The Master of Science program in Speech Language Pathology at Saint Mary’s College has been accepted as a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

Candidacy is a "pre-accreditation" status with the CAA, and is awarded to developing or emerging programs for a maximum period of five years.
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Introduction

This document outlines policies and practices for successful completion of the Master of Science degree (MS) in Speech Language Pathology through the Department of Communicative Sciences and Disorders. Other, College-specific policies regarding graduate education may be found in the College Bulletin.

https://www.saintmarys.edu/registrar

Saint Mary’s College Mission Statement

Saint Mary’s College is a Catholic, residential, women’s college in the liberal arts tradition. A pioneer in the education of women, the College is an academic community where women develop their talents and prepare to make a difference in the world. Founded by the Sisters of the Holy Cross in 1844, Saint Mary’s promotes a life of intellectual vigor, aesthetic appreciation, religious sensibility, and social responsibility. All members of the College remain faithful to this mission and continually assess their response to the complex needs and challenges of the contemporary world.

Communicative Sciences and Disorders Department Mission

The Mission of the Department of Communicative Sciences and Disorders is to provide high quality preparation to undergraduate and graduate students seeking careers in working with individuals who have speech, language and hearing disorders, and their families. Program graduates will be guided by principles of evidence-based practice and will work in collaboration with other professionals, adhering to the highest ethical standards in serving the needs of our diverse community.

History of the College

In 1843, University of Notre Dame founder Father Edward Sorin wrote to his superior, Father Basil Anthony Moreau, to request that he send sisters to a new mission in the wilderness of northern Indiana “to look after the laundry and the infirmary…and also to conduct a school, perhaps even a boarding school.” Four Holy Cross sisters answered the call and, after a 40-day voyage from Le Mans, France, they arrived on May 30, 1843. They established the first school and novitiate in 1844 just north of South Bend, Ind., in Bertrand, Mich.

Answering the needs of their community, the sisters taught orphan girls and ministered to the poor and the sick. Under Mother Angela Gillespie, the first American to head Saint Mary’s Academy, the school moved to its present site in northern Indiana in 1855.

In 1908, the charter for Saint Mary’s Academy was amended to authorize the legal existence of a college, and Mother Pauline O’Neill, then director, became the College’s first president. Known as the “builder for God” because of the unprecedented growth during her tenure, Mother Pauline’s most notable accomplishment—Le Mans Hall—still stands as the most recognizable symbol of Saint Mary’s.
The distinguished tenure of Sister Madeleva Wolff began in 1934. She reminded leaders that “the essence of our college is not its buildings, its endowment fund, its enrollment, or even its faculty; the essence is the teaching of truth.” Some of her most tangible contributions included the establishment of the School of Sacred Theology and the construction of the Moreau Center for the Arts. Sister Madeleva was known for her poetry, her eloquence and her outspokenness. The Madeleva Society, composed of special benefactors of the College, bears her name, as does the Madeleva Memorial Classroom Building and the Madeleva Lecture Series.

Through more than 160 years and 11 presidents, Saint Mary’s College has embraced the mission envisioned by Father Moreau and has continued to make real in the lives of students and alumnae its core values: learning, community, faith and spirituality, and justice. From modest beginnings as a boarding school teaching and ministering to orphans, to offering five bachelor’s degrees and boasting more than 18,000 living alumnae, the College has continued to grow and prosper as a Catholic women’s college in the liberal arts tradition.

Beginning in 2015, Saint Mary’s College will begin offering graduate degrees in nursing, data analytics and speech pathology. The expansion of educational programming is predicated on the College’s long standing responsiveness to the needs of the regional community in addition to the commitment to academic excellence. Graduate education at Saint Mary’s is not restricted to women.


https://www.saintmarys.edu/about/who-we-are/history

**Equal Opportunity Policy**

Saint Mary’s College does not discriminate on the basis of race, gender, sexual orientation, color, national origin, religion, age, or disability in the recruitment and admission of students. This nondiscriminatory policy also applies to all the rights, privileges, programs, and activities generally accorded or made available to students at the College, and to the administration of educational policies, scholarships and loan programs, student employment and other College-administered programs.

The Saint Mary’s Judd Leighton Clinic does not discriminate in the delivery of professional services on the basis of race, color, religion, national or ethnic origin, disability, age, sexual orientation, genetic information, citizenship, or status as a covered veteran; or other characteristics protected by federal, state or local statute or ordinance.

Questions pertaining to discrimination may be directed to:

Clinic or Program Director
Department of Communicative Sciences and Disorders
34 Madeleva Hall, Ste. 150
Saint Mary’s College
Notre Dame, IN 46556
American Speech and Language Association,  
Council on Academic Accreditation  
ASHA National Office  
2200 Research Boulevard  
Rockville, MD 20850-3289  
USA  
Members: 800-498-2071  
Non-Member: 800-638-8255  
http://www.asha.org/about/contacts/

Further information can be obtained from the Office of Civil Rights website:  
http://www.state.gov/s/ocr/  

**CSD Faculty/Staff Information**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor</td>
<td>Susan Latham Ph.D., CCC-SLP</td>
<td></td>
</tr>
<tr>
<td>Professor Emeritus</td>
<td>Sandra Schneider Ph.D., CCC-SLP, BC-ANCDS (A)</td>
<td></td>
</tr>
<tr>
<td>Visiting Professor</td>
<td>Karin Thomas M.S. CCC-SLP</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Rhonda Tomenko Ph.D., CCC-A</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Carla Youngdahl, Ph.D., CCC-SLP</td>
<td></td>
</tr>
<tr>
<td>Director of Clinical Practice</td>
<td>Janet Lovett, M.S., CCC-SLP</td>
<td></td>
</tr>
<tr>
<td>Asst. Director of Clinical Practice</td>
<td>Jennifer Essig, M.S., CCC-SLP</td>
<td></td>
</tr>
<tr>
<td>Professional Specialist</td>
<td>Julie Voor, M.S., CCC-SLP</td>
<td></td>
</tr>
<tr>
<td>Adjunct Professors</td>
<td>Kimberly Boynton, M.S. CCC-SLP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paul Cooke, Ph.D. CCC-SLP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Traci Fink-VanOoteghem, M.S. CCC, SLP</td>
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</tbody>
</table>
Admissions Information

Professionals in speech-language pathology begin the licensing and certification process by obtaining a Master’s degree in the discipline. Prospective graduate program applicants are required to hold a bachelor’s degree in communicative sciences and disorders or the equivalent. Students with backgrounds including communication sciences and disorders, education, health-related professions, biomedical sciences, and psychology are encouraged to apply. The following are graduate admission requirements for Saint Mary’s College, Department of Communicative Sciences and Disorders:

- Graduation from a regionally accredited undergraduate college or university. Candidates are expected to have maintained at least a 3.0 cumulative GPA in undergraduate coursework.

- Completion of an undergraduate CSD major or have completed the undergraduate CSD prerequisites or their equivalents. Descriptions of courses are located at: https://www.saintmarys.edu/academics/resources/course-catalog
  - Introduction to Communicative Disorders (recommended but not required).
  - Anatomy & Physiology of the Speech and Hearing Mechanism.
  - Phonetics.
  - Speech & Hearing Sciences.
  - Introduction to Audiology.
  - Child Language Development.
  - Clinical Methods and Supervised Observation (recommended but not required).
  - Statistics.
  - At least one course in the biological sciences, e.g., Introduction to Biology.
  - At least one course in the physical sciences, e.g., Introduction to Physics, Acoustics, etc.
  - At least one course in the behavioral sciences, e.g., Developmental Psychology.

- Official transcripts from every college or university attended. If currently attending college, most recently completed semester grades must be included.

- Graduate Record Exam scores, recommend top 50th percentile. (Saint Mary’s School Code: 6970)
• Three letters of recommendation from persons familiar with academic and/or professional abilities that address potential for success.

• Personal statement that addresses reasons for pursuing an advanced degree in speech-language pathology, professional objectives, and how Saint Mary’s aligns with your personal and professional goals.

• Passing a criminal background check, fingerprint check.

• A video interview.

Please note that simply meeting these criteria is not a guarantee of admission. As is the case with most graduate programs in speech-language pathology, admission is highly competitive.

Graduate Program Curriculum

The MS degree in speech pathology requires successful completion of a minimum of 60 graduate credits. Only courses at the 500-level or above are considered in the graduate degree program. Courses required are listed below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 501</td>
<td>Aural Rehabilitation</td>
</tr>
<tr>
<td>CSD 502</td>
<td>Assessment</td>
</tr>
<tr>
<td>CSD 503</td>
<td>Speech Sound Disorders</td>
</tr>
<tr>
<td>CSD 505</td>
<td>Early Childhood Language Disorders</td>
</tr>
<tr>
<td>CSD 506</td>
<td>Later Childhood Language Disorders</td>
</tr>
<tr>
<td>CSD 508</td>
<td>Adult Language Disorders I</td>
</tr>
<tr>
<td>CSD 509</td>
<td>Adult Language Disorders II</td>
</tr>
<tr>
<td>CSD 510</td>
<td>Research Methods in Speech-Language Pathology</td>
</tr>
<tr>
<td>CSD 512</td>
<td>Neurology for Speech-Language Pathology</td>
</tr>
<tr>
<td>CSD 514</td>
<td>Low Incidence Communication Disorders I (fluency &amp; voice)</td>
</tr>
<tr>
<td>CSD 515</td>
<td>Low Incidence Communication Disorders II (AAC &amp; cl palate)</td>
</tr>
<tr>
<td>CSD 516</td>
<td>Motor Speech Disorders</td>
</tr>
<tr>
<td>CSD 522</td>
<td>Dysphagia</td>
</tr>
</tbody>
</table>
### CSD 524 Communication in Autism Spectrum Disorder 3
### CSD 525 Counseling in Communicative Disorders 2
### CSD 584 Clinical Practicum: Clinical Proseminar 1
### CSD 585 Clinical Practicum (take twice) 3
### CSD 586 Clinical Practicum 3
### CSD 587 Advanced Clinical Practicum 6
### CSD 612 Social Entrepreneurship in Speech language pathology 0
### CSD 698 Comprehensive Examination 0

or **CSD 699 Thesis Option (one credit hour per semester for 3 semesters) 1**

### Total Credits Required 60 (61)
Saint Mary's College - Master of Science in Speech Language Pathology
Sequence of Learning (60 credit hours)

**Year One: Fall Semester**
- CSD 502 Assessment (3)
- CSD 503 Speech Sound Disorders (3)
- CSD 505 Early Childhood Language Disorders (3)
- CSD 512 Neurology for SLP (3)
- CSD 584 Clinical Practicum: proseminar (1)

**Year One: Spring Semester**
- CSD 506 Later Childhood Language Disorders (3)
- CSD 508 Adult Language Disorders I (3)
- CSD 510 Research Methods in Speech-Language Pathology (3)
- CSD 516 Motor Speech Disorders (3)
- CSD 585 Clinical Practicum (3)

**Year One: Summer Semester**
- CSD 514 Low Incidence Communication Disorders I (Fluency & voice) (3)
- CSD 515 Low Incidence Communication Disorders II (AAG & Cleft Palate) (3)
- CSD 524 Communication in Autism Spectrum Disorder (3)
- CSD 585 Clinical Practicum (3)

**Year Two: Fall Semester**
- CSD 501 Aural Rehabilitation (3)
- CSD 509 Adult Language Disorders II (3)
- CSD 522 Dysphagia (3)
- CSD 525 Counseling (2)
- CSD 586 Clinical Practicum (3)

**Year Two: Spring Semester**
- CSD 587 Advanced Clinical Practicum (6)
**Academic Advising**

Incoming graduate students will be assigned an academic and clinical advisor. They will meet with their advisors each semester individually or within a group to discuss progress in the degree program and in their clinical skill development. An electronic record keeping program (Calipso) is utilized to track student progress within the program as well to maintain data regarding clinical experiences.


**Academic Requirements**

The Master of Science (MS) degree in Speech Language Pathology prepares students for entry into the profession of speech-language pathology. This assertion is based on the program’s adherence to Council of Academic Accreditation (CAA) standards which outline a comprehensive list of knowledge and skills for successful clinical practice. The knowledge and skills assessment (KASA) is the Program’s roadmap with respect to development of experiences for each individual student. The Department standards for graduate student performance are in keeping with College standards for graduate education.

**Completion of the Master’s Degree**

The graduate degree is not conferred for a mere collection of credits. A well-balanced, unified, and complete program of study is required, including evidence of successful achievement of both academic and clinical skill development. The program utilizes a cohort model, suggesting that all students move through the curriculum at a similar rate.

The MS degree in speech-language pathology requires successful completion of a minimum of 60 graduate credits. Only courses at the 500-level or above are considered in to be the graduate degree program.

Speech-language pathology students are also required to complete a written comprehensive examination. Written examinations will take place the first Monday and Tuesday following the mid-term break, typically offered two times a year.

Failure to complete the program requirements will result in forfeiture of degree eligibility unless the program recommends that the student complete a retake. If a retake or an extension is granted, the student must complete it by the end of the following semester.

**PRAXIS Examination:**

Successfully submit the PRAXIS exam.

- Reporting institution code: 0970
- Attending institution code: 1702
Comprehensive Examinations

Second year students are required to complete comprehensive examinations in order to qualify for graduation. These are waived if the student successfully completes a thesis. The purpose of these examinations is to evaluate each student’s knowledge of concepts, content, procedures and terminology from their graduate studies as well as their ability to apply this knowledge. These examinations are designed to be summative in nature and to address the nine knowledge / skill areas identified by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

Written examinations consist of the following sections:

- 2 Case studies
- A 60 question multiple-choice examination that will include items from the nine major ASHA knowledge areas.

Preparation for the multiple-choice section should include student review of the Praxis study guide. Case studies will require students to integrate information from several courses in order to draw conclusions from the presented information. Students should be prepared to discuss speech, language and hearing disorders; interpret results of an assessment; generate a treatment plan and justify referrals. Information regarding counseling, collaboration, and typical development may also be included. The areas of phonetics, anatomy and physiology, and neurological aspects will be incorporated as deemed necessary, based on the content of various case studies.

The comprehensive examinations are scheduled over a 2 day period. Students will have a maximum of 2.5 hours to complete each of the three sections, for a total of 7.5 hours.

The student must achieve minimum competency level in order to pass the multiple-choice portion of the examination.

Assessment of Written Comprehensive Examinations

For each of the case studies, two faculty members will independently read the responses and rate them as Pass or Not Pass. The final rank assigned to each response depends on both faculty members’ assessment. The evaluators must be in agreement in order to assign a Pass or Not Pass.

In the case in which a student does not pass one or both case studies, she or he is to meet with faculty members for reading lists and suggestions in preparation to rewrite the same case study. The rewrite must be completed within two weeks of notification of not passing.

Students who do not pass the multiple-choice section of the comprehensive examination will meet with faculty to present an oral defense.

Arrangements will be made between the student and the department to present an oral defense.

One retest is allowed in the same semester in which the candidate originally writes the comprehensive exam. A student who does not pass the retest should consult the department head or program coordinator, who will recommend a strategy for remediation, such as enrolling in
additional coursework for credit or audit, reading additional materials, etc. The candidate may then apply for another retest in the subsequent semester.

**Additional Procedures**

If a student should fail the same comprehensive exam area twice, she or he will be required to complete remediation activities which may include retaking a course and/or assigned written and/or oral tasks in order to demonstrate adequate competency in the content area of the question. If these tasks and the comprehensive exam question in the specified area are not successfully completed, the student will not graduate.

**Pursuing a Thesis Option**

All students wishing to pursue the thesis option will be expected to complete a scholarly activity that will be of sufficient quality for professional presentation and/or publication. A thesis is intended to acquaint the student with research methodology. It is expected that original research or replication of a research project will be undertaken. Students who select the thesis option must identify an advisor that they believe will provide the best guidance in the pursuit of their objectives.

**Research Standards**

The student may not use the name or stationary of Saint Mary’s College in connection with personal research, without the sponsorship of a member of the CSD Program faculty.

Research involving human subjects must meet the guidelines of the Saint Mary’s College Institutional Review Board. The student must consult the academic faculty to assure these guidelines are followed.

[https://www.saintmarys.edu/institutional-research](https://www.saintmarys.edu/institutional-research)
[https://www.saintmarys.edu/portal/institutional-review-board](https://www.saintmarys.edu/portal/institutional-review-board)

**Academic Standing**

Graduate students are expected to maintain good academic standing throughout the period of their enrollment. The College Bulletin indicates this includes: 1) meeting the standards of quality of her or his academic program; 2) making satisfactory progress toward completion of degree requirements within the established time limit; 3) meeting the requirement regarding continuous registration; 4) meeting the minimum required cumulative grade point average of 3.0. If a student fails to satisfy requirements of the degree program, the student may be dismissed based on the academic unit’s recommendation to the College.

**Academic Probationary Status**

A graduate student is expected to maintain a B average throughout his or her program of study (3.0/4.0 GPA). The student and his or her advisor will receive written notification of academic probationary status from the Program Director if:
• The student earns a grade lower than a B- in a course; or
• The student earns a single semester GPA lower than 3.0.

Written Communication will be directed to the student’s permanent address on file with the College. A second course grade lower than a B- may result in dismissal from the program even if the cumulative GPA is above 3.0. Students may continue on academic probation for no more than two consecutive semesters. No grades below a B may be counted as fulfilling degree requirements; such grades will be calculated into the grade point average. Grades below B- such as a C or D grade are awarded to graduate students and are used to calculate both semester and cumulative GPA; however, they will not be accepted for completion of graduate course work. Students may be required to repeat courses to complete the degree. See individual program policies for additional detail about courses with grades below B-.

The faculty, staff, and administration of Saint Mary’s College are committed to helping students achieve success in his or her graduate studies. Therefore, the GPA of each graduate student is reviewed at the end of each semester by his or her advisor to determine whether action is necessary.

Completing Degree Requirements in Academic Probationary Status

A student may complete all remaining degree requirements during a semester in which the student was in Probationary Status. If the student’s cumulative GPA at the end of the semester is 3.0 or above, the student’s probationary status will be elevated to Good Academic Standing. If the student’s cumulative GPA is below 3.0, the student remains in Academic Probationary Status.

Transfer Credit

Pre-Admission Graduate Credits: A program may accept graduate coursework completed at another accredited college or university toward meeting its degree requirements. Official transcripts must be submitted to Graduate Admission from the records office where the credits were earned. A student may transfer graduate credits earned at another accredited college or university only if all of the following requirements are satisfied.

• The student has graduate degree-seeking status at Saint Mary’s College.
• The courses taken were graduate courses that are appropriate for their graduate program at Saint Mary’s College. • Grades of B (3.0/4.0 scale) or better were achieved.
• Generally, the courses to be transferred were completed within a five-year period prior to admission to a graduate program at Saint Mary’s College.
• The transfer is approved by the Graduate Program Director of the student’s intended program.

Typically, no more than six semester graduate credit hours may be transferred into a Saint Mary’s College graduate program. Additional graduate credit hours may be transferred by students who already have an earned graduate degree.
Grades for accepted transfer courses are not included in the student’s Saint Mary’s GPA.

Certain types of graduate credits are not accepted for transfer to Saint Mary’s College graduate programs. In particular, graduate programs do not accept credit awarded

- for life experience;
- for courses taken at non-collegiate institutions (e.g., government agencies, corporations, and industrial firms);
- or by post-secondary institutions that lack candidate status or accreditation by a regional accrediting association, or some equivalent international accreditation.

All transfer credit is subject to review and approval, at outlined above.

**Disabilities Resource Office**

Saint Mary’s College will provide reasonable accommodations to qualified graduate students with disabilities who request accommodations and provide appropriate documentation.

Documentation should be provided by an appropriately credentialed professional—a physician for physical disabilities, a psychologist with training in the learning disabilities of adults and adolescents for learning disabilities, a mental health provider licensed to diagnose psychiatric disabilities. The specific content of the documentation will vary with the nature of the student’s disability, but in all cases it should include a diagnosis, justification, recommendations, and a clear rationale for the recommendations.

The student will sign a release allowing the disabilities specialist to inform his or her professors of the accommodations to which he or she is entitled, and to discuss their implementation. The student is responsible for reviewing and arranging for accommodations with the disabilities specialist and his or her professors each semester. Faculty should consult with the disabilities specialist before making any accommodations requested by students.

**Office of Student Success**

Located in the Academic Resource Center in Madeleva Hall, the Office for Student Success offers workshops, programs, and individual consultation for all Saint Mary’s College students. This office provides assistance to students covering topics such as time management, study strategies, and stress relieving strategies.

**Enrollment**

All degree seeking graduate students must register each semester during the dates and times posted by the College Registrar. Any admitted student who fails to maintain continuous enrollment (see the Continuous Enrollment policy) must apply for reinstatement to the College’s Provost, who will review the student’s case with the Graduate Program Director of the relevant program. Students should consult their programs’ policies for additional requirements regarding full-time enrollment.
status. The College defines full time, half time, and less than half time enrollment statuses in the following manner:

<table>
<thead>
<tr>
<th></th>
<th>Fall/Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time status</td>
<td>8 credit hours</td>
<td>6 credit hours</td>
</tr>
<tr>
<td>Half-time</td>
<td>4 to 7.5 credit hours</td>
<td>3 to 5.5 credit hours</td>
</tr>
<tr>
<td>Less Than Half-Time</td>
<td>3.5 or fewer credit hours</td>
<td>2.5 or fewer credit hours</td>
</tr>
</tbody>
</table>

**Leave of Absence**

A leave of absence (LOA) is a period of time during which a student remains in the intended graduate program but is inactive. Students do not take courses at Saint Mary’s College during a leave of absence or engage in academic or practicum activities that are part of their program of study.

Whenever possible, students must request a LOA in advance of the leave from the Graduate Program Director at Saint Mary’s College. A LOA will only be granted under extraordinary circumstances including but not limited to such events as prolonged illness, serious injury, family circumstances, relocation, change in employment status, etc.

A request for an LOA must be made in writing and should include the length of time desired for the LOA, the reason for the leave request, and a defined plan to return to the program after the LOA is complete.

Without prior approval from the Graduate Program Director, transfer credits will not be granted for courses taken elsewhere during a leave of absence.

Students who do not qualify for or are not granted a LOA may transition to inactive status (See policy on Continuous Enrollment and Academic Standing: Inactive Academic Status). Inactive status does not require formal approval but does count against the maximum time to graduation.

**Academic Policies and Procedures**

**Academic Appeals**

**Grade Appeals**

The instructor has the jurisdiction in determining and assigning grades at the end of the semester. The criteria for assigning grades must be stated in the course syllabus and communicated to students at the beginning of the course. Students have the right to appeal a final grade that they believe was not consistent with grading polices stated in the syllabus and/or different from those applied to other students in the same course. Before appealing, the student must meet with the instructor to discuss
his or her dissatisfaction with the grade. This process must be initiated within 30 days of the start of the new semester. If the grade dispute is not settled at this level, the student and instructor will confer with the program director. If the issue is still not resolved, the student may initiate a formal grade appeal to the Provost. The appeal must be initiated within 10 working days of the decision being sent by the program director. The Provost will appoint three faculty members from across the graduate programs to serve on a Graduate Hearing Board. This Graduate Hearing Board will make a recommendation to the Provost. The Provost will notify the student of the final disposition of the appeal. The decision of the Provost is final.

**Dismissal Appeals**

A student has the right to appeal a dismissal from the graduate program for academic reasons other than academic dishonesty by submitting an appeal in writing to the Provost within 10 working days of the decision being sent by the program director. The appeal must include reasons the student believes s/he should be reinstated and a plan for future success. The decision on the student’s status will be made by the Provost after consultation with members of the graduate program in which the student is enrolled. The Provost will notify the student of the decision. The decision of the Provost is final.

In cases of dismissal for academic misconduct, refer to the policy on Academic Integrity and Academic Honesty below.

In cases of dismissal for non-academic reasons, refer to the Code of Student Conduct.

**Academic Calendar**

The academic year is divided into two semesters and one summer session. The fall semester begins in late August and ends before the Christmas holidays. The spring semester begins in mid-January and ends in May. The summer session begins in mid-May and continues until mid-August. There is a one-week mid-semester break in the fall and spring, short Thanksgiving and Easter recesses, and a vacation of approximately a month between fall and spring semesters.

Most graduate courses taught in the fall and spring semesters are taught for the duration of the 15-week semester. Graduate courses taught in the summer vary in length depending on the program. All courses taught in the summer are compressed.

[https://www.saintmarys.edu/academics/resources/academic-calendar](https://www.saintmarys.edu/academics/resources/academic-calendar)
Academic Integrity and Academic Honesty

Saint Mary’s College is dedicated to intellectual inquiry and the personal and professional growth of its students. Academic integrity is foundational to the vibrant academic life and social structure of the College and represents the mutual engagement in learning between students and faculty members. Academic integrity is grounded in certain fundamental values which include truth, honesty, respect, responsibility, and fairness that form the basis for a vibrant academic culture. The highest standards of academic integrity are expected of all graduate students and faculty members in academic coursework and research activities. Activities that compromise truth gleaned through the advancement of learning and knowledge development undermine intellectual effort.

Academic integrity, in all its forms, is an explicit value of the College. Academic honesty is a form of academic integrity. Academic honesty can be best understood by the ethical standards guiding faculty in their academic work. Specifically an individual’s contributions, in terms of words and scholarly findings, are attributable to the individual scholar alone; no other individuals can honestly claim another’s ideas as their own. Furthermore, the integrity of scholarly knowledge rests on the accurate demonstration of the assumptions and reasoning that produced it. These standards are used as the implicit basis for teaching and learning in the College.

Responsibilities for Academic Honesty

Academic honesty consists of truth telling and truthful representations in all academic contexts. All members of the academic community have a responsibility to ensure that academic honesty is maintained.

Faculty responsibilities include:

- Upholding the College’s principles of academic honesty.
- Mitigating opportunities (where reasonable) for dishonesty,
- Promulgating this policy to graduate students by placing it in the course syllabi.
- Protecting students’ privacy, whether in confronting an individual suspected of dishonesty or receiving reports of dishonesty from others.
- Communicating and sharing evidence of the dishonesty with the student.
- Imposing an appropriate penalty as stated in the syllabus or as stated in the department handbook if dishonesty happens outside of class.
- A student who has been found to commit an act of academic dishonesty in a program requirement that lies outside of a particular course, (e.g. comprehensive, thesis, project, or presentation), may fail this requirement. Each program will determine the way in which a student can address the successful completion of this requirement. Students will not be
dismissed from their program of study unless they have more than one violation of academic honesty or a single violation of academic honesty that is so egregious as to warrant dismissal. Whether a single instance of academic honesty is raised to the level of the egregiousness will be determined by the Dean of Graduate Studies and the Program Director.

- Reporting instances of academic dishonesty to the designee of the Provost.

**Student responsibilities include, but are not limited to:**
- Refraining from violations of academic integrity.
- Completing individual assignments with their own work.
- Completing collaborative assignments by appropriate division of labor.
- Completing internship, clinical or practicum assignments including time of service with their own work.
- Refusing to participate in an act of academic dishonesty.
- Notifying instructors of dishonesty that is observed.

Violations of academic integrity include, but are not limited to: cheating on assignments or exams, fabrication of data, tampering, sabotaging another student’s work, plagiarism, falsification of records and official documents, unauthorized access to computerized academic or administrative records or systems, and aiding and/or facilitating any such activities. It is assumed that all work submitted by a student represents the student’s own ideas and work. Verbatim copying, paraphrasing, adapting or summarizing the work of another, regardless of the source — whether books, journals, periodicals, websites, or other forms of media — must be properly cited. Any representation of the work of another that is not properly referenced is considered to be plagiarism. Ignorance of what constitutes plagiarism is not a defense to an allegation of a violation of the academic integrity policy. Any act that involves misrepresentation regarding the student’s academic work or that abridges the rights of other students to fair academic competition is unacceptable.

Any context in which students neglect or actively decline to be fully honest in academic work is academic dishonesty. Similarly, failure to report observations of academic dishonesty is considered to constitute a violation of academic integrity. The medium in which full honesty is ignored — whether electronic, print or verbal (e.g., verbally claiming responsibility for another person’s academic work) — is immaterial. Neither is it important whether the academic work in question is required for a course or optional, a quiz or a test, a term paper or an in-class essay, graded or ungraded, etc. Neither does it matter whether the student benefits directly or at all from the dishonesty.

**Professional Standards**

Individual graduate programs at Saint Mary’s College may have additional, discipline-specific ethical guidelines as appropriate to the program. Please see the relevant Program’s policies.
**Academic Standing**

**Good Academic Standing**
A degree-seeking graduate student is in good academic standing if he or she: 1) meets the standards of quality of his or her academic program; 2) makes satisfactory progress toward completion of degree requirements within the established time limit; 3) meets the requirement regarding continuous registration; 4) meets the minimum required cumulative grade point average of 3.0. Individual degree programs may have policies in place for satisfactory academic progress. Students are responsible for verifying additional satisfactory progress policies as required by his or her degree program. If a student fails to satisfy the requirements of his or her degree program, the student may be dismissed from his or her program based on the academic unit’s recommendation to the College.

**Academic Probationary Status**
A graduate student is expected to maintain a B average throughout his or her program of study (3.0/4.0 GPA). The student and his or her advisor will receive written notification of academic probationary status from the Program Director if:

- The student earns a grade lower than a B- in a course; or
- The student earns a single semester GPA lower than 3.0.

Written Communication will be directed to the student’s permanent address on file with the College. A second course grade lower than a B- may result in dismissal from the program even if the cumulative GPA is above 3.0. Students may continue on academic probation for no more than two consecutive semesters. No grades below a B- may be counted as fulfilling degree requirements; such grades will be calculated into the grade point average. Grades below B- such as a C or D grade are awarded to graduate students and are used to calculate both semester and cumulative GPA; however, they will not be accepted for completion of graduate course work. Students may be required to repeat courses to complete the degree. See individual program policies for additional detail about courses with grades below B-.

The faculty, staff, and administration of Saint Mary’s College are committed to helping students achieve success in his or her graduate studies. Therefore, the GPA of each graduate student is reviewed at the end of each semester by his or her advisor to determine whether action is necessary.

**Completing Degree Requirements in Academic Probationary Status**
A student may complete all remaining degree requirements during a semester in which the student was in Probationary Status. If the student’s cumulative GPA at the end of the semester is 3.0 or
above, the student’s probationary status will be elevated to Good Academic Standing. If the student’s cumulative GPA is below 3.0, the student remains in Academic Probationary Status.

**Grading Policies: Incompletes**

All work for credit is expected to be completed within the term it is attempted including independent studies. This expectation of students should also guide faculty members who teach graduate courses. That is, faculty are obligated to evaluate and grade graduate work by the end of the term in which the course is offered.

An incomplete grade (X) should only be given when an emergency or other legitimate reason prevents a student, who has been passing the course, from completing some critical portion of the required work. An incomplete grade is not automatic and must be negotiated with the course instructor prior to the final exam week. If an incomplete is granted by the instructor, the student is generally expected to complete the course requirements within 30 days after the beginning of the next term. If no change has been made by the approved due date, the grade will convert to a grade of F. Extensions for incompletes beyond 30 days require formal approval from the Graduate Program Director.

See the Saint Mary’s College Graduate Bulletin for more information https://www.saintmarys.edu/academics/resources/course-catalog

**Clinical Education / Practicum**

Detail regarding policies governing the process of clinical education may be found in the Graduate Program Clinic Handbook.

Enrollment in clinical practicum is required to take 16 credit hours throughout the program. Each student must have 25 clock hours of authorized observation signed by a licensed speech-language pathologist who holds the Certificate of Clinical Competence (CCC) in Speech-Language Pathology from the American Speech-Language-Hearing Association (ASHA). The observation requirement must be completed prior to any student clinical assignment.

**Student Assessment of Knowledge and Skills**

Each course offering in the curriculum has been designed to provide students with knowledge and skills requisite for functioning as a speech-language pathologist. The knowledge and skills are aligned with learning outcome statements. These statements are found in each course syllabus, including those for clinical practicum. Outcomes are consistent with and follow the numbering of the ASHA 2014, Standards for the Certificate of Clinical Competence in Speech-Language Pathology.

The ASHA Standards Assessment Form is completed for each student in each class or clinical experience every semester by rating performance as either “met,” “emerging” or “remediate”.

See the Saint Mary’s College Graduate Bulletin for more information https://www.saintmarys.edu/academics/resources/course-catalog
The CALIPSO management system is employed to track student learning experiences, following the Knowledge and Skills (KASA) outline.

Flexibility: The assessment system records student performance in meeting KASA standards. Students may meet goals with a mix of classes, clinical assignments, research, independent studies, and other approved activities. This flexibility allows faculty to adapt classes to address important concepts as they pertain to the current best practice in speech-language pathology.

Development: The assessment system is used as a developmental tool for students. There are multiple opportunities for students to achieve all of the specific knowledge and skills needed for entry-level clinical practice. However, should a student require extra help, there is a system in place to identify areas of need and create objective remediation plans to address those needs.

**Remediation**

Remediation plans are designed to improve a student’s knowledge and skills in a specific area judged to fall below an acceptable level of minimum competence. Three scenarios can result in the implementation of a remediation plan.

A remediation plan will be automatically implemented whenever a student receives a score of “remediate” from any instructor or supervisor.

A remediation plan may be instituted if a student receives either multiple scores of “emerging” within an individual experience, or multiple scores of “emerging” on the same ASHA standard. The decision to implement a remediation plan under these circumstances will be made jointly by the instructor(s) who gave the “emerging” scores and the Program Director.

A student may request that a remediation plan be developed for scores of “emerging” that did not already result in a plan. The decision to implement a remediation plan under this circumstance must also be approved by the instructor(s) and the Program Director. This is to be based on the impact that receiving “emerging” will have on the student’s successful completion of the program in a timely manner. For example, a remediation plan may be implemented if few or no future opportunities are available for that standard to be addressed. A remediation plan may not be approved if there are many future prospects for completion of the standard.

If a remediation plan is necessary, the following steps will take place:

The Program Director will meet with the instructor(s) involved including academic and clinical instructors. Students will be involved in these discussions to facilitate successful remediation.

The plan will outline the activities and/or experiences the student must complete to demonstrate adequate improvement in the area of concern. This plan must include measurable goals that can be completed within one semester, specification of persons who will be responsible for monitoring and implementing plans to achieve each goal, and specific consequences due to the student’s failure to meet the plan. The development of the plan is a shared responsibility between students and faculty. The student, Program Director, and Clinic Director (if applicable) will each sign and receive a copy of the plan. If other faculty or clinical instructors are responsible for any portion of the plan, they will also receive a copy.
In the case of academic needs, the faculty instructor(s) involved in identifying areas of need typically will serve as mentor(s) towards the completion of the plan, unless stated otherwise by the Program Director.

The ASHA Standards Assessment Form will be updated to include a “met” in the appropriate row(s) of a new column entitled “remediation.” Columns indicating that a “remediate” was received are not expunged from the record.

**Definitions of Terms**

*Met:*
Student has demonstrated knowledge in this standard that is commensurate with expectations for speech-language pathologists who will be beginning their Clinical Fellowship. Clinical skills will be considered “met” if they are appropriate for a given student’s clinical experience level.

*Emerging:*
Student has demonstrated progress towards the objective, but not enough to meet it. Ratings of emerging do not count positively towards the completion of an ASHA standard.

*Remediate:*
Student has not demonstrated satisfactory progress towards the objective. This rating indicates “not passing”. Any student on track to receive a “remediate” rating should meet with the instructor responsible for the content (academic or clinical) to discuss the development of a remediation plan. Instructors are encouraged to recommend remediation as soon as problems arise during the semester, to avoid the need for plans that extend beyond the time window. Plans should be developed between the instructor of record, the student and the Graduate Program Director.

**Calipso Tracking System**
The Communicative Sciences and Disorders Department at Saint Mary’s College utilizes a secure, on-line program to track clinical experiences: Calipso. This system also enables students to maintain an electronic portfolio and manage a variety of external documents. It allows the Clinic Director to maintain a comprehensive database of clinical sites and instructors. Students will have access to this system over the course of their graduate studies and then continuing for three years after graduation to allow and ensure access to clinical hours. Students will be trained prior to accessing the Calipso system.

**Technology Use and Computers**
Computers are available to students for clinical activities in the card access clinic work room and for academic use in the computer labs on campus. The computers in the card-accessed clinic work room are for activities related to clinic ONLY. No other student is allowed in the student work room or other clinical areas unless explicitly permitted by the Clinic Director or Program Director.

As a user of Saint Mary’s information technology resources, it is the student’s responsibility to be aware of Saint Mary’s policies on using Saint Mary’s information technologies and federal, state, and
local laws that affect use of technology, in addition to the guidelines specified here. This policy outlines information regarding Saint Mary’s expectations, what your rights are and how to report policy violations. Further information about technology and security at Saint Mary’s College may be obtained at: https://www.saintmarys.edu/it-policies.

**Procedures for Complaints against Graduate Education Programs**

A complaint about any accredited program or program in candidacy status may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public.

1. **Criteria for Complaints**

Complaints about programs must: (a) be against an accredited educational program or program in candidacy status in speech-language pathology and/or audiology, (b) relate to the standards for accreditation of education programs in audiology and speech-language pathology, and (c) include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all institutional grievance and review mechanisms before submitting a complaint to the CAA.

All complaints must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association.

The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The complainant’s burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by email or facsimile.

The complaint form must be signed and submitted with any relevant appendices via U.S. mail, overnight courier, or hand delivery—not via e-mail or as a facsimile—to:

Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850
For more information:
http://caa.asha.org/programs/complaints/

2. **Determination of Jurisdiction**

Receipt of a complaint is acknowledged and forwarded to the Executive Committee of the CAA within fifteen (15) days of receipt of the complaint. The original letter of complaint is placed in a National Office file separate from the program’s accreditation file. The Executive Committee determines whether the complaint meets the above-specified criteria.
If the Executive Committee of the CAA makes the determination that the complaint does not meet the above-listed criteria, the complainant is informed within thirty (30) days of the letter transmitting the complaint to the chair that the CAA will not review the complaint.

3. Evaluation of Complaint

If the Executive Committee of the CAA determines that the complaint satisfies the above-listed criteria, the CAA will evaluate the complaint.

a. The chair of the CAA informs the complainant within thirty (30) days of the letter transmitting the complaint to the chair that the Council will proceed with an evaluation. Because it may be necessary to reveal the identity of the complainant to the affected program or to other potential sources of relevant information, the complainant will be required to sign a waiver of confidentiality within thirty (30) days of the letter indicating that the CAA will proceed with its evaluation. The complainant is given the opportunity to withdraw the complaint during that time. If the complainant does not wish to pursue the matter, the investigation is concluded. If the complainant does not wish to withdraw the complaint, the complainant is asked to keep the initiation of an investigation confidential.

b. Within fifteen (15) days of receipt of the waiver of confidentiality, the chair of the CAA notifies the program director and the institution’s president or president’s designee by certified return receipt mail that a complaint has been registered against the program. The notification includes a redacted copy of the complaint without revealing the identity of the complainant. The program’s director and the institution’s president or president’s designee are requested to provide complete responsive information and supporting documentation that they consider relevant to the complaint within forty-five (45) days of the date of the notification letter.

c. Within fifteen (15) days of receipt of the program’s response to the complaint, the chair of the CAA forwards the complaint and the program’s response to the complaint to the CAA. The materials are redacted and the identity of the complainant and the program under investigation is not revealed to the members of the CAA or to recipients of requests for information, unless a majority of CAA members consider such disclosure necessary for the proper investigation of the complaint. If the majority of Council members conclude that individuals other than the complainant, the program director, and the institution’s president or president’s designee may have information relevant to the complaint, the chair of the CAA requests such information.

d. After reviewing all relevant information, the CAA determines the course of action within thirty (30) days. Such actions include, but are not limited to: dismissal of the complaint recommending changes in the program within a specified period of time as they relate to standards (except for those areas that are solely within the purview of the institution) continuing the investigation through an on-site visit to the program placing the program on probation withholding/withdrawing accreditation.

e. If the CAA determines that a site visit is necessary, the program director and the institution’s president or president’s designee are notified, and a date for the site visit is expeditiously scheduled. The program is responsible for expenses of the site visit. The site visit team is selected from the
current roster of CAA site visitors. During the site visit, emphasis is given only to those standards with which the program is allegedly not in compliance. The site visit team submits a written report to the CAA no later than thirty (30) days following the site visit. As with all other site visits, only the observations of the site visitors are reported; site visitors do not make accreditation recommendations. The CAA forwards the report to the program director and the institution’s president or president’s designee within fifteen (15) days. The program or institution should provide a written response to the chair of the CAA within thirty (30) days of the date on which the report is postmarked to the program director and the president or president’s designee. The purpose of the response is to verify the accuracy of the site visit report.

f. The CAA reviews all evidence before it, including the site visit report and the program’s response to the report, and takes one of the following actions within twenty-one (21) days: dismisses the complaint, recommends modifications of the program within a specified period of time (except for those areas that are solely within the purview of the institution), places the program on probation, withholds/withdraws accreditation.

g. If the CAA withholds/withdraws accreditation, the program director and the institution’s president or president’s designee are informed within fifteen (15) days of the CAA decision that accreditation has been withheld/withdrawn. Notification also includes justification for the decision, and informs the program of its option to request Further Consideration. Further Consideration is the mechanism whereby the program can present appropriate standards and ask the CAA to reevaluate its decision to withhold/withdraw accreditation. If the program does not exercise its Further Consideration option, the CAA’s decision to withhold/withdraw accreditation is final and no further appeal may be taken. If accreditation is withheld/withdrawn, the chair of the CAA notifies the Secretary of the United States Department of Education at the same time that it notifies the program of the decision.

If the program chooses to request Further Consideration, the CAA must receive the request within thirty (30) days from the date of the notification letter. With the request for Further Consideration, the program must submit additional written documentation to justify why accreditation should not be withheld/withdrawn. A hearing with the CAA is not provided for Further Consideration requests. The CAA will evaluate the request for Further Consideration and take one of the following actions within thirty (30) days: recommends modifications of the program within a specified period of time (except for those areas that are solely within the purview of the institution) places the program on probation withholds/withdraws accreditation

h. Within fifteen (15) days of its decision the CAA notifies the program and the complainant of its decision.

i. If the CAA decision after Further Consideration is to withhold/withdraw accreditation, the program may appeal the decision in accord with the Appeal Procedures described in the Accreditation Manual.
Checklist for Completing the Master’s Degree/PRAXIS

This checklist should help ensure that you meet requirements for the degree at the appropriate times:

Complete prerequisite undergraduate course deficiencies. In the first conference with the academic advisor during the professional phase of the program, the student should identify such deficiencies and plan to remediate them.

Secure regular admission to the MS program.

Successfully complete all knowledge and skills outcomes associated with the clinical and academic training program.

Complete sufficient clinical experience to obtain a minimum of 400 clock hours, at least 325 hours at the graduate level with 50 clock hours in each of three types of clinical settings, and meet all minimum requirements for the Certificate of Clinical Competency (CCC).

Submit the application for graduation at the beginning of the semester of graduation.

Successfully submit the PRAXIS exam.

  0970- Reporting institution
  1702- Attending institution