variety of clinical situations, and to render a wide spectrum of client care, students must have essential skills and attributes in five areas: communication, motor/physical health, intellectual-cognitive, sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state and national credentialing agencies. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. Failure to meet, maintain, or progress in obtaining the essential functions may result in action against the student, including, but not limited to, dismissal from the program.

Communication

A student must possess adequate communication skills to:

- Use speech, hearing, vision, and the English language to communicate effectively with clients, faculty, staff, peers, and other health care professionals in both oral and written form (i.e. therapy plans, progress notes, diagnostic reports, telecommunications).
- Communicate effectively and efficiently in oral and written forms including classroom projects, presentations, research, and in clinical reports.
- Modify his/her communication style to meet diverse communicative needs.
- Communicate in a succinct, yet comprehensive manner and in settings where time limits may be imposed.
- Assess and effectively communicate all relevant information including the significance of non-verbal responses.
- Assess incoming information to allow for appropriate, well-focused follow-up inquiries.
- Listen responsively and empathetically to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences.
- Express his/her ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback.

Motor/Physical Health

A student must possess adequate motor skills and physical health to:

- Execute movements reasonably required to move from area to area, maneuver in small places, use equipment, materials and technology (i.e. microphones, hearing aids, computers, augmentative/assistive communication devices, etc.) as needed to provide clients with appropriate care.
- Access transportation to clinical and academic placements.

- Provide for his/her own personal hygiene.
- Possess the physical health and stamina needed to carry out the speech-language pathology and audiology programs.
- Have sufficient use of motor skills to carry out all necessary clinical procedures, both those involved in learning the fundamental sciences and those required in the clinical environment.

Intellectual / Cognitive

A student must possess adequate intellectual and cognitive skills to:

- Participate in clinical settings and achieve the levels of competence required by the academic and clinical faculty and off-campus supervisors.
- Solve problems critical to the practice of speech-language pathology and audiology.
- Self-evaluate, identify, and communicate limits of one's own knowledge and skills.
- Identify and utilize resources to increase knowledge and skills.
- Utilize detailed written and verbal instruction to make unique and independent decisions.
- Measure, calculate, reason, analyze, and synthesize as needed in the academic and clinical arenas.
- Demonstrate the mental capacity to learn and assimilate professional information including the ability to read and comprehend professional literature and reports.
- Solve clinical problems through critical analysis.
- Seek relevant case information, synthesize, and apply concepts and information from various sources and disciplines.
- Write discipline-specific papers and clinical reports in English. These must be professional and grammatically correct.
- Maintain attention and concentration for sufficient time to complete clinical activities.
- Schedule and prioritize activities.
- Demonstrate the ability to divide attention (i.e. multitask).
- Demonstrate the ability to master information presented in course work in the form of lectures, written materials, projected images, and lab activities.
- Acquire the information presented through demonstrations and experiences in the clinical training portion of the program
- Observe clients accurately and interpret non-verbal communication when performing clinical assessments and treatment activities.

Sensory / Observational

A student must possess adequate senses of vision and hearing to:

- Accurately observe clients and interpret and analyze their behaviors.
- Adequately treat clients and use equipment appropriately.

- Visually monitor client responses and materials.
- Make accurate judgments about speech and/or acoustic signals.

Behavioral / Social

A student must possess adequate behavioral, ethical, emotional, and social attributes to:

- Display mature, empathetic, and effective relationships by exhibiting compassion, integrity, and concern for others.
- Recognize and show respect for individuals of different ages, genders, races, religions, sexual orientations, cultural and socioeconomic backgrounds, and disabilities.
- Recognize and make adjustments when a client's family does or does not understand the clinician's written and/or verbal communication.
- Maintain generally good emotional and mental health to fully utilize his/her intellectual abilities and exercise good judgment including prompt completion of all academic and clinical responsibilities. Seek assistance when needed.
- Display good judgment and behave in a professional, reliable, mature, and responsible manner.
- Demonstrate flexibility and adaptability to function in new and stressful environments.
- Evaluate his/her own performance and be forthright about errors, accept constructive criticism, and look for ways to improve academic and clinical performance.
- Exhibit professional appearance and demeanor by conforming to appropriate standards of dress, appearance, language, and public behavior, including social media.
- Uphold the Code of Ethics of the American Speech-Language-Hearing Association, the Health Information Privacy and Accountability Act, as well as the departmental Honor Code.

Each student must continue to meet all of the Technical Standards set forth. A student may be denied permission to continue in the Master of Science Program in Speech Pathology or the Doctor of Audiology Program at UAMS should the he/she fail at any time to demonstrate all of the required Technical Standards.

Candidates for the Master of Science in Communicative Disorders (M.S.) and/or the Doctor of Audiology (Au.D.) who have been accepted for admission will be required to verify that they understand and meet these essential functions. Admission decisions are made on the assumption that each candidate can meet the essential functions and fulfill essential functions without consideration of disability.

Students have the responsibility to self-identify as a person with a disability with a need for accommodation(s). Students should submit all requests for adjustments, including

auxiliary aids, to the UAMS ADA/Disability Services Coordinator. The *ADA/Disability Services* office at UAMS will review a student's request for accommodation and confirm that the stated condition qualifies as a disability under applicable laws. If an applicant states she/he can meet the essential functions with accommodation, then the department will determine whether it agrees that the student can meet the essential functions with reasonable accommodation; this includes a review of whether the accommodation would jeopardize client safety or the educational process of the student or the institution, including all coursework and internships/practicum placements deemed essential to graduation. At any time in the course of a student's enrollment in the department, should their needs change; the student can request accommodation through office. The *ADA/Disability Services Coordinator* and the Department of Audiology and Speech Pathology will jointly decide what accommodations are suitable and possible in terms of reasonable accommodation, and will render the person capable of performing all essential functions established by the program.
Reference: Adapted from the Council of Academic Programs in Communication Sciences and Disorders (2007)

PROFESSIONALISM

Professionalism in health care and education is based upon values that reflect the very special nature of the interaction between a provider and a patient, client, or family and between a teacher and student. Individuals confronting illness, social disruption, or other life-changing challenges are vulnerable. Individuals learning the knowledge, skills, and attitudes of a profession face many new challenges. Patients and students rely upon professionals to address their needs in an expert, professional manner. All who work with patients and their families and those who work with students are expected to act in accordance with the standards of professional conduct outlined below.

There are core values of professionalism that are universal and apply to those in health care professions and in education. These include, but are not limited to, moral values such as honesty, integrity, and trustworthiness; values that are specific to one's profession (*e.g.*, confidentiality), to society (*e.g.*, commitment to excellence), to oneself (*e.g.*, self-reflection), and to humanistic values such as empathy and compassion (see http://www.asha.org/uploadedFiles/SP2016-00343.pdf for CHP Professionalism and Professional Conduct Policy). Professionalism evaluations are conducted on a semester basis during the M.S. program of study in CALIPSO.

NONCOGNITIVE PERFORMANCE STANDARDS.

The CHP NonCognitive Performance Standards can be found on page of the 2018-2019 CHP Catalog.
https://healthprofessions.uams.edu/about-the-college/catalogs-and-handbooks/ .
These standards include attentiveness, demeanor, maturity, cooperation, inquisitiveness, responsibility, authority, personal appearance, communication, confidentiality, professional role, judgment, civility, moral standards, and ethics.

ACADEMIC INTEGRITY

All academic work in the UAMS M.S. program will be conducted under the CHP Academic Integrity Policy. Academic misconduct in any form will not be tolerated in the UAMS M.S. degree program. Students are referred to the 2018-2019 CHP Catalog, Section 9.0 for the Student Conduct and Discipline Policy.

HONOR CODE

A *Student Honor Code* is one of the most important assurances signed by each M.S. student in the Department of Audiology and Speech Pathology upon entering the graduate program. The signed Honor Code will be placed in the student's academic file. The Honor Code pledge verifies the student's understanding and knowledge of the highest ethical standards of his/her discipline, ***as well as agreeing to abide by those standards and the consequences of failing to uphold them***.

All M.S. graduate academic work in the department will be conducted under the Honor Code of the University of Arkansas for Medical Sciences Graduate School. The Honor Code is a system based upon a spirit of trust and intellectual honesty within the university that manifests itself as a code of ethics shared among all members of the university community. The Honor Code is designed to communicate the importance and meaning of intellectual honesty, and to provide a structure that allows the university community to maintain these standards.

An Honor Code must be signed by each graduate student in the Department of Audiology and Speech Pathology upon entering the graduate programs. The signed Honor Code verifies the student's understanding and knowledge of the highest ethical standards of his/her discipline, as well as the consequences of failing to uphold those standards.

ADVISING

INITIAL ASSIGNMENT

At the time of admission, the Chair of the Admissions Committee appoints a full-time member of the speech-language pathology faculty as the student's academic advisor. The first advising session will occur during the Fall Orientation for New Students. At that time, copies of the program policies and documents will be reviewed. The degree plan will be completed and relevant assurances (Honor Code, ASP Confidentiality Statement, CHP Confidentiality Statement, CHP Professionalism Signature Page, and Essential Functions Signature Page) will be signed and filed in the students advising file. Please note that some assurances are subject to change depending on current department, college, and university policies. Students are responsible for abiding by current published policies.

ACADEMIC ADVISING

The advising process is a joint venture between student and advisor. The student is responsible for becoming familiar with the program and any options that may be available, as well as thinking about what options they are interested in. The student's advisor is responsible for helping the student plan an academic program and, when necessary, for providing information about the student and the student's progress to other faculty members. The student's academic program may be influenced by the certification requirements established by the Council for Clinical Certification (CFCC), American Speech Language Hearing Association (ASHA), and the academic background of the student. The advisor will keep such information in the student's academic file as is necessary for the direction of the student's program. Examples of information include grade reports, program plans, clinical reports, records of feedback from other faculty members, check lists, etc.

Each student must meet with his/her advisor formally at least once during each semester of the academic year, including the summer semester. This meeting typically occurs around mid-term of each semester. The purpose of this meeting is to complete registration procedures for the upcoming semester, review academic coursework, plan future courses, plan and review clinical experiences, decide upon the research project, and fill out necessary paperwork including the department program of study, application for graduation, KASA form, and ASHA CCC-SLP application for certification. The following forms are reviewed and updated each semester: Undergraduate Course Review (if applicable), Advising Checklist, M.S. Program Degree Plan, and Speech-Language Pathology KASA Form.

The Advising Checklist will serve as the conference record and will be completed by the faculty member and student following the advising session and retained in the student's record.

The student should work with his/her advisor and keep the advisor informed as to the student's program of study and clinical and research activities. If the student earns a "C" or lower in any course, the student will meet with her/his advisor to discuss options to improve performance. If the course is a KASA course, the advisor and student will meet with the M.S. program Director to write and implement a remediation plan. Although the advisor is not the sole counselor to the student, the advisor is the primary counselor. Communication between the advisor and the student is necessary to make advising a meaningful and productive process.

If an advisor is unable to perform advising duties for any reason (e.g., sabbatical leave, illness, absence from campus), a temporary or permanent reassignment will be made by the M.S. program Director upon notification by either the student or advisor.

GENERAL GUIDELINES

CLINICAL HOURS

Upon completion of the M.S. program, students must accrue a minimum of 400 clinical hours (including 25 hours of observation). Details about practicum requirements can be found in the M.S. Program *Clinic Handbook*.

PRETESTS

Prior to the first practicum, students must pass two multiple choice pretests, one in Audiology and one in Speech Science. All students are required to pass the pretests with a score of 80% or better. Students who do not pass on the first administration will be given additional administrations until they pass with a score of 80% or better.

OFF-CAMPUS PRACTICA

In addition to the in-house practicum taken during the first fall, spring and summer terms, student clinicians are expected to complete outside practica during their second fall and spring terms. While student preference is taken into consideration when making practicum assignments, the sites are chosen based on the diverse needs of the student as well as the externship site. The goal is for each student to complete practicum in at least 3 different types of settings, such as hospitals or rehabilitation centers, community clinic, private practice clinic or public school settings.

COMPREHENSIVE EXAMINATION GUIDELINES

All students must pass a written comprehensive examination before a degree will be conferred. The comprehensive examination assesses the theory and knowledge of academic and clinical preparation deemed essential for entry level into the profession of speech pathology. The nature of the questions asked on the comprehensive examinations is such that each question typically requires an integrated application of the content in a multiple courses format.

The purpose of the comprehensive examination is for M.S. students to demonstrate mastery of a body of knowledge in their respective disciplines. All students must pass a written comprehensive examination before a degree will be conferred. If students do not pass the comprehensive examination in three attempts they will be dismissed from the program. Since the M.S. degree represents academic accomplishment and preparation for professional clinical work, the comprehensive examination assesses the theory and knowledge of academic and clinical preparation deemed essential for entry level into the profession of speech-language; therefore, the comprehensive examinations emphasize the scientific bases of the profession, as well as clinical knowledge. The nature of the questions asked on the comprehensive examinations is such that each question typically requires an integrated application of the content of multiple courses and practica.

M.S. Comprehensive Examination: Policy and Procedures

1. The examination is required of all master's degree candidates prior to graduation.

2. The examination is offered one time a year in April of the students' second year of their graduate training. Two additional testing opportunities will be made available if the student does not pass the first examination.
3. The examination will be held in a room large enough to accommodate all students being examined. The examination will be proctored at all times.
4. Due to the nature of comprehensive exams, the answers to individual questions may require synthesis and application of information from multiple knowledge and skill areas
5. Anonymity of the student taking the examination will be maintained. Each student will select a four-digit number and this number will act as the identifier for the student. Student numbers will be placed in a sealed envelope and will not be known to the faculty until final decisions regarding pass or fail have been made. Within 10 working days after the completion of the comprehensive examination, there will be a faculty meeting where the faculty will recommend pass or fail for each student
6. Each student will receive official notification of pass or fail in writing from the department chair. Letters will be placed in the student mailboxes or, if requested, mailed to them at their home address. Student scores will be kept confidential; however, students who fail may review a summary of their examination results with their academic advisor or the faculty member(s) who teach in the area(s) where the student appeared to have difficulty. All student scores will be maintained by the department chair. At no time will students be allowed to see their responses to specific questions on previous examinations.
7. If a student fails the examination, she/he will be required to retake another form of the examination. Two retakes of the examination are allowed.
8. Comprehensive examination questions and answers become the property of the Department of Audiology and Speech Pathology and will **not** be given back to the student once determination of pass/fail has been made.

RESEARCH REQUIREMENTS

Each student must complete 3 hours of independent research or 6 hours of thesis. Students enrolled in independent research will take one credit hour in the summer, fall 2 and spring 2 semesters. Students enrolled in thesis will take one credit hour in summer, 2 credit hours in fall 2 and 3 credit hours in spring 2 semesters. Students will decide which type of research they want to do during their initial advising appointment when completing their degree plan. Students may change their decision during the first two semesters in the program in conjunction with their academic advisors.

Independent Research

- Independent research requirements can be met by:
    - Project (some may require IRB approval)
        - Spiral bound copy is given to the research mentor
    - Paper (i.e., literature reviews, annotated bibliography, etc.)

- The written research project product will follow the UAMS Graduate School *Thesis and Dissertation Preparation Guidelines* located at this link: https://gradschool.uams.edu/students/thesis-and-dissertation-preparation/
- Analyzing data and/or working in a lab (requires at least 75 hours and they must document)
- LEND students will use the independent research project as their LEND project

- If the research project is not completed by the spring 2 term, students will receive an "incomplete" grade until the project is completed. Graduation will be delayed until the summer term.

Thesis

- Thesis requirements are more formal. If students elect the thesis option, they will take 6 total hours of research and will not take an elective course in spring 2.
- Requirements include:
  - A committee of 3 or more faculty members
  - A formal prospectus presentation to thesis committee
  - IRB approval (if applicable)
  - The written thesis will follow the UAMS graduate school thesis guidelines found on this link: http://gradschool.uams.edu/files/2015/08/GRS_Thesis-and-Dissertation-Preparation_2015.pdf
  - A formal defense presentation to the thesis committee that is open to the public with an announcement using the graduate school template located at this link: http://gradschool.uams.edu/students/thesis-and-dissertation-preparation/
  - Submission of original to UAMS Library Administrative Office for checking not later than ten business days before degree is to be granted
  - Submission of an unbound copy to UAMS library
  - Submission of electronic PDF copy with committee signatures to ProQuest within two days of submitting to UAMS library
  - Submission of bound copies to committee members

Research Advisors

M.S. student who elect to complete 3 credit hours of Independent Research will be matched with a research advisor in the Spring 1 term. A faculty-student matching process is used to assign research advisors. Assignments are made based on student requests and the work load responsibilities of the Faculty. The M.S. student-faculty matches are made by an SLP faculty member charged with this responsibility. There is a minimum requirement of 75 hours which each student must complete using the methods described above. Passing grades for research are A, B and C.

DEPARTMENTAL GRIEVANCE PROCEDURES

If a student feels that he/she has been, or is being treated unfairly in an academic or clinical teaching situation, it is recommended that the student follow the following procedures in voicing his/her grievance:

1. Contact the faculty member teaching the course or directing or supervising the activity. Let this individual know of the concern. Most problems can be resolved at this level. However, if the discussion with the faculty member does not resolve the problem, the student must advise the faculty member that he/she plans to pursue the matter further.
2. If the issue relates to a clinical teaching situation, take the issue to the clinic director. Notify the clinic director if you decide to make a formal complaint. If the matter is not resolved, or if the concern is with the clinic director, bring the matter before the department chair.

Master of Science and Doctor of Audiology students should refer to the College of Health Professions Handbook in the section entitled Grievance Procedures. Ph.D. students should refer to the University of Arkansas for Medical Sciences Graduate Student Handbook in the section entitled Grievance Procedure.

Grievance procedures should be reserved for legitimate, serious complaints, not for seasonal, mid- term and final grade concerns. Most students do not go to their instructor first and they should. As noted before, most complaints can be resolved at this level. Once the instructor is aware of any serious concerns, it is important the student **not** take their complaints to other faculty members. Other faculty cannot ethically listen to a student or criticize another colleague and it is unfair for the student to expect this of faculty colleagues.

If a student has a complaint about the university program and wishes to register this complaint with the American Speech-Language-Hearing Association, they may do so by contacting the ASHA Council on Academic Accreditation (CAA) Program Coordinator at 301-897-5700, or by writing to ASHA, 2200 Research Blvd., Rockville, MD 20850-3289. All complaints must be signed by the person who is filing the complaint.

THE FINAL COUNTDOWN

As graduation approaches, Master of Science degree candidates need to be sure they have done the following:

1. Completed academic coursework, research, and clinical practicum as required by ASHA and the department.
2. Passed the departmental comprehensive examination and have their graduate advisor notify the M.S. program Director and the department chair of such by the deadline.
3. If doing a thesis, the student must present their thesis in a public forum decided upon by the thesis committee chair.
4. Submit the thesis to the ProQuest by the determined deadlines.
5. Complete an exit interview with the Department Chair or program director.

Post-Graduation Maze

To attain ASHA Certification and Arkansas Licensure, M.S. graduates should follow this sequence:

1. Complete the master's degree.
2. Complete the application for ASHA certification and membership.
3. Obtain the signature of either the M.S. Program Director or the clinic director on any required ASHA forms electronically.
4. Submit the ASHA and licensure applications with the required fees.
5. Submit PRAXIS scores to ASHA, the Arkansas Board of Examiners in Speech Pathology and Audiology (ABESPA), or the licensing board of the state of employment, **AND THE DEPARTMENT.**
6. Locate a supervisor for the Clinical Fellowship (CF).
7. Submit an application for provisional licensure to ABESPA or the licensing board of the state of employment, within 30 days of beginning employment.
8. Submit a CF registration to ASHA within 30 days of initiating the CF.
9. Complete the CF and submit a signed CF report to ASHA within 30 days of the completion of the CF experience.
10. Receive verification of certification from ASHA.
11. Apply for Arkansas Licensure or state of employment.
12. Submit fees annually to ASHA and ABESPA or state of employment.
13. Annually acquire the required clock hours of continuing education units (10 CPEs/year) to maintain licensure and 30 CEUs over the course of three years to maintain ASHA certification.

KNOWLEDGE AND SKILLS ACQUISITION

The Knowledge and Skills Acquisition Form was developed by the Council on Academic Accreditation to assist in tracking for the ASHA Certification process. It provides evidence for tracking a student's:

- Acquisition of knowledge and skills
- Supervised clinical practicum hours

- Progress toward graduation
- Progress toward state and national credentials

The tracking of these skills is accomplished by means of the "Record of Knowledge and Skills Acquisition", or KASA Form in CALIPSO. Outcomes have been established by the program to meet all applicable standards for ASHA Standards for the Certificate of Clinical Competence in Speech-Language Pathology, which include the KASA Objectives. These standards are incorporated into coursework, clinical practica, and externships in the form of measurable goals, objectives, or outcomes. Each KASA course has associated with it a number of specific outcomes you will be asked to meet in order to demonstrate knowledge and skills in that content area. The outcomes may be demonstrated via course grades, exams, laboratory or homework assignments, written papers, projects, through contact with clients in the clinic, or other measurable ways. Your instructors will provide you with the KASA objectives or course objectives on your syllabus along with the following statement:

ASHA "charges" M.S. graduate students to acquire diverse knowledge and skills which they are required to utilize whenever they provide clinical services. This course includes specific information about _____ in the areas of prevention, assessment, and treatment for the following aspects of communication: _____. The KASA course content will be assessed during ____ in-class examinations. Students who receive a grade of "A" or "B" in this course will receive credit for academic and clinical KASAs in _____. Students receiving a grade of "C" or lower will complete remediation activities under the supervision of the instructor teaching the course.

Satisfactory completion of the objectives is defined as earning a grade equal to or higher than "B" in any course at the graduate level. If a student does not satisfactorily complete a specific KASA objective during the course, remediation will be planned, directed, evaluated and documented by the course instructor/clinical preceptor. Successful completion of the remediation plan is required for course completion.

SPEECH-LANGUAGE PATHOLOGY KNOWLEDGE AND SKILLS OUTCOMES:

The standards for the Certificate of Clinical Competence in Speech-Language Pathology can be found on the following ASHA link *https://www.asha.org/Certification/2020-SLP-Certification-Standards/*. Standards IV through V are related to knowledge and skills outcomes. Applicants for certification will demonstrate knowledge and skills in the following areas:

STANDARD IV-A

The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Chemistry and physics are important for the foundational understanding of the profession of speech-language pathology. For all applicants who apply beginning January 1, 2020, courses that meet the physical science requirement must be in physics or chemistry. Program directors must evaluate the course descriptions or syllabi of any courses completed prior to students entering their programs to determine if the content provides foundational knowledge in physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Coursework in research methodology in the absence of basic statistics cannot be used to fulfill this requirement

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, including 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 IV-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 practice.

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-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:

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, nonstandardized 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.

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 (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.

Interaction and Personal Qualities

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

b. Collaborate with other professionals in case management.

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

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

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 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 study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

STANDARD V-E

Supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession, who has the equivalent of a minimum of 9 months of full-time clinical experience, and who has completed a minimum of 2 hours of professional development in clinical instruction/supervision after being awarded ASHA certification.

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 client/patient populations 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.

M.S. PROGRAM POLICIES

CALENDAR OF EVENTS

The program follows the UAMS academic calendar. Students should refer to the calendar of speech-language pathology related events posted on the bulletin board outside the M.S. program Director's office. Students will also have access to a SLP academic calendar and a *University of Arkansas for Medical Sciences College of Health Professions Speech and Hearing Clinic. (UAMS CHP Speech and Hearing Clinic is its abbreviated form)* calendar.

CHANGE OF ADDRESS

In the event of a mid-semester change of contact information, the student is required to complete a new 'Student Information Form' and turn it in to the front office personnel.

CLASS AND CLINIC HOURS

The M.S. program provides classroom study, clinical observation, clinical experiences for, independent study, and seminars. Individual classes will generally meet one (1) day per week with some classes scheduled two (2) days per week. In addition, there will be clinical meetings, grand rounds, GA assignments and clinical and research activities scheduled on the other days. Students should expect to have clinical rotations both within and outside the *UAMS CHP Speech and Hearing Clinic.* Students are expected to provide their own transportation to clinical training sites. When necessary, the ASP department reserves the right to adjust class schedules, times and program sequencing, as well as clinical rotations outside of the Little Rock metropolitan area. As a full-time graduate student, you should consider graduate school your priority.

LEAVE OF ABSENCE

At times it may be necessary for a student to take a leave of absence. A student in good standing who desires a leave of absence should first speak with her/his academic advisor and the M.S Program Director. A leave of absence requires a program modification approved and signed by the M.S. program director. The student must then make a *formal written request* to the CHP associate dean for academic affairs using the *Request for Leave of Absence Form* located on the CHP website. Each request will be handled on a case-by-case basis. A leave of absence can occur only after approval. A Leave of Absence may be granted for up to one year to students in good academic standing. The Leave of Absence offers the student the opportunity to leave school temporarily with the assurance that studies can be resumed with minimal administrative difficulty. The student must inform the Program Director or department chairperson in *writing* of his/her intention to return by the program application deadline to assure clinical space for the returning student. For more information go to the following CHP link: https://healthprofessions.uams.edu/wp-content/uploads/sites/9/2017/03/Leave-of-Absense-Policy-and-Form-rev.2017-03-22.pdf

OFFICIAL CORRESPONDENCE

The UAMS email account is recognized as the official method of electronic communication with students. The program will communicate with students only *via* their UAMS email account. Student should use only their UAMS email account to communicate with off-campus supervisors. Students are expected to check their UAMS email accounts on a daily basis for program information and/or announcements.

At the discretion of individual faculty and students, texting communication may be implemented on a limited basis. Email is the primary method of electronic communication unless the situation requires urgent communication.

OUTSIDE EMPLOYMENT

Accommodations based on residence, outside employment, and personal situations are not guaranteed. The student's primary responsibility is to first fulfill all school obligations. Students should be aware that responsibilities increase with each year in the program.

PHYSICAL PRESENCE & ENGAGEMENT

Professionalism and a goal toward an attitude of life-long learning is highly valued in the M.S. program. One of the goals of our program is to help our students integrate these values. We would like to make clear our expectations regarding your attendance in class, clinic, assistantships and other school-related activities. The official program policy is:

> Attendance: Timely attendance at all class sessions is expected (tardiness, lateness, and internet usage). Unless arrangements have previously been made for clinical or research externships, illness, etc, absence is defined as not being present during the assigned class time. Course instructors may deduct points for absences at their discretion.
>
> Engagement: Our students are expected refrain from using devices during class time unless the instructional activities call for device use. Failure to adhere will result in the development of a remediation/action plan.

You are expected to present proper documentation for any absence that you believe may be excused. Individual faculty members have the discretion to determine whether an absence is excused or not.

1. Classes - In all classes, your attendance at each class session is expected. Should an emergency arise and you have to miss class, you must notify the instructor prior to the beginning of class. We realize that at times emergencies may arise and you may have to miss a class. Telephoning or emailing your instructor to that effect is a professional courtesy that you should be in the habit of; however, that call or email does not ensure that absence is excused.
2. Clinic – Your attendance is expected for all scheduled on- and off-campus clinics. Should an emergency arise, (e.g., you or your child are vomiting, have a fever, or are on your way to the hospital) contact your supervisor and client as soon as possible. It is your responsibility to have your supervisor's contact information readily available.
    a. If you have a scheduling conflict (e.g., doctor's appointment), you must make arrangements with your supervisor well in advance of the scheduled clinic, and arrange for another student to cover your clinic. For any on-campus clinic

absence a 'make-up' clinic must be scheduled with your supervisor. For off-campus clinic absences, consult with your off-campus supervisor.

b. You are expected to be in the clinic at least 30 minutes (or earlier) before your scheduled clinic time. This will allow time for set up and consultation with your supervisor to get ready for your scheduled patients.
c. You are expected to stay following the last patient to complete close-out tasks for the day. You are not excused from clinic until all clinic closing tasks have been completed, or at the discretion of the supervisor.

3. Graduate Assistantships/Traineeships: When you are paid to perform particular duties you are expected to behave in a responsible manner equivalent to any other paid position. This means you should do the following:

   a. Schedule regular work days/times with your supervisor;
   b. Arrive 15 minutes before your scheduled work time and work for the full scheduled time;
   c. There is no sick time or leave time for these positions. If you miss work due to illness or any other reason, this time must be made up.

4. Other Program Events and Conferences - Examples include Grand Rounds. These opportunities should be viewed by you as a valuable learning experience. It is the student's responsibility to sign the attendance sheets. Excused absences with proper documentation will not result in a lowering of the course grade.

5. Other opportunities will arise during your time in the UAMS M.S. program. The faculty will make you aware of these as they are known. Although attendance at many of these events is not tied to a grade, attendance should be considered an aspect of professionalism and you should plan to attend. Attendance also provides the opportunity to establish relationships with potential preceptors, employers and colleagues.

ACADEMIC PERFORMANCE/STUDENT PROGRESSION POLICY

In accordance with policies found in the CHP handbook found on the following website, https://healthprofessions.uams.edu/wp-content/uploads/sites/9/2018/08/College-of-Health-Professions-Catalog-2018-2019-final-web.pdf, the M.S. program is committed to excellence in academic, clinical and research activities. The following *minimum standards* for student performance are designed to reflect that commitment to excellence.

The speech-language pathology faculty conducts periodic reviews of student progress. Examples of these reviews include: clinical and professionalism evaluations, transcript review, focused faculty meeting, one-to-one review during semester advising sessions, performance-based evaluations at the end of each semester, and comprehensive examinations. These reviews are intended to be supportive in nature; that is, they are

designed to identify academic and/or clinical areas that need remediation for the student to successfully progress through the M.S. program.

EXPECTED PERFORMANCE

Expected performance includes but is not limited to the items below.

ACADEMIC

- Students will excel academically earning grades of B or better and at a minimum maintain an overall grade point average of 3.00 to remain in good academic standing.
- Successfully complete first and second year clinical performance-based evaluations.
- Pass the comprehensive examination in the fifth semester.
- Complete all didactic coursework.
- Complete the required research credits.

NON-ACADEMIC

- Consistently meets professional standards as rated by peers, faculty, staff, and community partners.
- Honor the academic integrity policy.
- Create an environment that values each individual including patients, classmates, instructors, and staff.

Notes:

- Should an "Incomplete" be earned in any academic or clinical course, the work must be completed by the end of the following semester.
- Consult the CHP Handbook for information regarding student appeal procedures.

REMEDIATION OF PERFORMANCE

POLICIES

ACADEMIC

Earning a C or below in a KASA course will result in the development of a remediation plan. The student will remain on a remediation plan until proficiencies of KASA objectives have been demonstrated. The product of remediation will not affect the previously earned course or clinical practicum grade.

NON-ACADEMIC

Professional behavior and academic integrity which do not meet expectations are examples of areas which may require remediation.

PROCEDURES

ACADEMIC

On earning a first grade of C or below in a KASA course, the instructor will notify the student's academic advisor and the Director of M.S. Speech-Language Pathology program. Then, the student will meet with the instructor advisor to begin formulating a *remediation plan* and for explanation of consequences of earning a second C or below. A *Student Action Form* will be completed by the academic advisor (and/or M.S. program Director) in coordination with the instructor and student. Some situations may require consultation with the Associate Dean of Students and Academic Affairs in the College of Health Professions. Decisions about remediation are made on a case by case basis.

NON-ACADEMIC

Upon demonstration of failure to meet the minimum expected non-academic standards, faculty, staff, or community partners will notify the student's academic advisor and/or the M.S. program Director. The student will meet with their academic advisor and M.S. program Director to begin a plan for resolving the issue. A *Student Action Form* will be completed by the academic advisor in coordination with the M.S. program Director. Some situations may require consultation with the Associate Dean of Students and Academic Affairs in the College of Health Professions. Decisions about issue and/or remediation are made on a case by case basis.

PROBATION STATUS

POLICIES

ACADEMIC

Students will be placed on academic probation for:

- Earning less than a 2.85 cumulative grade point average on 12 or more semester hours of graded coursework taken in residence
- Earning two C's or below in the same semester (students who earn a grade D or F in any course will be required to repeat that course)

NON-ACADEMIC

Students will be placed on non-academic probation for:

- Unresolved professional misconduct
- Unresolved academic misconduct
- Unexcused absence(s) at required functions/events
- Demonstration of unwarranted and/or disproportionate* professional misconduct
- Demonstration of unwarranted and/or disproportionate* academic misconduct

*As viewed by the program faculty

PROCEDURES

ACADEMIC

On earning a GPA less than 2.85 on 12 or more semester hours of graded coursework taking in residence for graduate credit in a graduate degree program, the student will be placed on academic probation. The student will meet with their academic advisor and the M.S. program Director for explanation of the process of probation and to develop a plan to be removed from probation. A *Student Action Form* will be completed by the academic advisor in coordination with the instructor and student. Some situations may require consultation with the Associate Dean of Students and Academic Affairs in the College of Health Professions. Decisions about probation are made on a case by case basis.

NON-ACADEMIC

Upon demonstration of failure to meet the minimum expected standards, faculty, staff, or community partners will notify the student's academic advisor and/or the M.S. program Director. The academic advisor will notify the student by letter and/or email. The advisor will also inform the M.S. program Director and the Chairperson of the department of the probation. Some situations may require a *Student Action Form* in consultation with the Associate Dean of Students and Academic Affairs in the College of Health Professions. Decisions about probation are made on a case by case basis.

CONSEQUENCES OF PROBATION

Students on probation will not be allowed to:

- Participate in off-campus practicum

RETURN TO GOOD STANDING STATUS (RELEASE FROM PROBATION)

ACADEMIC

Completion of the academic probation period is determined on a case by case basis. Determination of the student's return to good standing will be based the recommendations of the program faculty.

Examples of how to return to the status of good standing:

- After retaking coursework, the student improves the earned grade(s) of C to B or better
- The student's earned GPA is better than 2.85 during the next subsequent semester, not to include a C or below

NON-ACADEMIC

Completion of non-academic probation period is determined on a case by case basis. Determination of the student's return to good standing will be based the recommendations of the program faculty.

Example of how to return to the status of good standing:

- Demonstrating significant improvement and resolution of non-academic issues
- Resolution of professional misconduct issue and continued exemplary behavior
- Resolution of academic misconduct issue and continued exemplary behavior

DISMISSAL

POLICIES

Students may be dismissed from the program for:

1. As pertaining to academic probation, failure to complete remediation requirements recommended by the faculty on the student action form
2. Failure to satisfactorily complete a repeated course, in which a grade of D or below was earned initially, at a level of B or above
3. Earning failing grades in more than one course during one semester
4. Demonstrate grave academic or non-academic misconduct
5. Failure to successfully complete the performance-based or comprehensive examinations, including a second and/or third attempt
6. Failure to demonstrate sufficient change of probationary behavior within one semester to be removed from non-academic probation
7. Lack of professional conduct and/or any behavioral patterns that may jeopardize the safety or well-being of patients or others
8. Unethical or illegal activity including, but not limited to, academic misconduct or violations of the AAA Code of Ethics (http://www.audiology.org/publications/documents/ethics/default.htm?PF=1), the ASHA Code of Ethics (http://www.asha.org/docs/html/ET2003-00166.html), HIPAA regulations/law, Arkansas Law or Federal law
9. If the cumulative GPA is not raised to 2.85 or above on the next 9 hours of graded graduate coursework required by the student's program.
10. Failure to pass the required comprehensive examination on the third try.
11. Failure of random screenings may result in dismissal from the program (See page 84 of CHP Catalog at this link: https://healthprofessions.uams.edu/wp-content/uploads/sites/9/2018/08/College-of-Health-Professions-Catalog-2018-2019-final-web.pdf).

Note: When a graduate student has been dismissed for academic reasons, the student may petition the faculty as a whole for readmission after one (1) calendar year (approved 1/94).

PROCEDURES

Decisions about dismissal are made on a case by case basis. Recommendation for dismissal requires a majority vote for dismissal by the speech-language pathology faculty. In all cases the M.S. program Director, in consultation with the Chairperson of the department and the Associate Dean of Students and Academic Affairs in the College of Health Professions, will notify the student of the final decision by certified letter and email with receipt and read confirmation.

DEPARTMENTAL GRIEVANCE PROCEDURES

If a student feels that he/she has been, or is being, treated unfairly in an academic or clinical teaching situation, the student must follow the following procedures in voicing his/her grievance:

1. Consult with your academic advisor to review this policy together.
2. After seeking guidance from your academic advisor, choose one of the following two courses of action:
   a. Contact the faculty member teaching the course or directing the clinical activity. Let this individual know that you are concerned and precisely why. Document your efforts to resolve the situation. If the situation has been resolved, consult your academic advisor about the documentation necessary to protect your interests. Most problems can be resolved at this level.
   b. Inform your academic advisor that you feel it is not in your best interest to handle the situation directly and that you wish to pursue the matter further. Your academic advisor with assist you in preparing documentation of the problem. Contact the M.S. Program Director to discuss the matter. The M.S. Program Director will consult with the Chair of the Department as needed to help you resolve the issue.
3. If the matter is not resolved with your instructor (either for clinic or academic issues), or if your concern is with your academic advisor or the M.S. Director, bring the matter before the Department Chair.

The Chair will resolve the matter in question to the student's satisfaction or direct the student to the CHP Catalog and/or CHP Student Handbook for information regarding the student appeals process. The formal grievance procedure is detailed in the *CHP Catalog (*HTTPS://HEALTHPROFESSIONS.UAMS.EDU/WP-CONTENT/UPLOADS/SITES/9/2018/08/COLLEGE-OF-HEALTH-PROFESSIONS-CATALOG-2018-2019-FINAL-WEB.PDF)

STUDENT ACCOMMODATION

Students are referred to the CHP Student Handbook, "**Section 4.10 CHP DISABILITY POLICY**" about accommodations for schoolwork.

1. Office of Educational Development

University of Arkansas for Medical Sciences
4301 W. Markham St., #595
Little Rock, AR 72205
501-686-5720 (Voice)
http://www.uams.edu/oed/

2. UAMS Student Wellness Program
   201 Jack Stephens Drive
   Little Rock, AR 72205
   686-8408
   http://www.uams.edu/student%5Fmentalhealth/

WELLNESS/MENTAL HEALTH SERVICES

The UAMS Student Wellness Program (SWP) is a preventative service created to provide short term, confidential assistance for students who are actively enrolled at UAMS (Little Rock Campus). The purpose of this service is to provide the necessary tools for students to achieve their fullest potential.

Students seek help for depression, anxiety, grief, relationship conflicts, academic difficulties and numerous other issues interfering with their maximal functioning. Seeking care through the service is absolutely confidential. The only exceptions to the strict code of confidentially (as required by law) include homicidality (planning to kill someone else, or being so severely impaired that patients in your care are in jeopardy), suicidality (planning to kill self) and child abuse. Record keeping is also strictly confidential within the student mental health clinic (not entered into the campus wide UAMS electronic medical record).

For short term treatment, there is no financial cost to students seeking care. The service is made possible through the support of the UAMS Chancellor, the Deans of the Colleges at UAMS and a portion of the student health fee. When utilization reports are generated, the number of students utilizing the service and the types of problems students seek help for may be reported. Specific identifying information about students is NOT released. Note: Should a student's treatment require medication, the cost of filling a prescription is up to the student. Unfortunately, sample medications are not readily available any longer.

Due to the high volume of utilization, students are asked to keep an appointment once it is made or cancel as far as possible in advance to allow other students needing services timely access.

Referrals for Long Term Difficulties:
Students suffering from major mental illnesses and/or severe substance addiction requiring inpatient hospitalization and/or intensive long term care will be referred to a community mental health center, the UAMS Psychiatric Clinic, or to appropriate resources in the community. The cost for this level of care is the responsibility of the student (it is important to maintain health insurance coverage without lapse through school).

Hours:
The Student Wellness Clinic can be reached between **7:15 AM & 4:30 PM Monday through Friday**. Students are seen by appointment only. To schedule a confidential appointment, telephone Ms. Meshelle Helms, (program manager) or Ms. Sherry Bullard at **(501) 686-8408.** Both are trained to confidentially elicit information to allow for effective triage and scheduling with the most skilled clinician for a student's particular problem. In the rare event of an **after-hours emergency, telephone the UAMS operator at (501) 686-7000** identify yourself as a UAMS student with an emergent problem and request the operator to page the UAMS Department of Psychiatry resident on call.

Location:
The UAMS Student Wellness Office Suite is located at 201 Jack Stephen's Drive, on the street level. Parking is available in front of the clinic in spots reserved for the 'Student Wellness Program' **for the duration of the appointment**. **Unauthorized vehicles are ticketed and towed.** Visit http://www.uams.edu/student_mentalhealth/map.pdf for a map to the SWO.

Student Support Specialist

UAMS Student Support Specialist are available to meet with students to discuss a variety of support areas: emotional, financial resources, career advisement, and campus services.

GENERAL DEPARTMENTAL INFORMATION

BUILDING HOURS

The clinic building is open Monday through Friday and other hours by appointment. The clinic must be locked nights and weekends.

COPYING EQUIPMENT

Students may NOT use the office copying equipment for personal use. The equipment is to be used for clinic and departmental business only with approval from faculty. Copying equipment for personal student use is available at various sites around the UA Little Rock campus. Each student is assigned a copy machine code and has to input this 4-digit code in order to make copies.

COMPUTER AVAILABILITY

Computers for student use are available in the clinic office. No personal materials may be accessed or printed on this machine. These computers are strictly for clinic use.

Students may also use computers and printers located in the computer labs at UAMS.

STUDENT LOUNGE

The student workroom is housed in the clinic office, room 604. Students are expected to maintain this area including cleaning appliances as they are needed. A microwave oven and small refrigerator are available in this room for student use.

FACULTY MAILBOXES

Faculty mailboxes are located at UAMS outside faculty offices in CHP Building 5. Submit paperwork and other communications to your instructors using these mailboxes**.**

STUDENT LOCKERS

Student lockers are located in the student work area and are available for use only by ASP students enrolled in practicum. Priority for use is given to graduate students. Students are provided a lock and combination at orientation. In May, all lockers must be cleaned out and assigned locks returned. Locker sharing may be required due to the large number of students enrolled in the program.

STUDENT MAILBOXES

First year students have mailboxes provided for all speech-language pathology students enrolled in practicum in the student work area and are for distribution of mail, phone messages, notes, notices and returned assignments. **It is important to check your mailbox regularly.**

STUDENT EMAIL

UAMS provides a free email account for each graduate student. The department has designated the UAMS email account as the official method of electronic communication between students and the department and the faculty. Students are encouraged to regularly check their UAMS email. If an official departmental email is sent, it will be sent to your UAMS account and you will be responsible for knowing that information. **Therefore, it is important to check your university email account every day.**

OFFICE SUPPLIES

Students are not to remove supplies or materials from the secretaries' desks, the clinic office, or the office supply closet without permission.

HEALTH RELATED ISSUES

IMMUNIZATIONS AND TUBERCULOSIS TESTING

Proof of immunization for tetanus and diphtheria within the last ten years as well as immunizations against measles, mumps and rubella is required of all entering students

prior to registration. All students must provide proof of two immunizations against Hepatitis B before the end of the first semester of the program. All students are required to have a PPD (TB skin) test done within one year prior to initial registration as a student at UAMS. (Refer to current CHP Catalog for more information).

PROFESSIONAL LIABILITY INSURANCE COVERAGE

Professional liability insurance is provided for all students working in the clinic.

PROFESSIONAL MEMBERSHIP, DEVELOPMENT AND SERVICE

One key attribute of a professional is participation in associations and societies which influence the direction, education and practice of the members of a profession. In order to develop this aspect of professionalism, students are encouraged to maintain active student membership in at least one appropriate professional association or society during their tenure in the M.S. program. The department will pay for student membership in the Arkansas Speech-Language-Hearing Association. Membership in the National Speech-Language-Hearing Student Association or student membership in the American Speech-Language-Hearing Association is strongly encouraged. A list of professional organizations and governmental information is provided below.

Student Organizations

- The UAMS/UA Little Rock Student Speech-Language-Hearing Association (NSSLHA)

  Dana Moser, Ph.D., CCC/SLP, Faculty Advisor
  University Plaza, Suite 600
  501-569-3155

- The UAMS/UA Little Rock Student Academy of Audiology (SAA). Dues are $20 per year, payable in the fall semester.

  Samuel Atcherson, Ph.D., CCC/A, Faculty Advisor
  University Plaza, Suite 600
  501-569-3155

National Student Organizations

- National Student Speech Language Hearing Association
  2200 Research Boulevard #450 * Rockville, MD 20850
  PH: 800-498-2071 (ASHA Action Center) * Email: actioncenter@asha.org
  www.nsslha.org

- Student Academy of Audiology
  11730 Plaza America Drive, Suite 300 * Reston, VA 20190
  PH: 800-AAA-2336 * FX 703-790-8631
  http://www.audiology.org/education/students/SAA/Pages/default.aspx

State Professional Organizations with Student Memberships

- Arkansas Academy of Audiology (ARAA)
  www.ARAudiology.org
  PO Box 17447 * Little Rock, AR 72222

- Arkansas Speech-Language-Hearing Association (ArkSHA)
  P.O. Box 250261 * Little Rock, AR 72225
  PH: 877-427-5742 * FX: 501-244-2333 * email: arksha@arksha.org
  www.arksha.org

National Professional Organizations with Student Memberships

- American Speech Language Hearing Association
  2200 Research Boulevard * Rockville, MD 20850-3289
  PH: 301-296-5700 * Members: 800-498-2071 * Non-member: 800-638-8255
  FX: 301-296-8580 * TTY 301-296-5650 * Email: actioncenter@asha.org
  www.asha.org

- American Academy of Audiology
  11730 Plaza America Drive, Suite 300 * Reston, VA 20190
  PH: 800-AAA-2336 * FX 703-790-8631
  www.audiology.org

Licensure and Governmental Information

State Licensing Agency
Board of Examiners for Speech Pathology & Audiology
101 E. Capitol
Suite 211
Little Rock, AR 72201
Voice: 501-682-9180
Fax: 501-682-9181

Arkansas and U.S. Legislative Information

Arkansas State Home Page	http://www.state.ar.us/
Arkansas House of Representatives Home Page:	http://www.arkansas.gov/house/

Arkansas House of Representatives Home Page: http://www.arkansas.gov/senate/

Arkansas U.S. Representatives:

District 1:	Rick Crawford	http://crawford.house.gov/
District 2:	French Hill	http://hill.house.gov/
District 3:	Steve Womack	http://womack.house.gov/
District 4:	Bruce Westerman	http://westerman.house.gov/

Arkansas U.S. Senators:

John Boozman	http://www.boozman.senate.gov/public/
Tom Cotton	http://www.cotton.senate.gov

APPENDIX A: ASSURANCES

HONOR CODE
ASP CONFIDENTIALITY STATEMENT
CHP CONFIDENTIALITY STATEMENT
CHP PROFESSIONALISM SIGNATURE PAGE
ESSENTIAL FUNCTIONS & SIGNATURE PAGE
M.S. ACADEMIC HANDBOOK STATEMENT
M.S. CLINIC HANDBOOK STATEMENT
M.S. DEGREE PLAN

DEPARTMENT OF AUDIOLOGY AND SPEECH PATHOLOGY

STUDENT HONOR CODE

Whereas, the degree program in audiology and speech-language pathology is dual purpose – academic and professional – it is designated to produce graduates who are competent both as scientists and clinicians. For the health of the field, it is imperative that its member work in the best interest of the population they serve and for the general society. In order to achieve this goal, members must be trusted to work independently. That is, competent scientists and professionals must work *on their honor*. It follows that students striving to become honorable scientists and professionals must be trustworthy and must be able to perform *on their honor*.

Therefore, I, _____, pledge that I will work *on my honor* in all facets of the program – class work, practicum, research – to accomplish the assignments, tasks, and activities which may be required of me. I understand that academic, scientific, or professional dishonesty will result in my dismissal from the program.

Student _____ Date_____

Department Chair_____ Date_____

ASP CONFIDENTIALITY STATEMENT

UAMS DEPARTMENT OF AUDIOLOGY & SPEECH PATHOLOGY
UAMS CHP Speech and Hearing Clinic
2801 South University, Suite 600
Little Rock, AR 72204
501-569-3155 Phone 501-569-3157 Fax

I understand that, as a related part of my coursework, supervised observation practicum, and supervised practicum, I will have access to confidential information regarding clients of the UA Little Rock Speech and Hearing Clinic and other facilities.

I promise **NOT** to violate the privacy of any client by:

1. discussing information with persons other than faculty, supervisors, and other student clinicians for the purpose of clinical education.

2. placing confidentiality of information at risk by removing client files from the clinic or failing to implement appropriate procedures for reviewing files*.

I understand that a breach of confidentiality will result in serious penalties as determined by the faculty and administration of the program or sponsoring institutions. Penalties could include dismissal from the UA Little Rock/UAMS Department of Audiology and Speech Pathology.

My signature below indicates that I have read this statement carefully. In addition, the statement and its ramifications have been explained by a faculty member in the context of either practicum meetings or classes.

_____ _____
Student Signature Date

_____
Printed Name

*Procedures for reviewing files are posted in the clinic office.

UAMS
CHP Confidentiality Statement

Patients are entitled to confidentiality with regard to their medical and personal information. The right to confidentiality of medical information is protected by state law and now by federal privacy regulations knows as the Health Insurance Portability and Accountability Act (HIPAA). Those regulations specify substantial penalties for breach of patient confidentiality.

1. All patient medical and personal information is confidential information regardless of my educational or clinical settings(s) and must be held in strict confidence. This confidential information must never become casual conversation anywhere in or out of a hospital, clinic or any other venue. Information may be shared with only health care providers, supervising faculty, hospital or clinic employees, and students involved in the care or services to the patient or involved in approved research projects who have a valid need to know the information.
2. Under strict circumstances, upon receipt of a properly executed medical authorization by the patient or a subpoena, medical information may be released to the requesting party. Inquiries regarding the appropriateness of the authorization or subpoena should be directed to the medical records department, the Hospital's counsel or the University's Office of Legal Counsel at 501-686-5699 or 501-603-1379, depending on the situation.
3. Hospital Information System's user codes/passwords are confidential. Only the individual to whom the code/password is issued should know the code. No one may attempt to obtain access through the computer system to information to which s/he is not authorized to view or receive. If you are aware that another individual knows your code/password, it is your responsibility to request a new user code/password.
4. If a violation of this policy occurs or is suspected, report this information immediately to your supervising faculty.
5. Violations of this policy will result in disciplinary action up to and including termination from the program. Intentional misuse of protected health information could also subject an individual to civil and criminal penalties.

I, _____, acknowledge receipt of this Confidentiality Policy. I have read the policy and agree to abide by its terms and requirements throughout my education/training at UAMS and as a part of my participation in patient care activities.

Date received and reviewed_____

Signature_____

CHP PROFESSIONALISM AND PROFESSIONAL CONDUCT
SIGNATURE PAGE

Adherence to professional standards is an academic requirement for graduation from the College of Health Professions and a performance standard for students, staff and faculty. Failure to meet these standards will result in disciplinary action, which may include dismissal from the academic program and the college.

I, _____, acknowledge receipt of the CHP Policy on Professionalism and Professional Conduct. I have read the policy and agree to abide by its terms and requirements throughout my education/training at UAMS and as a part of my participation in patient care activities.

Date received and reviewed_____

Signature_____

Printed Name_____

ESSENTIAL FUNCTIONS DOCUMENT AND SIGNATURE PAGE

University of Arkansas for Medical Sciences
Department of Audiology and Speech Pathology

Essential Functions of Candidates for Program Admission and Continuance

INTRODUCTION

The graduate degrees in Audiology (Au.D.) and Speech Pathology (M.S.) are recognized as broad degrees requiring the acquisition of general knowledge and basic skills in all applicable domains. The core curriculum is designed to support student attainment of the academic and clinical competencies needed for graduation, optional certification, and licensure. The education of speech-language pathologists and audiologists requires assimilation of knowledge, acquisition of skills, and development of judgment through client care experiences in preparation for independent and appropriate decisions required in practice. The current practices of speech-language pathology and audiology emphasize collaboration among audiologists, speech-language pathologists, other health care and education professionals, the client, and the client's family.

POLICY

The accredited graduate programs in speech-language pathology and audiology of the University of Arkansas for Medical Sciences (UAMS), Department of Audiology and Speech Pathology (ASP) adhere to the standards set by the American Speech-Language-Hearing Association (ASHA). Within ASHA standards, the ASP program has the freedom and ultimate responsibility for: the selection of students; the design, implementation, and evaluation of the curriculum; the evaluation of student progress; and, the determination of who should be awarded a degree.

The ASP faculty has a responsibility for the welfare of clients tested, treated, or otherwise affected by students enrolled in the programs. The department has the responsibility to the public to assure that its graduates can become fully competent audiologists and speech-language pathologists, capable of delivering quality care in a timely manner and preserving the well-being of the clients they serve. Thus, it is important that persons admitted, retained, and graduated possess the intelligence, integrity, compassion, humanitarian concern, and the physical and emotional capacity necessary to practice speech-language pathology or audiology.

The Department of Audiology and Speech Pathology in the College of Health Professions (UAMS), is committed to the principle of equal opportunity. The University, College, and the Department do not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, or disability. When requested, the University, College, and the Department will provide reasonable accommodations to otherwise qualified students with properly certified disabilities. The ASP faculty has responsibility for the welfare of students in the department. In order to fulfill this responsibility, the department has established academic standards and minimum essential requirements that must be met, with or without reasonable accommodations, in order to participate in the program and graduate.

TECHNICAL STANDARDS

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology and audiology, to function in a broad variety of clinical situations, and to render

a wide spectrum of client care, students must have essential skills and attributes in five areas: communication, motor/physical health, intellectual-cognitive, sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state and national credentialing agencies. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. **Failure to meet, maintain, or progress in obtaining the essential functions may result in action against the student, including, but not limited to, dismissal from the program.**

Communication

A student must possess adequate communication skills to:

- Use speech, hearing, vision, and the English language to communicate effectively with clients, faculty, staff, peers, and other health care professionals in both oral and written form (i.e. therapy plans, progress notes, diagnostic reports, telecommunications).
- Communicate effectively and efficiently in oral and written forms including classroom projects, presentations, research, and in clinical reports.
- Modify his/her communication style to meet diverse communicative needs.
- Communicate in a succinct, yet comprehensive manner and in settings where time limits may be imposed.
- Assess and effectively communicate all relevant information including the significance of non-verbal responses.
- Assess incoming information to allow for appropriate, well-focused follow-up inquiries.
- Listen responsively and empathetically to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences.
- Express his/her ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback.

Motor/Physical Health

A student must possess adequate motor skills and physical health to:

- Execute movements reasonably required to move from area to area, maneuver in small places, use equipment, materials and technology (i.e. microphones, hearing aids, computers, augmentative/assistive communication devices, etc.) as needed to provide clients with appropriate care.
- Access transportation to clinical and academic placements.
- Provide for his/her own personal hygiene.
- Possess the physical health and stamina needed to carry out the speech-language pathology and audiology programs.
- Have sufficient use of motor skills to carry out all necessary clinical procedures, both those involved in learning the fundamental sciences and those required in the clinical environment.

Intellectual / Cognitive

A student must possess adequate intellectual and cognitive skills to:

- Participate in clinical settings and achieve the levels of competence required by the academic and clinical faculty and off-campus supervisors.
- Solve problems critical to the practice of speech-language pathology and audiology.

- Self-evaluate, identify, and communicate limits of one's own knowledge and skills.
- Identify and utilize resources to increase knowledge and skills.
- Utilize detailed written and verbal instruction to make unique and independent decisions.
- Measure, calculate, reason, analyze, and synthesize as needed in the academic and clinical arenas.
- Demonstrate the mental capacity to learn and assimilate professional information including the ability to read and comprehend professional literature and reports.
- Solve clinical problems through critical analysis.
- Seek relevant case information, synthesize, and apply concepts and information from various sources and disciplines.
- Write discipline-specific papers and clinical reports in English. These must be professional and grammatically correct.
- Maintain attention and concentration for sufficient time to complete clinical activities.
- Schedule and prioritize activities.
- Demonstrate the ability to divide attention (i.e. multitask).
- Demonstrate the ability to master information presented in course work in the form of lectures, written materials, projected images, and lab activities.
- Acquire the information presented through demonstrations and experiences in the clinical training portion of the program
- Observe clients accurately and interpret non-verbal communication when performing clinical assessments and treatment activities.

Sensory / Observational

A student must possess adequate senses of vision and hearing to:

- Accurately observe clients and interpret and analyze their behaviors.
- Adequately treat clients and use equipment appropriately.
- Visually monitor client responses and materials.
- Make accurate judgments about speech and/or acoustic signals.

Behavioral / Social

A student must possess adequate behavioral, ethical, emotional, and social attributes to:

- Display mature, empathetic, and effective relationships by exhibiting compassion, integrity, and concern for others.
- Recognize and show respect for individuals of different ages, genders, races, religions, sexual orientations, cultural and socioeconomic backgrounds, and disabilities.
- Recognize and make adjustments when a client's family does or does not understand the clinician's written and/or verbal communication.
- Maintain generally good emotional and mental health to fully utilize his/her intellectual abilities and exercise good judgment including prompt completion of all academic and clinical responsibilities. Seek assistance when needed.
- Display good judgment and behave in a professional, reliable, mature, and responsible manner.

- Demonstrate flexibility and adaptability to function in new and stressful environments.
- Evaluate his/her own performance and be forthright about errors, accept constructive criticism, and look for ways to improve academic and clinical performance.
- Exhibit professional appearance and demeanor by conforming to appropriate standards of dress, appearance, language, and public behavior, including social media.
- Uphold the Code of Ethics of the American Speech-Language-Hearing Association, the Health Information Privacy and Accountability Act, as well as the departmental Honor Code.

Each student must continue to meet all of the Technical Standards set forth. A student may be denied permission to continue in the Master of Science Program in Speech Pathology or the Doctor of Audiology Program at UAMS should the he/she fail at any time to demonstrate all of the required Technical Standards.

Candidates for the Master of Science in Communicative Disorders (M.S.) and/or the Doctor of Audiology (Au.D.) who have been accepted for admission will be required to verify that they understand and meet these essential functions. Admission decisions are made on the assumption that each candidate can meet the essential functions and fulfill essential functions without consideration of disability.

"Students have the responsibility to self-identify as a person with a disability with a need for accommodation(s). Students should submit all requests for adjustments, including auxiliary aids, to the ADA / Disability Services Coordinator. It is recommended that students thoroughly review technical standards, course descriptions, and the applicable syllabus to determine if accommodations may be needed. While students may engage in discussion with faculty about the need for accommodations, conversations should be focused on barriers in the academic environment and how they might be reduced. Students do not have to disclose their disability, or provide any supporting documentation, to anyone other than the ADA Coordinator."

If an applicant states he/she can meet the essential functions with accommodation, then the Department will determine whether it agrees that the student can meet the essential functions with reasonable accommodation. This includes a review of whether the accommodation would jeopardize client safety or the educational process of the student or the institution, including all coursework and internships/practicum placements deemed essential to graduation. At any time in the course of a student's enrollment in the Department, should his/her needs change, the student can request accommodation through the ADA Coordinator.

The ADA Coordinator and the Department of Audiology and Speech Pathology will jointly decide what accommodations are suitable and possible in terms of reasonable accommodation, and will render the person capable of performing all essential functions established by the program.

References: Adapted from the Council of Academic Programs in Communication Sciences and Disorders (2007) and the Harding Communication Sciences and Disorders Essential Functions Document.

Please sign ONE of the following Essential Functions statements:

Statement for Students who are *NOT* Requesting Accommodations

I certify that I have read and understand the Essential Functions of Candidates for Program Admission and Continuance listed above and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards, I may be dismissed from the program.

_____ ____/____/____

Signature of Applicant Date

_____

Printed Name of Applicant

OR

Statement for Students Requesting Accommodations

I certify that I have read and understand the Essential Functions of Candidates for Program Admission and Continuance listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the *Disability Support Services* Office to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodation, I may be dismissed from the program.

_____ ____/____/____

Signature of Applicant Date

_____

Printed Name of Applicant

GRADUATE SLP ACADEMIC HANDBOOK STATEMENT

My signature on this page serves as verification that I have received the Graduate SLP Academic Handbook. By signing this form, I certify that I have read and understand the "Graduate SLP Academic Handbook" for the Audiology Program in the UAMS Department of Audiology and Speech Pathology. I agree to abide by all of the policies and procedures stated in this manual and understand that failure to do so may jeopardize my progress in the M.S. program. Potential consequences include probation, withdrawal from clinic, and in more egregious cases, withdrawal from the program.

_____ _____

Name of Student (Print) Date

_____

Signature of Student

Return this document to:

Director of M.S. SLP Program
UAMS Department of Audiology and Speech Pathology
4301 West Markham Avenue, Slot 702
Little Rock, AR 72205

SLP CLINIC HANDBOOK STATEMENT

My signature on this page serves as verification that I have received the SLP Clinic Handbook. By signing this form, I certify that I have read and understand the "SLP. Clinic Handbook" for the Audiology Program in the UAMS Department of Audiology and Speech Pathology. I agree to abide by all of the policies and procedures stated in this manual and understand that failure to do so may jeopardize my progress in the M.S. program. Potential consequences include probation, withdrawal from clinic, and in more egregious cases, withdrawal from the program.

_____ _____

Name of Student (Print) Date

_____

Signature of Student

Return this document to:

Director of M.S. SLP Program
UAMS Department of Audiology and Speech Pathology
4301 West Markham Avenue, Slot 702
Little Rock, AR 72205

Advisor: _____

Student's Last Name: _____

DEGREE PLAN
MASTER OF SCIENCE IN COMMUNICATIVE DISORDERS

The following is the Master of Science degree plan for _____ who was admitted to the graduate program on _____ and entered the program on _____. All requirements must be completed within six (6) years from the entry date and must be completed by _____.

Degree requirements may be satisfied with either a thesis or non-thesis option. A Student choosing to do a thesis will be awarded six (6) credit hours. The non-thesis options (Independent Research) will be awarded three (3) credit hours toward the degree.

Standard III-A: The applicant must demonstrate knowledge of the principles of biological sciences, mathematics, and the social/behavioral sciences.
Official transcripts in the student's files includes at least three (3) semester hours of credit at the college level (non-remedial) in each of the following:

1. Biological science (minimum 3 hours)
Course Title: _____ Semester: _____
University: _____

2. Physical science (minimum 3 hours)
Course Title: _____ Semester: _____
University: _____

3. Social/Behavioral science (minimum 3 hours)
Course Title: _____ Semester: _____
University: _____

4. Statistics (minimum 3 hours)
Course Title: _____ Semester: _____
University: _____

This plan was prepared on: _____

Student Name: _____

Student Signature: _____

Advisor Signature: _____