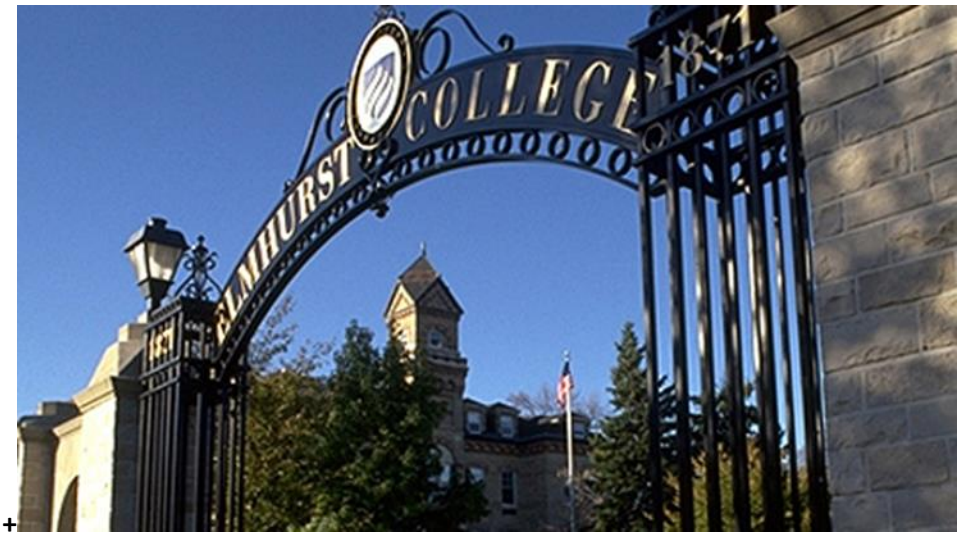
Department of Communication Sciences & Disorders (CSD)

CSD Graduate Program Student Handbook

For all students in the
Master of Science (M.S.) program
in Speech-Language Pathology

2017-2018



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WELCOME TO NEW STUDENTS

Welcome to our new Elmhurst College graduate students! We are pleased to welcome you to the Elmhurst College Speech-Language Pathology Graduate Program. You have worked hard to prepare for this important step in your professional preparation. Congratulations on this accomplishment!

IMPORTANT NOTES

Graduate students are responsible for following all policies and procedures associated with Elmhurst College and the Department of Communication Sciences & Disorders (CSD). It is the responsibility of the student to be familiar with the contents in this Graduate Student Program Handbook (GSPH), as well as the contents in the Graduate Practicum Handbook (GPH).

Please think of this handbook as a guide and NOT a contract between students and the Department of Communication Sciences and Disorders. Policies and procedures may be updated at the discretion of Elmhurst College and/or the CSD Department. When applicable, college policy supersedes policies in this handbook.

This handbook has been prepared to assist graduate students progress towards degree completion and certification. It provides department policies and procedures for student advisement as well as other requirements and conditions that must be met to satisfactorily complete the Master of Science in Communication Sciences and Disorders. We ask that you bring the GSPH with you during each advising meeting with the program director.

We encourage you to keep the GSPH throughout your time in our Department and later with your personal professional records. It contains information that will help you now as you plan and record your progress toward the Master's degree, and it may be helpful to you later if you need documentation of your graduate school experience.

Although all efforts will be made to keep the information in this handbook accurate and current, it is important that students realize the following:

- In preparing applications for ASHA certification, state licensing, and professional educator licensure, the most recent information issued by the granting agency should be consulted.
- The College's most current graduate catalog and information announcements should be consulted each term for information on academic processes, dates, services and deadlines.
- This handbook is updated annually. College and Department policies may change, and it is the responsibility of the student to be informed about current policies.

The student is expected to become familiar with the contents of this handbook and to use it as a reference throughout their education in our CSD program. As indicated above, you, the graduate student, are responsible for adhering to the contents of this handbook. If there are points that are unclear, please seek clarification from the graduate program director, department chair, or clinic director.

This CSD Graduate Student Program Handbook is a living document and is posted on the CSD website.

Thank you.

Brenda K. Gorman, PhD, CCC-SLP
Professor and Graduate Program Director

ELMHURST COLLEGE

Founded in 1871, Elmhurst College is accredited by the North Central Association of Colleges and Schools and is a private college. Elmhurst ranks among the top colleges in the Midwest, according to "America's Best Colleges," the survey by *U.S.News & World Report*. The Princeton Review also lists Elmhurst among the region's premier institutions of higher learning. The College is located in Elmhurst, Illinois, a beautiful suburb that recently ranked Number 1 in a *Chicago* magazine survey of the "best places to live." Downtown Chicago is a 30-minute train ride away. The Elmhurst campus is a 48-acre arboretum. It boasts nearly 800 trees and shrubs, plus modern facilities required of scholarship today. Professors, not teaching assistants, teach all classes at Elmhurst. The College offers more than 60 majors, three accelerated majors for adults, 15 pre-professional programs, and 15 graduate programs.

MISSION STATEMENT OF THE CSD DEPARTMENT

The mission of the Program in Communication Sciences and Disorders at Elmhurst College is to prepare speech-language pathologists to achieve the highest standards of academic learning, clinical service, scientific inquiry, and creative work. The focus of the faculty and staff is to uphold and foster integrity in all areas of the profession and to promote the use of evidence-based decisions while providing a mutually respectful environment in which scholarship and intellectual curiosity are promoted, sensitivity to issues of diversity is maintained, responsible service to others is fostered, and the impact of communication disorders on individuals and significant others is emphasized. The ultimate goal of the program is to satisfy the institution's requirements for a master's degree in speech-language pathology and to fully prepare students for national certification as speech-language pathologists by the American Speech-Language-Hearing Association and for other related credentials as licensed speech-language pathologists by the State of Illinois, and as licensed public school speech-language pathologists by the Illinois State Board of Education.

ACCREDITATION OF THE PROGRAM

The Master of Science (M.S.) program in speech-language pathology through the Department of Communication Sciences and Disorders at Elmhurst College is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. The program is accredited through June 30, 2022.

The Master of Science (M.S.) program in speech-language pathology through the Department of Communication Sciences and Disorders at Elmhurst College is also approved by Illinois State Educator Preparation and Teacher Licensure Board of the Illinois State Board of Education.

CSD Graduate Program Website

The CSD website provides a thorough composite overview of our program. You may view it at http://public.elmhurst.edu/masters_communication_sciences_disorders

Academic Catalog Website

The Elmhurst College Academic Catalog containing information about the CSD graduate program can be viewed at: http://public.elmhurst.edu/academics/1266607.html

DEPARTMENTAL INFORMATION

The academic and clinical faculty members are certified by the American Speech-Language-Hearing Association (ASHA) and licensed by the State of Illinois. A listing of the faculty and staff of the department with brief biographies can be found on the website at http://www.elmhurst.edu/masters_communication_sciences_disorders/136776098.html

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Elmhurst College
190 S. Prospect Avenue
Elmhurst, IL 60126

Department Location: Second floor, Circle Hall

Department Phone: 630-617-3555
Department Fax: 630-617-6461

Website: http://public.elmhurst.edu/masters_communication_sciences_disorders

Directory

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Speech-Language-Hearing Clinic

The Speech-Language Pathology Program was established in 1946 as a program in speech correction. Both the program and the clinic were established by Marjorie Cochran-Hessler with the support of C.C. Arends, Chairman of the Speech Department. Ms. Cochran had just completed her master's degree under the direction of Helmut Myklebust at Northwestern University. The Program and the Clinic were moved from Kranz Hall to Irion Hall in 1979 and then to one of the College's newest buildings, Circle Hall, dedicated in the fall of 2004. The clinic contains seven treatment rooms with adjacent observation rooms, faculty offices, a well-equipped materials room, student resource room and child-size restroom.

Hours of Operation for the Speech-Language-Hearing Clinic

The typical hours of operation for the Speech-Language-Hearing Clinic (SLHC) are as follows (except on holidays): Monday/Wednesday: 12:00-6:00, Tuesday/Thursday: 9:00-6:00, Friday: 9:00-12:00

If a responsible administrative or faculty person is not present in the SLHC, it will be locked and unavailable for use.

Forms

All department and clinic forms will be made available to students once they are enrolled in the graduate program and have attended the orientation meeting and their first practicum. The forms accessed by students are organized into two categories: CSD Department forms, which are in the Graduate Student Program Handbook (GSPH), and Speech-Language-Hearing Clinic Forms, which are in the Graduate Practicum Handbook (GPH).

Knowledge and Skills Standards/Student Progress Tracking Form (SPTF)

During the spring and fall terms of each academic year, you and the graduate program director will update your progress through the program. The Knowledge and Skills Standards/Student Progress Tracking Form (SPTF) will be signed and dated by both you and the program director and will summarize your progress through the program. It will also help you verify that your degree completion is on track and that the prerequisites for your Clinical Fellowship (CF) are up to date. Additional details about this process are presented later in this Handbook. We use a web-based tracking application, CALIPSO, to enable you to have access at any time to your academic and clinical progress through the program. The Tracking Form and Calipso will be used in parallel.

Advising

The graduate program director, Dr. Gorman, serves as your advisor. You will meet with her at least once per semester for an advising session. During each session, the advisor and student will discuss the following: program, certification and licensure requirements; the student's progress toward meeting these requirements; policies and procedures; student support within the College; and other relevant areas regarding the program and profession that the student would like to discuss. Students have access to their academic files and are encouraged to assist the advisor in ensuring that information in their files is accurate.

USE OF DEPARTMENT FACILITIES

Bulletin Boards

The bulletin board in the graduate Student Computer Lab specifically for graduate students. Please check this board as you walk through this area for important information, such as research, employment, and volunteer opportunities.

Computer Lab/Study Area

Graduate Student Computer Lab/Study Area. The graduate student computer lab/office space is in Circle Hall, room 250. If the door to Room 250 is locked, please see the Clinic or Department Administrative Assistant or a faculty member. When using this space (like all other spaces in the Department), students are responsible for ensuring that lights and instruments are turned off upon leaving. Computers and printers are also available in Rooms 108 and 110 in Daniels Hall, which has open access labs available to all College students.

Email Account and Correspondence/Information to Students

Information for students will be sent electronically to their Elmhurst College email address. Students must use the Elmhurst College email account for all clinic-related correspondence. This is related to HIPAA guidelines. Further discussion of this will occur in CSD 500.

Mailboxes

Graduate student mailboxes are located in Circle Hall #250.

Name Badges

It is mandatory to wear a Name Badge when in the clinic. EC will provide the first badge. If lost, subsequent badges are billed to the student. EC Badges are worn during Externships, unless the site requires that its own facilities' badge be worn. The badge should be returned to the clinic when it is no longer needed.

Storage Area

Storage lockers are available in the hallway outside the clinic. Locker assignments are arranged with the Clinic Administrative Assistant.

Telephones

The use of Department telephones is restricted. Students may use Departmental phones for communicating with clinic clients. These activities require permission of the Clinic Director, the Department Administrative Assistant, the Clinic Administrative Assistant, a faculty member, or your clinic supervisor/educator.

Wi-Fi

Students may access the Internet in any area of the Department or Clinic. They may do so using the computers in the CSD graduate student computer lab or they may use their own laptop.

ADDITIONAL COLLEGE RESOURCES

Access and Disability Resources

Elmhurst College will make accommodations for students with disabilities based on the presentation of appropriate documentation. If you believe that you have a disability that may impact your work in this course, contact Dr. Corinne Smith, Disabilities Services Coordinator, at corinne.smith@elmhurst.edu,

630-617-6448, http://public.elmhurst.edu/academics/1266627.html. Students needing academic accommodations are required to provide required disability-related documentation. Although they may request an accommodation at any time, in order to best meet their individual needs, they are urged to register and submit necessary documentation 8 weeks prior to the time the student wishes to receive accommodations. Concerns or questions related to the accessibility of programs and facilities at EC may be brought to the attention of the Dean's office or the Office of Affirmative Action and Equal Opportunity.

- It is at the discretion of the student to provide the letter to any professor or the CSD Department
- Letters are only valid for one term
- Accommodations are provided, by the professor, only from the date that the student presents the letter to the professor
- Only accommodations listed on the letter are provided to the student

Both Disability Services and the Learning Center for academic support are located in the Frick Center in Room 229.

Book Store

Beck's Books at Elmhurst College, located on the west end of Goebel Hall, supplies textbooks, clothing, and other items. http://www.becksbooks.com/textbook/elmhurst-college-home.

Buehler Library

The most prestigious professional association for college libraries has named the A.C. Buehler Library winner of its 2010 Excellence in Academic Libraries Award. Phone: 630-617-3167; http://library.elmhurst.edu/

Counseling Center

Students sometimes experience difficulties that undermine success in their academic and personal lives. Counseling Services provides a variety of free services to help students achieve more satisfying relationships, improve their academic performance, and make more effective career and life choices. For more information, please call (630) 617-3565; http://public.elmhurst.edu/wellness/

Financial Aid, Assistantships, and Other Financial Opportunities

EC offers a variety of possibilities to students for financial assistance. The Program Director will provide information about these opportunities during the fall term of each year. Currently available is the Goodban Fellowship, which is merit-based. Criteria for the fellowship includes completion of all prerequisite CSD requirements, minimum 3.5 undergraduate GPA, minimum GRE score of 310 composite and at least 4 on writing, strong letters of recommendation, NSSLHA involvement with leadership potential, and a focused statement of purpose. Also available to Elmhurst College graduates is one free graduate course, available through the School for Professional Studies (SPS).

Information Technology Services

The Office of Information Services provides general-access computing and communications facilities for the entire Elmhurst College community, including a high-speed campus network linked to the Internet, personal computing labs, central e-mail service, and online computing resources through the A.C. Buehler Library. For specific technology help and support, please visit the help desk services.

Learning Center

Academic Support. The Learning Center offers services to support the academic performance of all Elmhurst College students. Sessions are structured to promote principles of effective, self-regulated learning and academic management. Areas of tutoring include math, writing, reading, study skills, and special test preparation (i.e., ACT, SAT, GRE, TAP). For more information, contact Mrs. Emmi McAdams, Math Specialist, at emmim@elmhurst.edu, 630-617-5376, or Mrs. Susan Roach, Learning Center Director, at susan.roach@elmhurst.edu, 630-617-3155.

Both Disability Services and the Learning Center are located in the Frick Center in Room 229.

ESSENTIAL FUNCTIONS FOR CLINICAL PRACTICUM[1]

In addition to the program requirement of satisfactory academic achievement, students must demonstrate competence in cognitive, physical, professional, and behavioral abilities that are necessary for satisfactory mastery of the curriculum and appropriate clinical service delivery. Admission and retention decisions are based not only on satisfactory prior and ongoing academic achievement but also on the abilities that are included in what are known as the essential functions of the academic and clinical program required for graduation.

The program in speech-language pathology at Elmhurst College adheres to the standards set by the American Speech-Language-Hearing Association (ASHA). Faculty in the Program have a responsibility for the welfare of clients tested, treated, or otherwise affected by students enrolled in the speech-language pathology program. Thus, it is important that persons admitted, retained, and graduated possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice speech-language pathology.

In order to fulfill this responsibility, the Program has established academic standards and minimum essential requirements to participate in the graduate program. When requested, the College will provide reasonable accommodations to otherwise qualified students with properly documented disabilities who meet the minimum CDS requirements. Admission and retention decisions are based not only on satisfactory prior and ongoing academic achievement but also on non-academic factors that serve to insure that the candidate can meet the essential functions of the clinical program required for appropriate clinical service delivery and graduation. Essential functions, as distinguished from academic standards, refer to those cognitive, physical, and behavioral abilities that are necessary for satisfactory completion of all aspects of the curriculum, and the development of professional attributes required by the faculty of all students at graduation.

PHYSICAL ABILITIES

- Participate in professional responsibilities/activities for up to four-hour blocks of time with one or two breaks.
- Move independently to, from, and in work setting
- Provide for one's own personal hygiene
- Manipulate screening/diagnostic materials, including completion of screening evaluation protocols
- Effectively implement necessary treatment/behavior plan appropriate for client, including use of materials/instrumentation and data collection
- Provide a safe environment for others in responding quickly to emergency situations such as including fire or choking, and in the application of universal precautions

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

BEHAVIORAL AND SOCIAL ATTRIBUTES

- Maintain emotional and mental health required for use of intellectual abilities
- Complete academic and clinical responsibilities by established due dates
- Demonstrate regular and on-time class and meeting attendance
- Demonstrate appropriate relationships with clients and colleagues
- Maintain composure and emotional stability in demanding situations
- Adapt to changing environments and situations
- Communicate effectively using appropriate pragmatic skills with people in person, by phone, and in written form by considering the communication needs and cultural values of the listener
- Understand and respect authority
- Maintain appropriate professional behavior
- Participate in collaboration with other professionals
- Speak English intelligibly, including the ability to model English phonemes
- Comply with all program, administrative, legal, and regulatory policies

COGNITIVE ABILITIES

- Demonstrate the mental capacity to learn and assimilate professional information, including the ability to 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
- Generate discipline-specific documents and clinical reports in English
- Analyze, synthesize, and interpret ideas and concepts in academic and diagnostic treatment settings
- Maintain attention and concentration for sufficient time to complete clinical activities for up to four-hour blocks of time with one or two breaks
- Demonstrate college-level writing skills as evidenced on written assignments

Procedures for Essential Functions

Dissemination:

- The List of Essential Functions for the speech-language pathology program will be included with admission to the major and will be referred to in practicum courses. This form will include a signature line for students to sign acknowledging that they have received the List of Essential Functions.

Procedure when student does not meet an essential function

- Instructors and/or clinical supervisors may identify a student who is not displaying an essential function.
- The instructor/clinical supervisor will notify the graduate program director/advisor of the concern and need for intervention.

- The instructor/clinical supervisor, graduate program director/advisor and student will discuss the need for intervention with the student and write a remediation plan that describes the course of action to correct the deficiency and timeline.
- Documentation of the meeting and the remediation plan will be placed in the student's file.
- If the student is not able to successfully complete remediation to demonstrate the required essential functions, despite reasonable accommodations and reasonable levels of support from the faculty, the student will be dismissed from the CSD graduate program. The student may be eligible for other degree programs at the College.

Program Participant Agreement Statement

As a graduate student in the MS graduate program in Speech-Language Pathology, you will be asked by the Clinic Director to sign and date a statement indicating that you have read all of the Essential Functions document; that you agree with its contents; that you are committed to the policies expressed therein; and that you may be you will be dismissed from the program should you fail to demonstrate all of the Essential Functions despite reasonable accommodations and reasonable levels of support from the faculty. A copy of this agreement will be kept in your student file.

GRADUATE PROGRAM REQUIREMENTS

Application Requirements for Speech-Language Pathology Graduate Students

Students applying for graduate acceptance in speech-language pathology must complete their bachelor's degrees no later than the end of the term prior to the beginning term of their graduate program. Applicants may petition the department's Speech-Language Pathology Admissions Committee if extenuating circumstances exist.

Prerequisite Courses/Clinical Hours for Graduate Study

Anatomy and Physiology of the Speech and Hearing Mechanism
Clinical Methods
Introduction to Audiology
Introduction to Communication Sciences and Disorders
Normal Child Language Development
Phonetics
Speech Science
Speech Sound Disorders (Articulation and Phonology)
25 Observation Hours

One course each in the biological sciences (human or animal biology, such as biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, or veterinary science), physical sciences (physics or chemistry), social/behavioral sciences (psychology, sociology, anthropology, or public health), and statistics (a stand-alone course).

Prerequisites courses may be completed as part of the student's undergraduate coursework, transferred from another college or university or taken at Elmhurst College, prior to applying to the CSD program.

Plan of Study –Academic Requirements for the M.S. in Speech-Language-Pathology

Course Number and Name	Required credits	Optional credits
FALL - YEAR ONE		
CSD 500 Clinical Practicum I	3	
CSD 507 Research Methods CSD	3	
CSD 509 Language/Literacy Young Children Assessment and Treatment	3	
CSD 510 Advanced Study in Phonology & Articulation	3	
CSD 519 Neurology	3	
CSD 592: Independent Study: Multicultural/Multilingual Issues (for those pursuing M&M emphasis).		2
TOTAL	**15**	
JANUARY TERM - YEAR ONE		
CSD 511 Cultural & Linguistic Issues	2	
CSD 233 Sign Language I and/or CSD 236 Sign Language II (Elective)		2
CSD 381 Special topics: The China Experience: Transcultural View of Rehabilitation Medicine (Elective, 2018)		2
Total	**2**	
SPRING - YEAR ONE		
CSD 501 Clinical Practicum II	3	
CSD 516 Language/Literacy School Age & Adolescence	3	
CSD 521 Dysphagia & Feeding Disorders	3	
CSD 515 Language Disorders in Adults	3	
CSD 530 Thesis Research OR CSD 590 Research Option II	2	
MTL 532 (Elective for CCC, required to fulfill the *methods of teaching exceptional children* course requirement for the PEL)		3
Total	**14**	
SUMMER – YEAR ONE		
CSD 502 Clinical Practicum III	2	
CSD 508 Counseling/Professional Issues in CSD	2	
EDU 521 Theory and Practice for Building Academic Literacies (Elective for CCC, required to fulfill the *reading methods* and *content area reading* course requirements for the PEL)		3
CSD 382 Special topics: Global Perspectives in Communication and Disability: Costa Rica Experience (Elective, TBD)		4
Total	**4**	
FALL – YEAR TWO		
CSD 503 Practicum in Educational Settings, part time OR CSD 504 Practicum in Medical Settings, part time	2	
CSD 522 Augmentative/Alternative Communication	2	
CSD 525 Public School Methods in a Diverse Society	2	
CSD 526 Voice Disorders	2	
CSD 527 Fluency and its Disorders	2	
CSD 528 Motor Speech Disorders Across the Lifespan	3	

CSD 530 Thesis Research OR CSD 590 Research Option II (continued)		2
CSD 355 Aural Rehabilitation (Elective)		4
Total	**13**	
SPRING – YEAR TWO		
CSD 523 CSD Practicum in Educational Settings, Full-Term OR CSD 524 CSD Practicum in Medical Settings, Full-Term OR CSD 513 CSD Practicum in Educational Settings, Half-Term AND CSD 514 CSD Practicum in Medical Settings, Half-Term	12	
CSD 530 Thesis Research OR CSD 590 Research Option II (continued)		2
MTL 587 Assessment of English Language Learners. (Optional for M&M emphasis, but required of bilingual SLPs in schools by ISBE)		3
Total	**12**	
SUMMER – YEAR TWO (Optional)		
CSD 502 Clinical Practicum III OR CSD 503 CSD Practicum in Educational Settings, Part-Time, OR CSD 504 CSD Practicum in Medical Settings, Part-Time		2
Program Total	**60**	

Notes: Clinical Practica Registration is by Instructor Consent. Full-time status requires a minimum of 3 course equivalents or 12 credit hours. Maximum credits allowable by College policy without additional credit hour charges are 19 credit hours (4.75 Courses) for fall/spring, 10 credit hours (2.5 Courses) for summer/J-Term.

* Students with limited clinical experience may be advised to take CSD 378 in lieu of CSD 500.

The curriculum sequence for full-time students is illustrated above. Please note that credits are listed in semester hours. Four semester hours is equivalent to 1 course credit in the Elmhurst College system, so a 3 semester hour course is listed as .75 course credits on the College registration system (Bluenet). Also see Appendix G for MS-SLP, Professional Educator License, and Illinois State Licensure Form.

Please note that if you have not yet completed the required course in Aural Rehabilitation, you must take CSD 355 Aural Rehabilitation in the January term of your first academic year at Elmhurst College.

Knowledge and Skills Standards, Form, Documentation, and Tracking

The M.S. SLP program is designed to prepare students for their Clinical Fellowship (CF) which, in turn, is a requirement for earning the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). To be eligible for the CF, students must demonstrate that they have achieved the standards defined by ASHA's Council for Clinical Certification (CFCC). These standards are listed on the Knowledge and Skills Standards Form/Student Progress Tracking Form (SPTF) in Appendix A of this handbook. Student progress is documented by the program director on this form, and the student's form is also updated. The required prerequisite courses in speech-language pathology, along with the content areas in biological sciences, physical sciences, statistics, and the social/behavioral sciences are expected to be completed at the undergraduate level (3 credit hours with "C" or better). If you have not met these prerequisite requirements at program entry, please discuss this with your advisor. All of these courses address the Knowledge and Skill Standards.

Program Summative Assessment

Elmhurst College's summative assessments address student learning outcomes in the three areas of research, clinical knowledge and skills, and academic knowledge and skills. These areas are systematically evaluated by multiple faculty and clinical educators.

Research: Graduate students will complete either a Master's Thesis or a Report as part of the requirements for a Master's degree. For summative assessment of research knowledge and skills, students are required to complete and submit their written product for CSD 530 Thesis or CSD 590 Research Option II (master's report) prior to graduation; faculty evaluate these products using an established rubric to document how proficiently students apply research processes to address clinical questions.

Clinical: Summative clinical assessment is conducted after both educational and medical external placements using the Elmhurst College Department of Communication Sciences and Disorders Graduate Student Off-Campus Performance Evaluation Form which identifies the clinical knowledge and skills that students must display at the end of their graduate program (included in the program's External Clinical Supervisor Handbook).

Academic: Summative academic assessment is conducted by verifying that each student achieves the knowledge and skills required of each academic course. The knowledge and skills are aligned with those of CAA and the 2014 Standards for the Certificate of Clinical Competence (CCC) in Speech-Language Pathology. These are documented using Calipso before graduation. These three sources of summative information are included in students' final portfolio. In addition, students take two additional tests which supplement the summative assessment for their portfolio; all students take the Praxis exam, and all students pursuing Illinois licensure (Professional Educator License) to work as speech-language pathologists in public schools take the Illinois Speech-Language Pathologists: Nonteaching (154) Exam. These exams are taken during the final semester prior to graduation.

Master's Thesis (CSD 530)

Students who have earned at least a B in the Research Methods course (CSD 507) are eligible to consider a Master's Thesis as part of their graduation requirements. Students who earn a B- or less in CSD 507 are not eligible for the thesis option and must complete the research paper option.

Guidelines for the Thesis Process. Students initiate the thesis process by identifying and obtaining consent from a faculty member who agrees to act as the thesis committee chair for the student's Master's thesis. Form H, which includes the title of the thesis, must be signed by the student and the committee chair by the end of the term in which CSD 507 is completed. An additional form, the College Application for Independent Study/Readings/Research form, gives the student permission to register for CSD 530 Thesis Research in Speech-Language Pathology in the spring term that immediately follows this fall term. In this spring term, the committee chair and student must designate at least one other CSD faculty member and one Elmhurst College faculty member as the remaining committee members. The student obtains permission from the committee chair to select the other committee members to serve on the committee. CSD faculty members are not required to serve as thesis committee chair for more than three students and are not required to serve on more than four thesis committees.

Thesis committee members are typically faculty members within the Department of Communication Sciences and Disorders. The chair typically has a Ph.D. and has been approved by the Department Chair to be able to serve in this capacity. The chair and at least one committee member must be from the

Department of Communication Sciences and Disorders. The committee may be larger than three and additional members may be added from outside or inside the Department. Individuals from outside of the department must be full-time Elmhurst College academic faculty. The student usually assembles this committee and submits the necessary thesis committee form to the departmental administrative assistant prior to the initiation of their research project.

Students must register for CSD 530 for 4 thesis credit hours (1 Elmhurst College course credit) over at least two terms and must be registered for thesis credits in the term the thesis is completed. A thesis requires the design of a research project with data collection and analysis, an appropriate written document and an oral defense. The thesis may alternatively involve an original analysis of data that has already been collected. The research design may include a single subject design or a series of case studies, as appropriate to the research question. The intent is to complete an original analysis of data and to use the research design best suited to the question.

The completion of a thesis develops skills in research and writing, as well as knowledge within a specialized area of study. It is an outstanding addition to a professional resume. A student who elects to complete a thesis will work with their thesis advisor and graduate program director to develop a course of study and clinical work that will provide the student with time to complete the thesis and the necessary knowledge and skills standards.

The thesis is a highly individualized learning process that requires independent effort from the student, guided by the faculty members of the thesis committee. Students develop the ability to bring together numerous facets of the knowledge and skills gained in graduate study and direct them toward the solution of a particular problem. Students who elect to complete a thesis as a part of their graduate program must be in good academic standing and demonstrate adequate research and writing skills. The thesis committee chair has the right to recommend to the graduate program director that a student move from the thesis track to the Research Paper II track if a student is not progressing in a satisfactory manner. The graduate program director will make the final determination in this case.

Each thesis student must prepare a prospectus prior to the initiation of data collection. The prospectus should consist of a literature review that provides the background for the project and a detailed methods section. This prospectus need only be approved by the student's committee chair, although the committee chair may informally include other faculty members in the process. The student should also apply for IRB approval, if necessary. For the data collection and analysis, the student works with their committee chair and other pertinent faculty to complete data collection and analysis and then prepares their thesis for presentation to the committee.

The thesis defense must be attended by 3 faculty members. If one committee member cannot attend, a substitute committee member needs to be recruited. The defense date will be advertised so that interested parties may attend. The Defense must be completed prior to submission of the final copy of the Thesis to the CSD Department. Electronic archiving of student theses is planned, and will be maintained by the Elmhurst College library. Mentors should allow sufficient time for the student to make any necessary corrections prior to final submission to the Department. The thesis must be submitted electronically by the end of the spring term in the second year of the program or no later than 5 weeks prior to graduation. There are very few, if any, extensions given. Students who miss the thesis deadline will have their graduation date deferred.

Master's Report (CSD 590 Research Option II)

Students who do not elect or who are not eligible for the thesis option are required to enroll in CSD 590 Research Option II. This course requires students to complete a library research study in an area of communication sciences and disorders under the guidance of a faculty member. The student will identify a research area, present an outline for the paper, and complete the paper before the last term in the CSD MS program. CSD faculty members are not required to guide more than five research papers.

The research paper consists of a heavily documented literature search, critical evaluation of the literature and integration of findings. The paper may take the form of a review of the external evidence on a particular clinical practice. The resulting paper should be a substantial piece of independent student scholarship and meet the requirements of academic writing in the APA style.

Before the end of the term in which the student is enrolled in CSD 507, the student must identify and obtain the signature of the CSD faculty member who will provide guidance as the student develops and completes the paper. The College Application for Independent Study/Readings/Research form must be signed by the student and the faculty member in order to grant the student permission to enroll in CSD 590 in the following spring term. The student should enroll in 4 credit hours over at least two terms (1 course credit, typically .5 in spring and .5 in fall semesters). A committee is not required for Research Option II, but the plan (Form I) for this option needs to be completed and signed by both the faculty member and the student. On this form, the student will clearly outline the topic or area of study, how the project is to be completed, and the written product to be submitted. The completed form should be submitted to the student's graduate academic advisor and kept in the student's file.

Institutional Review Board

Any study involving observation of or interaction with human subjects that originates at EC—including a course project, report, or thesis project—must be reviewed and approved by the Institutional Review Board (IRB) http://public.elmhurst.edu/academics/irb for the protection of human subjects in research and research-related activities.

The IRB meets at least once each term. Proposals must be submitted for review at least fifteen working days before each meeting. You should consult with your course instructor early in the term to determine if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and Program Director or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB *Policy and Procedures Manual* is available at http://public.elmhurst.edu/academics/irb

Praxis Exam Requirement

All CSD graduate students must take the Praxis exam, which is ASHA's national exam in Speech-Language Pathology by Educational Testing Service (ETS). Passing the PRAXIS national examination in speech-language pathology is a requirement for national certification in speech-language pathology (CCC-SLP). This exam is the Praxis Series test 5331. Students should request that ETS send the CSD department a copy of the results by designating "Elmhurst College-SLP 0072" as a score recipient. Students will take the national exam by the end of the final term of the graduate program.

Also, see "National Examination in Speech-Language Pathology" in this Handbook for additional important information about the Praxis exam.

ASHA publishes a book to use for the review of the Praxis exam. For additional information, also see www.asha.org/certification/praxis/

For disability accommodations see: http://www.ets.org/praxis/register/disabilities/

It is the student's responsibility to determine when they have completed sufficient coursework to attempt this examination; however, under no circumstances should they take the examination during the first term of graduate study. We recommend that students allow sufficient time following the examination date for the Department to receive the student's test results prior to their graduation, at least 6 weeks. For this reason, many students elect to complete this examination early in their final semester. At the time of the examination, students must request that a copy of their test results be sent to the Department. To make this request, designate "Elmhurst College-SLP 0072" as a score recipient when you register for the test. This ensures that the College receives essential information for program improvement and reporting.

If a student does not pass the PRAXIS, the student must pass the Illinois Speech-Language Pathologist 154 exam. If the student does not pass either exam, the student must go through remediation to addresses weaknesses, re-take the Praxis and again have the scores reported to Elmhurst College-SLP 0072. A passing score on the Praxis national examination is a required part of qualifying for the Certificate of Clinical Competence in Speech-Language Pathology.

Multicultural/Multilingual Emphasis

The Multicultural/Multilingual (M&M) emphasis is designed for students with oral proficiency in more than one language who wish to pursue specialized academic, research, and clinical experiences to meet the needs of culturally and linguistically diverse populations in a variety of settings. This emphasis is well-aligned with Elmhurst College's mission to prepare students intellectually and personally for meaningful and ethical work in a multicultural, global society and to foster learning and enrich culture through pedagogical innovation.

Objectives

The Multicultural/Multilingual emphasis will foster student's knowledge and skills in these critical areas:

- Cultural Sensitivity: the ability to recognize cultural factors that affect the delivery of speech-language pathology services to clients from diverse backgrounds.
- Language Proficiency: Native or near native fluency in another language.
- Normative Processes: the ability to describe the process of normal speech and language acquisition for both bilingual and monolingual L2-speaking individuals and how those processes are manifested in oral and written language.
- Assessment: the ability to administer and interpret formal and informal assessment procedures to distinguish between communication difference and communication disorders in culturally and linguistically diverse clients.
- Intervention: the ability to develop and implement appropriate treatment plans to meet the needs of diverse clients and their families.

Requirements

Coursework

- CSD 511: Cultural and Linguistic Issues
- CSD 525: Public School Methods in a Diverse Society
- CSD 592: Multicultural/Multilingual Issues. This course is designed to provide students with advanced level knowledge of evidence-based assessment and intervention methods for multilingual clients.
- Multicultural/multilingual content is also emphasized in coursework for all students (e.g., CSD 509 Language and Literacy in Young Children; CSD 510 Advanced Studies in Phonology and Articulation, CSD 516 Language and Literacy in School-Age and Adolescence; CSD 515 Adult Language Disorders)
- MTL 587: Assessment of English Language Learners course. This course meets a course requirement to earn *Bilingual Special Education Approval* from the Illinois State Board of Education.

Master's Thesis/Report

- Completion of a Master's Thesis or Report is required for all graduate students in CSD. Students pursuing the M&M emphasis will complete their research with a multicultural/multilingual focus under the guidance of a research mentor with expertise in M&M issues.

Language Proficiency

- Documented spoken language proficiency in the other language(s). *Test completion is encouraged before application for the M&M emphasis and required before external clinical placements.*
    - Option 1: Students pursuing work in public schools as bilingual SLPs will complete the Target Language Proficiency test through the Illinois Licensure Testing System as one requirement to earn *Bilingual Special Education Approval* from the Illinois State Board of Education. See http://www.il.nesinc.com/ for registration.
    - Option 2: Students who are pursuing work in other settings (not Illinois public schools) will complete the targeted language proficiency test from the American Council for the Teaching of Foreign Languages with proficiency of Advanced Low or higher. See http://www.actfl.org for registration.

Clinical Practicum

- Minimum 25 clinical hours (client and/or family) with multicultural/multilingual clients.

Additional Optional Opportunities

- Study abroad opportunities
    - CSD 381 The China Experience: Transcultural view of Rehabilitation Medicine
    - CSD 382 Global Perspectives in Communication and Disability: Costa Rica Experience
    - SPN 315 Cultural and Linguistic Immersion in Argentina

Measurement of outcomes/competency

- Successful completion of 1-7 above; 8 required for students who want to meet ISBE requirement.
- Supplemental clinical evaluation to rate students' knowledge and skill of objectives (above).

Admission process

- See specific guidelines for admission to the graduate program on the department website. Applicants for the M&M emphasis will submit a letter of intent along with their application on

CSDCAS. Students who are accepted into the graduate program will then also be considered for the emphasis.

GRADING REQUIREMENTS AND POLICIES

GPA Requirements in CSD Courses

Maintenance of a minimum overall GPA of 3.0 is expected at the graduate level. Continuation in the program may be denied for any graduate student who receives unsatisfactory grades. For CSD courses, the department has set a competency of 80% or higher and course activities to meet ASHA standards. Therefore, academic and clinical final CSD course grades of "B-" (80%) or higher are acceptable for continuing in the graduate program. As stated earlier, students must also continue to meet the Essential Functions to continue in the graduate program.

If a student receives a final grade lower than a "B-" in any CSD graduate class, the instructor will complete an Academic Concerns/Remediation Plan Form (Appendix E), and the student will be required to register for an independent study course and complete the work necessary to achieve the course learning outcomes (i.e., knowledge and skill) in which the student was deficient. This independent study course will not result in the replacement of the original low grade on the student transcript. If the student does not meet the competency of 80% or higher and again receives a grade of C+, C or C- in this subsequent course, the student will be dismissed from the graduate program.

A student may earn a C+, C or C- in only 1 academic or clinical course and continue in the program, so long as the student's GPA does not fall below a 3.0 and successfully completes the documented remediation plan for that course. A second final course grade of "C+" or lower will result in the student's dismissal from the graduate program. Students receiving a D+ or below final grade in any CSD academic or clinical course will be immediately dismissed from the program.

Remediation within Academic Courses in CSD

In addition to the overall course grades, as discussed above, students are also expected to achieve competence levels during the semester of 80% or higher on formative and summative course assignments/activities (e.g., written assignments, projects, presentations, exams, quizzes) within a course to ensure achievement of the learning outcomes. If the student does not demonstrate that level of competence on an assignment/activity per the policy stated in the course syllabus, the instructor will complete the Academic Concerns/Remediation Plan Form, and the student will be required to complete the remediation plan, as written by the instructor, within 6 weeks from the time the instructor documents the plan. The new grade will not necessarily replace the original grade; this is at the discretion of the instructor and will be described in the syllabus. If the student does not achieve the competency a second time, the department will determine further course of action. See the following section on Knowledge and Skills Standards and Remediation for more information about this policy. A similar policy and form for remediation in clinical courses can be found in the Graduate Practicum Handbook.

Remediation within Clinical Courses in CSD

If a student earns a clinical practicum midterm grade below the established 80% competency per the policy stated in the course syllabus, the instructor will meet with the student and complete the Clinical Remediation Form. The student will be required to complete the remediation plan, as written by the clinical educator, within 6 weeks from the time the instructor documents the plan. Remediation may involve, but is not limited to, activities such as additional meetings with the clinical instructor and

supplemental reading and writing assignments. The deficient competency must be demonstrated with a level of 80% (B-) or higher before any external placement. A second grade of C+ or lower will result in the student's dismissal from the graduate program. See the Graduate Practicum Handbook for more information about this policy.

Knowledge and Skills Standards and Remediation in the Graduate Program

Students in CSD graduate courses will be provided with an opportunity to demonstrate the required knowledge and skills necessary for graduation and certification. Please see Appendix A for the Knowledge and Skills Standards/ Student Progress Tracking Form document. These knowledge and skills requirements will be assessed as outlined in each course syllabus.

The American Speech Language and Hearing Association (ASHA) has specified that in order to be competent (and thus be eligible for ASHA certification), the student must achieve a level of 80% or better on each Knowledge and Skills Standards Summary Document item. As stated in the GPA Requirements section, if a student receives a final grade lower than a "B-" (80%) in any graduate class, the instructor will complete the appropriate Academic Concerns/Remediation Plan Form (Appendix E) or Clinical Remediation Form (Graduate Practicum Handbook), and the student will be required to register for an independent study course and complete the work necessary to meet the course learning outcomes (i.e., knowledge and skills) in which the student was deficient. During the semester, students are also expected to achieve competence levels of 80% or higher on course assignments/activities (e.g., exams, quizzes, written assignments, projects, presentations) within a course to ensure achievement of the learning outcomes. If the student does not attain this level on an assignment/activity as outlined in the syllabus, the instructor will complete the remediation plan form, and the student will be required to complete the remediation plan within the time frame established by the instructor. The new grade will not necessarily replace the original grade; this is at the discretion of the instructor and will be described in the syllabus. If the student does not achieve the competency a second time, the department will determine further course of action. For students failing to attain the set criteria on a required competency assessment, the Program Director is not able to sign the Knowledge and Skills form required for ASHA certification, even though the student may receive an acceptable course/clinic grade or exceed the minimum overall GPA of 3.0.

The Program Director will monitor the academic progress of the student during the remediation process. If acceptable progress is not made, the student will be placed on departmental probation. A subcommittee of three faculty members (e.g., graduate program director, department chair, course instructor) will be assigned to determine the actions and timeline required for the student to end the probation. Students can be on departmental probation for a maximum of one term. If a student fails to complete the required probationary steps within the assigned timeline then that student will be dismissed from the graduate program. The need for remediation may result in the student's need to register for a course the summer term of Year 2; remediation will not continue beyond the summer term.

The Academic Concerns/Remediation Plan form is in Appendix E in this Handbook, and the Clinical Remediation Form is included in the Graduate Practicum Handbook. This remediation documentation will be signed and dated by both the student and instructor, reviewed by the program director, and maintained in the student's file.

Remediation within Education Courses for the Professional Educator License

Please note that grade requirements and remediation policies for the Education courses required for the Professional Educator Licence (PEL) may differ from those in CSD, per the established and documented agreements with the Illinois State Board of Education. The student is held to the policy that is active at the time of their request for PEL endorsement. The current policy (revised September, 2016) for graduate-level Education courses (e.g., MTL 532 and EDU 521) states: If a student receives a final grade of a C, the instructor will evaluate the extent of the student's deficiencies and decide whether the student must complete an independent study to remedy the deficiencies or retake the course. The instructor will complete an Academic Concerns/Remediation Plan Form, and if the student must register for an independent study course, he/she will complete the work necessary to achieve the course learning outcomes identified as deficient. This independent study course will not result in the replacement of the original low grade on the student transcript. If the student does not meet the competency with at least a B (i.e., earns a second "C") the student will be dismissed from the graduate program." Students receiving a D+ or below final grade in any course will be immediately dismissed from the program.

Course Repeat Policy

Graduate students do not normally repeat courses. As described above, a student not meeting expectations or learner outcomes at any time during their program of study may be required to complete a remediation plan and/or placed on probation due to of their academic or clinical deficiencies. These actions are designed to help a student acquire the knowledge, skills and clinical competencies expected from academic and clinical courses. The focus is to meet each student's needs and delineate how the student will demonstrate achievement of learner outcomes. As described above, these actions may include the student's enrollment in an independent study course to remedy the deficient areas of knowledge and skill or having the student continue to develop that skill on campus under the guidance of an Elmhurst College clinical educator before engaging in a practicum with an external supervisor. The course instructor sets the conditions and is responsible for verifying that the learner outcomes or clinical competencies have been met.

ADDITIONAL PROGRAM REQUIREMENTS

Attendance Policy

Official College policy is that students are expected to be present at classes and examinations. Faculty members shall grant permission to make up class attendance, class work and examinations if the absence is due to illness or emergency, order from the U.S. military, participation in a college-sponsored activity, or death in the family. Each faculty member has the right to establish additional regulations or appropriate conditions for absence and make-up work provided such regulations do not override established College policy. Final examinations are given at the end of each term as part of the instruction procedure. Final examinations must be taken at the regularly scheduled times. If students are prevented from being present at announced tests by one of the previously mentioned circumstances, they may be permitted to make up the tests and should contact the course instructor to complete arrangements.

Religious Observance. A student who is absent from class because of a religious holy day will be provided with the opportunity to make up the work of that class within a reasonable amount of time after the absence. The student will not be penalized for the absence. It is the responsibility of the

student to inform their faculty prior to the religious holy day to be observed of their intention to be absent.

Attendance Policy for Graduate Students in CSD. The Communication Sciences and Disorders Department of Elmhurst College is committed to maintaining the highest standards of academic, clinical, and professional integrity. Faculty have a responsibility for the welfare of clients affected by students enrolled in the program. Thus, students must demonstrate competence in physical, cognitive, behavioral and social abilities that are necessary for satisfactory mastery of the curriculum and learning outcomes; the ability to demonstrate regular class attendance and meet responsibilities in a timely manner is one the Essential Functions as outlined in the CSD program handbook. The CSD attendance policy serves to promote an environment free of disruption and distraction that is conducive to students' learning and development of knowledge and professional skills that are necessary to practice speech-language pathology.

In accordance with the College's policy, attendance at all academic and clinical meetings is expected. Students who demonstrate a pattern of non-attendance and/or tardiness will earn a reduced final course grade. The definition of tardiness and the amount of point/grade reduction for non-attendance and tardiness are at the discretion of the instructor and will be detailed in the course syllabus; students are responsible for all course syllabi material. At their discretion, instructors may also elect to include attendance and participation as a graded item for which students earn points. The student assumes full responsibility for material or information missed due to absence. If you are absent, it is your responsibility to make arrangements to obtain the handouts, notes, assignments, discussion notes about assignments/quizzes/exams, etc. from Blackboard and a classmate. If you are absent on a day that an assignment is due, you must submit the assignment by the due date/time as specified by the instructor. Make-up quizzes/exams or extensions will be permitted only following written documentation of the necessity of an excused absence (i.e., student illness, medical emergency of the student/dependent/spouse, funeral or wake of an immediate family member, jury duty, or participation in Elmhurst College events that is pre-approved by the instructor no fewer than 14 days in advance – not travel). To ensure consistency and fairness to all students, individual exceptions that do not meet these requirements for an excused absence will not be granted.

Course instructors may require written documentation to verify the cause of absence; if so, the policy will be stated in the course syllabus, and students must abide by the policy if they request that the absence be excused. The department considers verifiable documents those which an outside agency or source can validate, with a date and time of service/event and original signature. Examples of verifiable written documentation include an official physician's note, ER visit note, or other service provider note. Students must provide documentation of absence no later than the next day of class attendance in order to have the absence excused.

Concurrent Master's Degree

CSD does not allow a student to pursue a concurrent master's degree while enrolled in the CSD graduate program.

Continuous Enrollment Policy

The student is expected to pursue their graduate degree with a minimum of interruption and maintain continuous enrollment. If a student is in a master's degree program and does not enroll for two consecutive terms per the program plan of study, the student will be considered withdrawn from the college and must reapply for readmission to resume the degree program.

Criminal Background Policy and Procedures

The purpose of this policy is to outline program procedures regarding criminal background investigations for students interested in gaining admission to the M.S. program in Communication Sciences and Disorders and securing an external clinical placement required for program completion. Among other things, this policy informs students in advance of potential problems in completing the M.S. program in CSD at Elmhurst College if the student has a criminal history that appears on a criminal background investigation. Students who are not eligible for enrollment to the M.S. in CSD program or to be retained in the program due to a criminal background review may be eligible for other degree programs at the College.

Students who have been convicted of any misdemeanor or felony must notify the graduate program director or clinic director within 15 days of the conviction, plea, or finding of guilt. Individuals shall also provide a certified copy of the conviction, plea, nolo contendere record, or docket entry within 30 days of the disclosure to the graduate program director or clinic director (adapted from ASHA Code of Ethics, Principle of Ethics IV.S.) Failure to promptly disclose any conviction or any dishonesty or misrepresentation regarding any conviction will result in immediate dismissal from the program.

Criminal history records check results (CBI) are required: (a) during the summer months prior to fall orientation and enrollment to the M.S. in CSD program and (b) prior to the time the student begins their external clinical placements. It is the student's responsibility to ensure that these required investigations are performed in a timely manner and to assume any costs associated with such investigations.

The requirement that all candidates for Illinois state licensure submit the results of any criminal history records check by the Illinois State Police to the CSD Department and provide copies of such results to all hosting sites is consistent with the Illinois law that requires Illinois school districts/boards to conduct criminal history records checks on applicants for licensed and non-licensed positions of employment. The Department will assist students by providing them with information about background investigations and opportunities to obtain them through outside companies or agencies. Students are responsible for all fees connected with this procedure. In compliance with the School Code, school districts/boards require an FBI criminal history records check and may require other additional background information in addition to the criminal history records check by the Illinois State Police. Therefore, evidence of a criminal history records check must be provided upon request by any school district/board official and any other CSD faculty or staff member with responsibility for assigning external placements.

Internally, the CSD department has the right to deny students with any convictions in their criminal history access to onsite clinical assignments in the Elmhurst College Speech and Hearing Clinic. Externally, for procedural consistency and client protection, the policies that must be adhered to for off-campus educational settings will also apply to off-campus non-educational (e.g., medical) settings.

Candidates may not be enrolled in the M.S. in CSD program, retained in the program, or approved for on-campus or off-campus practicum experience if a background investigation determines that they have been convicted of criminal behavior that, by law, automatically prohibits them from obtaining Illinois state licensure or a Professional Educator License. Offenses that automatically prohibit licensure currently include (but are not limited to) first degree murder, any Class X felony, juvenile pimping, soliciting a juvenile prostitute, exploitation of a child, obscenity, child pornography, criminal sexual assault, aggravated criminal sexual assault, criminal sexual abuse, aggravated criminal sexual abuse,

some offenses set forth in the Cannabis Control Act, and some crimes defined in the Illinois Controlled Substances Act. Students are responsible for knowing which offenses are automatically disqualifying. Information on the legal requirements for obtaining an Illinois Professional Educator License and being hired by an Illinois school district may be available at any Regional Office of Education and on the Illinois State Board of Education website. Students who are ineligible for licensure or employment as a speech-language pathologist will not be admitted to or retained in the M.S. in CSD program.

If a background investigation reveals a criminal history that does not automatically disqualify the candidate from being licensed or employed in Illinois schools, then a CSD administrative review will be held to determine the impact of a student's criminal history on his or her status in the program. A student will be informed in writing of the potential consequences of this history by the CSD Chairperson or designee. Candidates will be asked to acknowledge this formal notification and to allow the CSD Department to discuss the criminal history records with any school or other clinical placement in which practicum experiences are being requested. An administrative review will be conducted by the CSD Performance Review Committee. The Committee will recommend whether the candidate should be retained in the program and will inform the student of the right to appeal its decision to the Chair. The decision to accept a student with an offense on his or her criminal history for all practicum placements will be made by the practicum setting personnel, not by the College. Candidates should be aware that some schools districts/boards may limit or deny their presence in a school based on charges rather than convictions or based upon offenses that are not automatically disqualifying under Illinois state law.

***If the site does not accept the student, the Department will attempt to find another practicum site. If the student receives numerous rejections and cannot complete practicum the assigned semester, the CSD program will advise the student that completion of the program within the two-year time limit (see Requirements and Time Limits: Master's Degrees) is not possible, as comprehensive practicum experience is required for program completion and graduation.

At no time should students represent themselves as Elmhurst College student clinicians and work with students or clients if they have a record of any criminal offense unless they have been expressly approved to work with the targeted population by the school district/board/agency in question. To participate in practicum experiences with any offense requires that the CSD Department communicate this status to the hosting school district/board/agency and that the student provides the school district/board/agency with a copy of the results of a current criminal background investigation before any practicum experience is undertaken. As noted above, the school district/board/agency retains authority and discretion to determine whether to accept a student for practicum experiences. Concealment or misrepresentation of a criminal history is an ethical violation that will result in the CSD Performance Review Committee's recommendation to remove the student from the program. The CSD Department's policies and procedures are not a substitute for actions that may be taken by Elmhurst College as set forth in the E-Book.

A copy of the criminal history records check results will only be retained by the Department when an offense is recorded. All copies of criminal history records check results and any accompanying records will be retained in a separate file by the CSD Department Chairperson or designee. The documentation will be shared only with Elmhurst faculty and staff on a "need to know" basis. This documentation will also be available to the student upon request. All copies of criminal history records check results as well as other required documentation (e.g., TB test results) must be provided by students directly to their hosting school district/board/agency. Copies of criminal history record check results must be provided by students directly to their hosting facility. The CSD Department Chairperson or designee does retain

copies of other required documentation (e.g., TB test results, immunization records, drug screening) and may share such information with facilities if required by the executed affiliation agreement.

Dismissal from the Program

The following will result in the student's dismissal from the graduate program: failure to demonstrate the required essential functions despite reasonable accommodations and reasonable levels of support from the faculty; failure to maintain GPA requirements; in cases of remediation, failure to successfully complete remediation; violation of the ASHA Code of Ethics, and/or failure to comply with the policies and procedures stated in the graduate handbooks including the criminal background policy. The student may be eligible for other degree programs at the College.

Graduate Credit Policy

Each graduate student in the Department of Communication Sciences and Disorders is required to complete all the planned graduate level courses even though the student may have had a similar course in an undergraduate program. Doing so will assure that the student will meet all college, departmental, and ASHA requirements. Any exceptions to this policy must be approved by written correspondence from the professor teaching the course in speech-language pathology. The exception must also be approved and signed by the Program Director and filed in the student's graduate file. If a class is waived, the student and the Program Director may choose an alternate class to meet graduation requirements.

Graduate Program Completion

Early in the fall Year 2 semester, students should go to the Office of Registration & Records to complete paperwork apply for spring graduation in order to be sure to receive subsequent emails from the registrar related to graduation. A graduate student will officially graduate when he/she successfully completes all the academic coursework, research requirement, and all clinical/student teaching coursework (clinical and/or student teaching experiences for which the student has registered) in his/her specialty area. If a student does not successfully complete the coursework by the end of the last term listed on the student's program of study, in order to graduate he/she will continue as a graduate student, retaking the courses required until all graduation requirements have been met. His/her degree will be posted on the transcript at the end of the term when all requirements have been met. The "degree conferred" term will be the term that the student actually completed all degree requirements and final grades were posted.

Graduation

- The process leading to graduation is complex and requires the student to carefully follow Graduate College requirements.
- Students should refer to EC calendar dates to ensure they know their anticipated "conferred degree date."
- The Master's cap, gown, and hood should be ordered from the Dean's office
- Graduation and CSD: The degree will be an MS in CSD - Speech-Language Pathology.

Reinstatement

Students may be reinstated in the CSD graduate program if the only reason for their denial or removal was based on GPA or testing requirements that have been subsequently met. Students may only be reinstated in the program if they have remained enrolled at the College, which may include taking a formal leave of absence.

Time Limit

You must complete all graduate program requirements within a two-year period, unless there are exceptional circumstances for which the student files to take a leave of absence (see E-book policy).

Transfer Policy

A maximum of 12 hours of graduate credit from another regionally accredited institution may be transferred toward a master's degree in speech-language pathology.

COLLEGE POLICIES FOR GRADUATE STUDENTS

Students are responsible for following all College and Program Policies.

Academic Integrity

The college takes an extremely serious view of violations of academic integrity (e.g., cheating, fabrication, collusion, plagiarism). As members of the academic community, EC's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in EC's Student Handbook: see the link to the Student Handbook at http://public.elmhurst.edu/studentlife.

Academic Appeal Policy

Graduate students may appeal an academic matter that is other than a grade appeal. Examples of matters that would be appropriate for this type of appeal would be appeal of a decision on preliminary or comprehensive exams, or matters related to non-graded lab work or academic research. All appeals must be initiated no later than the end of the next regular term. No hearings or meetings will be held during term breaks or summer. Faculty members and administrators must base decisions on college policy and sound academic policy. Generally, this process addresses whether an action may be considered arbitrary, capricious, or contrary to college policy.

Elmhurst College Contact Hour Policy

Generally, an academic course worth three units of credit involves 30-34 hours of in-class time and a course worth two credits involves 20-24 hours of in-class time. In-class time will include activities such as recitation, lecture, discussion, simulations, testing or evaluation. A minimum of 30 hours of student homework is required for each unit of credit.

Elmhurst College Safe Working and Learning Environment

EC's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the college. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this college.

Leave of Absence Policy

Leave of Absence requests must be filed no later than the last day for adding classes during the term in which the leave is to start, and cannot be granted retroactively. Students on an approved Leave of Absence will not be required to apply for readmission. Students who are absent beyond the end of an approved Leave of Absence will be required to apply for readmission as a graduate student and to the CSD department. A Leave of Absence will be extended beyond a year only under exceptional circumstances. Such an extension must be requested in writing.

Procedures for Filing a Complaint at the College

Grade Dispute. If there is a grade dispute this dispute must be brought in writing to the instructor or the Associate Dean for Graduate Study by the end of the fifth week following the term in which the disputed grade was given. It is the responsibility of the student to initiate the process even if this must be done initially in writing rather than in person. Additional information can be found in the Elmhurst College E-Book, found at http://public.elmhurst.edu/studentlife.

FERPA. Student files will be set up so that there is a confidential section for student complaints. The program intends to comply fully with the Family Education Rights and Privacy Act (FERPA) of 1974, which is a federal law providing for the maintenance of the confidentiality of student education records. Additional information can be found in the E-Book.

In addition, the program will follow the ethical principles of confidentiality as indicated by ASHA's Code of Ethics, Principle I, Rule P, Individuals shall protect the confidentiality of any professional or personal information about persons served professionally or participants involved in research and scholarly activities and may disclose confidential information only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.

Disability Issues. Students who have compliance complaints with regard to disability issues should first attempt to work with the Disability Services Coordinator informally to resolve the complaint. For additional information, please see the E-Book link at http://public.elmhurst.edu/studentlife
Non-Discrimination and Non-Harassment Policy. It is the policy of Elmhurst College to afford equal opportunity to students, employees and applicants regardless of race, color, national origin, religion, sex, gender identity, sexual orientation, age, disability, citizenship, veteran status, marital status or other protected group status as those terms are defined by applicable federal, state and local law. Additional information regarding noncompliance with these policies can be found in the E-Book at the link http://public.elmhurst.edu/studentlife.

Procedures for Filing Complaints Relevant to CAA Standards Against Graduate Education Programs

A complaint about any accredited program or program in candidacy status may be submitted by any individual(s).

Criteria for Complaints

Complaints about programs must meet all of the following criteria:

a. be against an accredited graduate education program or program in candidacy status in audiology or speech-language pathology;
b. relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech-Language Pathology [PDF], including the relationship of the complaint to the accreditation standards;
c. be clearly described, including the specific nature of the charge and the data to support the charge;

d. be within the timelines specified below:
   - if the complaint is being filed by a graduate or former student, or a former faculty or staff member, the complaint must be filed within one year of separation* from the program, even if the conduct occurred more than 4 years prior to the date of filing the complaint;
   - if the complaint is being filed by a current student or faculty member, the complaint must be filed as soon as possible, but no longer than 4 years after the date the conduct occurred;
   - if the complaint is being filed by other complainants, the conduct must have occurred at least in part within 4 years prior to the date the complaint is filed.

**Note: For graduates, former students, or former faculty or staff filing a complaint, the date of separation should be the date on which the individual was no longer considered a student in or employee of the graduate program (i.e., graduation, resignation, official notice of withdrawal or termination), and after any institutional grievance or other review processes have been concluded.*

Complaints also must meet the following submission requirements:

a. include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA;
b. include the complainant's name, address, and telephone contact information and the complainant's relationship to the program in order for the Accreditation Office staff to verify the source of the information;
c. be signed and submitted in writing 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

The complainant's burden of proof is a preponderance, or greater weight, of the evidence. These procedures do not prevent the CAA from considering a complaint against an accredited or candidate program if the program is involved in litigation or other actions by a third party.

For additional information, please see explicit instructions at
http://www.asha.org/uploadedFiles/Accreditation-Handbook.pdf

Withdrawing from Elmhurst College

Withdrawing from a given term (Fall, Winter, Spring, or Summer) at Elmhurst College means reducing your course load to zero credit units for that particular term. In some cases, this will also mean you will be withdrawing entirely from the Elmhurst College CSD graduate program. Please be aware that you are not considered to have withdrawn if you drop courses during a term or session in which you also receive credit for other courses.

CERTIFICATION AND LICENSURE

A summary of the 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence (CCC) in Speech-Language Pathology (Revised Date: March 1, 2016) from the American Speech-Language-Hearing Association (ASHA) is briefly described below. A more complete document is in Appendix D. Also included below is information about Illinois licensure requirements for speech-language pathologists and Illinois Teacher Requirements for speech-language pathologists.

American Speech-Language-Hearing Association CCC Requirements

The implementation procedures for the Certificate of Clinical Competence in Speech-Language Pathology require completion of the Standards listed below. For additional information, please visit http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/ or Appendix D in this Handbook.

Standard I—Degree
Standard II—Education Program
Standard III—Program of Study
Standard IV—Knowledge Outcomes
Standard V—Skills Outcomes
Standard VI—Assessment
Standard VII—Speech-Language Pathology Clinical Fellowship
Standard VIII—Maintenance of Certification

ASHA Facts and Figures for CCC

- EC requires at least 60 credit hours of graduate level courses
- All master's level course work must be initiated and completed at a Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) approved institution

- Prerequisite knowledge of the biological sciences, physical sciences, mathematics, and the social/behavior sciences is required (one course in each area; (3 credit hours with "C" or better)
- Required clinical experience is 400 hours
  - 375 direct contact hours; Evaluation, Treatment, and Feedback meetings count towards this (see http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/ for details)
  - 25 hours clinical observation; not a prerequisite by ASHA to begin clinical placements but is a prerequisite by EC; we do not facilitate or sign off on more than 25 observation hours; no opportunity to be done at EC by Summers-Only students
  - 325 of the 400 clock hours must be completed at graduate level; remaining required hours may have been completed at the undergraduate level, but at discretion of the graduate program
  - Never less than 25% of total contact for treatment and 50% for diagnostic must be observed by an ASHA-certified SLP
- Evaluation, Intervention, and Interaction/Personal Qualities are major learner outcome areas
- Competencies must be acquired in all major content areas, for child/adult, and for evaluation/treatment
  - Adult = 14 years of age or older
  - EC delineates the content areas on the Daily Logs form in the GSPH.

2016 Revisions

Revision 1: Implementation Language to Standard V-B (new paragraphs 3 and 4) – Expanded definition of supervised clinical experiences:

These experiences should allow students to:

- interpret, integrate, and synthesize core concepts and knowledge;
- demonstrate appropriate professional and clinical skills; and
- incorporate critical thinking and decision-making skills while engaged in identification, evaluation, diagnosis, planning, implementation, and/or intervention.

Alternative clinical experiences may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive).

Revision 2: Implementation Language to Standard V-C (additions to paragraph 2) – Acceptance of clinical simulation for up to 20% (75 hours) of direct client hours:

Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through clinical simulation (CS) methods. Only the time spent in active engagement with the CS may be counted. CS may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included.

Observation Hours

- It is a requirement for ASHA certification to have 25 observation hours as part of the clinical training in speech-language pathology. EC requires that these 25 observation hours be documented and submitted to the clinic director before students are able to register for their first graduate practicum. These hours should represent a variety of clinical disorders and client ages. EC requires 25 hours of properly documented observation hours as a condition of admission.
- The CSD Department endorses only 25 required observation hours.
- We do not facilitate the acquisition or approval of additional hours to meet other licensing/certifying organizations.
- If a student already has his/her 25 required observation hours, they should be submitted to the clinic director. The paperwork must include the:
    - site location (preferably on their letterhead)
    - date (exact or approximately)
    - areas: articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, and/or communication modalities
    - supervisor's signature
    - supervisor's ASHA ID#
    - total number of hours
    -

Practicum Hours

Students can expect to earn approximately 24-75 of the required one-on-one clinical hours during their first year through the various practica experiences in the on-campus clinic. Most of the required

practicum hours will be completed in off-campus educational or medical setting placements. Students are responsible for having each practicum supervisor sign a practicum hour log each term.

Note: Only direct contact with the client or the client's family in assessment, management, and/or counseling can be counted toward the practicum requirement.

Students are responsible for providing a copy of each signed practicum hour log to the clinic director at the end of each term. They are also responsible for keeping a copy of all signed practicum hour logs for their own files. Additional and more complete information is in the Graduate Practicum Handbook.

Remember that there are three governing bodies shaping the number of direct contact clinical hours that a student needs:

- ASHA
- Student's State of residence or employment
- EC M.S. SLP Graduate Program

Science Requirements

There are four Science/Math Courses required by ASHA Standard III-A. These courses are indicated on the first page of the Knowledge and Skills Standards form and are listed below.

The student must have at least one course in each of the following areas (3 credit hours with "C" or better):

- Biological Sciences (human or animal)
- Physical Sciences (chemistry or physics)
- Mathematics (statistics, not research methods)
- Social/Behavioral Sciences

Clinical Fellowship Year

http://www.asha.org/certification/Clinical-Fellowship/ 2016 Revision:

The Clinical Fellowship (CF) is a transition between being a student and being an independent provider of clinical services that involves a mentored professional experience after the completion of academic course work and clinical practicum.

Purpose of the Clinical Fellowship

- Integration and application of the theoretical knowledge from academic training
- Evaluation of strengths and identification of limitations
- Development and refinement of clinical skills consistent with the Scope of Practice (2016)
- Advancement from constant supervision to independent practitioner

Clinical Fellowship Requirements

- 36 weeks of full-time (35 hours per week) experience (or the equivalent part-time experience), totaling a minimum of 1260 hours. Part-time work can be completed, as long as the clinical fellow works more than 5 hours per week. Working more than 35 hours per week will not shorten the minimum requirement of 36 weeks.

- Mentoring by an individual holding ASHA certification in speech-language pathology. It is the responsibility of the clinical fellow to verify certification of the mentoring SLP, and it can be done through the online ASHA Certification Verification System or by contacting the ASHA Action Center at 1-800-498-2071.
- A score of "3" or better on the core skills in the final segment of the experience, as rated by the Speech-Language Pathology Clinical Fellowship (SLPCF) mentor using the SLP Clinical Fellowship Skills Inventory (CFSI) form.
- 80% of time must be spent in direct clinical contact (assessment/diagnosis/evaluation, screening, treatment, report writing, family/client consultation, and/or counseling) related to the management of disordered that fit within the ASHA Speech and Language Pathology Scope of Practice.
- Submission of an approvable CF Report and Rating Form.

Revision 3: Implementation Language to Standard VII (addition to paragraph 1) – Clinical Fellowship report due date:

- Applicants whose Clinical Fellowship report is not reported to ASHA within 90 days after the 48-month timeframe will have their application closed.

Membership in ASHA

- Initial Application (submit together)
    - Submit together: Application for SLP Certification & Dues and Fees Schedule.
    - Students must have completed their coursework and practicum/externship experience to apply to ASHA and start their CFY. It does not necessarily have to be posted on their transcript, although in most situations, it will appear on their transcript.
    - The best time to apply is May through August
- Supplemental Documents - before completing the certification process, the student must also submit:
    - Passing Praxis exam scores.
    - Official graduate transcript.
    - Speech-Language Pathology Clinical Fellowship Report and Rating Form.
- Applicants applying more than three years after graduation need to follow additional requirements.
- At the time of application, scores older than 5 years on the Praxis exam will not be accepted for certification.

ASHA's Website

www.asha.org

- www.asha.org/certification > For Speech-Language Pathology applicants > Frequently asked questions.

ASHA Contact Information

Email: http://www.asha.org/Forms/Contact-ASHA/

Phone number

- Members: 800-498-2071
  Non-Member: 800-638-8255

Illinois State Licensure in Speech-Language Pathology

The requirements for an Illinois state license in speech-language pathology are indicated below. Also see http://www.asha.org/advocacy/state/info/IL/licensure/

Master's or doctoral degree in speech-language pathology from a CAA-accredited program

1. Three hundred seventy-five hour clinical practicum.*
2. Passing score on the Praxis exam
3. Completion of the equivalent of nine months of supervised experience.
4. ASHA Certificate of Clinical Competence (CCCs)
5. A complete work history since completion of an educational degree program

*The total number of clinical hours required by ASHA's 2014 Standards for Certification of Clinical Competence in Speech-Language Pathology is 400.

Illinois State Board of Education (ISBE) Requirements for Professional Educator License (PEL) for the Speech-Language Pathologist (non-teaching)

Numerous employment opportunities for speech-language pathologists are in the public school system. For this reason, we encourage students to meet ISBE's requirements for the PEL: https://www.isbe.net/Pages/PEL-School-Support-Ed-Lic.aspx). The basic ISBE requirements are listed in this handbook in the Certification and Licensure Section. In addition to these basic requirements, which include the Elmhurst College M.S. SLP program requirements and all of the Knowledge and Skills requirements, a Professional Educator License for the Speech-Language Pathologist (non-teaching) requires completion of coursework addressing methods of teaching exceptional children (e.g., undergraduate level EDU 223 or graduate level MTL 532), reading methods (e.g., graduate level EDU 521) and content area reading (graduate level EDU 521).

The following information summarizes the Professional Educator License (PEL) requirements currently necessary to begin work in the public school system as a non-teaching school support personnel with an endorsement as a speech-language pathologist. Please be advised that regulations and policy may change at any time, so always check with your state department of education for the most up-to-date information. Also http://www.asha.org/Advocacy/state/info/IL/ILteachrequire/

An Illinois PEL with a speech-language endorsement requires all the following:

1. Illinois Department of Financial and Professional Regulation (IDFPR) license or valid Certificate of Clinical Competence (CCC) from ASHA and valid license from another state and has applied for IDFPR license or holds or has applied for temporary IDFPR license;
2. Master's or doctoral degree from approved or ASHA-accredited program;
3. Completion of a program of study that meets the content area standards for speech-language pathologists approved by the State Board of Education or completion of an approved comparable program in another state or holds a comparable certificate issued by another state. The Elmhurst College MS in CSD Program is approved by the Illinois State Board of Education and includes coursework addressing methods of teaching exceptional children (e.g., undergraduate level EDU 223 or graduate level MTL 532), reading methods (e.g., graduate level

EDU 521) and content area reading (graduate level EDU 521). Furthermore, at least 150 hours of clinical experience must be in a school setting.

4. Passing of the Basic Skills/TAP test and the Illinois Licensure Testing System Speech-Language Pathologist Non-Teaching #154 content area test. Please note that although both ISHA and ASHA refer to the completion of the Basic Skills test such as the Test of Academic Proficiency (TAP), ACT or SAT. The ISBE website indicates that "Applicants will be held to the most current statutory and administrative rule requirements. Therefore, students are advised to refer directly to the website for current information: https://www.isbe.net/Pages/PEL-School-Support-Ed-Lic.aspx

A person with the PEL with endorsement in speech-language pathology can serve students from preschool through high school. This person graduated from an ISBE-approved program, and holds a license (regular or temporary) from IDFPR. This is a non-teaching certificate, similar to the certificates received by psychologists, social workers, counselors and school nurses. This person can perform all the functions of a school SLP, except for acting as the teacher of record for a self-contained Communication Disorders Classroom. Additional endorsements for teaching other subjects cannot be attached to this certificate.

Illinois State Board of Education (ISBE) Bilingual Special Education Approval

Students completing the Multicultural/Multilingual emphasis are eligible and encouraged eligible to obtain the Bilingual Special Education Approval to work in public schools as a bilingual SLP. Specifically, these requirements can be found at https://www.isbe.net/Documents/endsmt_struct.pdf. Option 4 (page 29) is recommended for M&M students:

- Hold a license endorsed in a school support personnel area (i.e., the PEL)
- Successfully complete the bilingual language exam (http://www.il.nesinc.com, e.g., 056 Spanish, 066 Polish)
- Complete an assessment of the bilingual student course (i.e., MTL 587 Assessment of ELLs fulfills this requirement)

EXTERNAL PLACEMENTS

Externship Site Concerns

It is extremely important to choose a site that provides experiences that meet ASHA, EC, and the individual state's requirements. Be aware that state requirements vary from state to state. Specific information may be obtained at: http://www.asha.org/advocacy/state/ EC aligns with ASHA's requirements to obtain competencies in all nine major areas of disorders, with children/adults, and in evaluation/treatment. See the Graduate Practicum handbook for additional information.

Policy on Long-Distance Externship Sites

Strong students *with exceptional circumstances* may request an externship outside the greater Chicago area. Students must have earned a B or higher in all courses to be considered and remain eligible for such placements. If the clinic director and graduate program director approve the request, an honest effort will be made to identify a placement in the requested geographic area; however, there is no guarantee that a suitable placement and supervisor will be identified. Assurance of a successful student-externship match that will foster the student's achievement of ASHA standards will take priority in final decisions.

Supervision – ASHA Standard V-E

http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/.
Direct supervision must be in real time. A supervisor must be available to consult with a student providing clinical services to the supervisor's client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition of essential clinical skills. The 25% supervision standard is a minimum requirement and should be adjusted upward whenever the student's level of knowledge, skills, and experience warrants. Adjustments in the amount of supervision provided are addressed in the Graduate Practicum Handbook.

Contracts with External Sites

Contracts with external sites are legally required prior to an off-campus clinical placement. Nine to twelve months prior to being eligible for an off-campus placement, each student will meet with the clinic director and the off-campus clinic coordinator to discuss placement options. Students will be kept informed of placement decisions as they are made. Follow-up will occur with the off-campus clinic coordinator. Students will be instructed regarding how and when to make personal contact with their site supervisor. Be aware that some off-campus sites require an interview with the student prior to acceptance. Additional information can be found in the Graduate Practicum Handbook: http://public.elmhurst.edu/masters_communication_sciences_disorders

Forms to be Completed Prior to Enrollment in the Graduate Program

---- a background check prior to enrollment and then one year after
---- an additional background check MAY be required by a specific off-site placement (this would be at the student's expense)

See the Graduate Practicum Handbook for additional information on immunization requirements.

Forms to be Completed During Last Semester of Program

Employment Following Graduation

This form provides updated student information, employment site information, CFY site information, and number of direct contact hours accrued in each clinical rotation.

Exit Survey

This survey is used to examine the quality of education received at EC as it pertains to ASHA's learner outcomes. (See Appendix F)

Praxis Exam Follow-Up

This form provides the score on our national organization's examination for a Certificate of Clinical Competency. A score of 162 on a 100-200 scale is passing.

Reflective Review

This will be completed as part of the final practicum class. This form allows for the student to report how well EC prepared them for their off-site placements and provides some general supervisor feedback.

Review of Off-Campus Placement

This will be completed as part of the final practicum class. This form allows the student to write a review about the site and supervisor. The feedback is compiled into a document that may be requested by future Externs.

Summary form

This form maintains a tally of all accumulated direct clinical contact hours. At the conclusion of the CSD program, students must have documented hours in each of the nine major categories

and in each of the rows (adult evaluation, adult treatment, child evaluation, child treatment). This is a CSD requirement.

CSD ADDITIONAL INFORMATION

Professionalism

- Professional interactions, with faculty, staff, student workers, peers, fellow students, clinical rotation site individuals, and third parties are required by the Communication Sciences and Disorders Department. This includes communication that is face to face, by phone, emails, texts, letters , and other forms of communication.
- **American Speech-Language-Hearing Association's Code of Ethics (2016):** http://www.asha.org/Code-of-Ethics/.

  According to ASHA Standard IV-E:
  The applicant must have demonstrated knowledge of standards of ethical conduct.
  Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.

  Any report of a student's violation of the ASHA Code of Ethics at any time during the student's graduate program will be reviewed by a CSD Review Committee. Serious violations indicate that the student has failed to demonstrate ASHA Standard IV.E and will result in the student's dismissal from the program.

Knowledge and Skills Standards/Student Progress Tracking Form

This form documents all completed coursework and is updated by the Program Director after completion of each term. There must be something circled in each of the sections by the completion of the program. Items may be circled in a group. We are also using a web-based tracking application (CALIPSO) for the benefit of having a secure, digital backup system.

National Student Speech-Language-Hearing Association (NSSLHA)

NSSLHA is a pre-professional membership association for students interested in the study of communication sciences and disorders. www.nsslha.org. See the bulletin board for upcoming events.

Observations in the EC Clinic

Students wishing to observe particular clients of interest will need to obtain pre-approval from the clinic director who will consult with the supervisor. Clinic policies must be followed. Because these observations are not counted towards the student's observation hours, they are not required to complete the additional forms that generally accompany observations done by Full-Time students. The supervisor is not required to complete any documentation.

State Forms that Require our Signature

Students should contact the Program Director when a document needs to be signed by the CSD Department or when you need a letter to verify continuing matriculation or completion of the program.

APPENDIX

Appendix A – Knowledge and Skills Standards

STUDENT NAME_____

Knowledge and Skills Standards Summary Form/
Student Progress Tracking Form
For Certification in Speech-Language Pathology
Department of Communication Sciences and Disorders
Elmhurst College, Elmhurst, IL 60126
2014 Standards for the Certificate of Clinical Competence (CCC) in Speech-Language Pathology:
(Effective September 1, 2014, Revised March 1, 2016)

This form is intended for use by the certification applicant during the graduate program to track the processes by which the knowledge and skills specified in the 2014 Standards for the CCC are being acquired. Each student should review the Knowledge and Skills form at the beginning of graduate study, and update it at intervals throughout the graduate program and at the conclusion of the program.

The student, with input and monitoring of program faculty, must enter a check mark in column B as each of the knowledge and skills is acquired. It is expected that many entries will appear in the course work and the clinical practicum columns, with some entries, as appropriate, in the "Other" (lab, research, etc.) columns. Please enter the course or practicum number and title and description of other applicable activity.

I. KNOWLEDGE AREAS

How Achieved?

A	B	C	D	E
Standards	**Knowledge/ Skill Met (check) (√)**	**Course # and Title**	**Practicum Experiences # and Title**	**Other (e.g. labs, research) (Include description of activity)**
Standard IV-A. The applicant must demonstrate knowledge of the principles of:				
• Biological sciences		3 Hours with "C" or better		
• Physical sciences		3 Hours with "C" or better		
• Statistics		3 Hours with "C" or better		
• Social/Behavioral sciences		3 Hours with "C" or better		

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				
● Basic Human Communication Processes				
● Biological		CSD 519 Neurology CSD 526 Voice Disorders	CSD 500-502 Clinical Practica	
● Neurological		CSD 519 Neurology CSD 526 Voice Disorders	CSD 500-502 Clinical Practica CSD 504 CSD Pract. in Med Set. P-T CSD 514 CSD Pract Med.Set. H-T CSD 524 CSD Pract Med. Set. F-T	
● Acoustic		CSD 526 Voice Disorders	CSD 500-502 Clinical Practicum	
● Psychological			CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Developmental		CSD 509 Lang/Lit Yng Child CSD 516 Lang/Lit School & Adolesc CSD 521 Dysphagia & Feeding Disord	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Linguistic		CSD 509 Lang/Lit Yng Child CSD 510 Adv. Stdy Phono & Artic.	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T	

		CSD 511 Cult & Ling Issues CSD CSD 525 Pub School Meth Diverse Soc	CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Cultural		CSD 511 Cult & Ling Issues CSD CSD 525 Pub School Meth Diverse Soc	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Swallowing Processes				
● Biological		CSD 521 Dysphagia & Feeding Disord	CSD 504 CSD Pract. in Med Set. P-T CSD 514 CSD Pract Med.Set. H-T CSD 524 CSD Pract Med. Set. F-T	
● Neurological		CSD 521 Dysphagia & Feeding Disord	CSD 504 CSD Pract. in Med Set. P-T CSD 514 CSD Pract Med.Set. H-T CSD 524 CSD Pract Med. Set. F-T	
● Acoustic				
● Psychological		CSD 521 Dysphagia & Feeding Disord	CSD 504 CSD Pract. in Med Set. P-T CSD 514 CSD Pract Med.Set. H-T CSD 524 CSD Pract Med. Set. F-T	
● Developmental			CSD 504 CSD Pract. in Med Set. P-T CSD 514 CSD Pract Med.Set. H-T CSD 524 CSD Pract Med. Set. F-T	
● Linguistic				
● Cultural				
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:				
Articulation				

● Etiologies		CSD 510 Adv. Stdy Phono & Artic. CSD 511 Cult & Ling Issues CSD 528 Motor Spch Disord Lifespan	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Characteristics		CSD 510 Adv. Stdy Phono & Artic. CSD 511 Cult & Ling Issues CSD 528 Motor Spch Disord Lifespan	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
Fluency				
● Etiologies		CSD 511 Cult & Ling Issues CSD 527 Fluency & its Disorders	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 523 Pract Ed. Settings	
● Characteristics		CSD 511 Cult & Ling Issues CSD 527 Fluency & its Disorders	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 523 Pract Ed. Settings	
Voice and resonance, including respiration and phonation				
● Etiologies		CSD 511 Cult & Ling Issues CSD 526 Voice Disorders	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Characteristics		CSD 511 Cult & Ling Issues CSD 526 Voice Disorders	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	

Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing				
● Etiologies		CSD 509 Lang/Lit Yng Child CSD 515 Lang Disord Adults CSD 516 Lang/Lit School & Adolesc CSD 522 Aug/Altern Com 511 Cult & Ling Issues	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Characteristics		CSD 509 Lang/Lit Yng Child CSD 511 Cult & Ling Issues CSD 515 Lang Disord Adults CSD 516 Lang/Lit School & Adolesc CSD 522 Aug/Altern Com	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
Hearing, including the impact on speech and language				
● Etiologies		CSD 509 Lang/Lit Yng Child CSD 510 Adv. Stdy Phono & Artic. CSD 516 Lang/Lit School & Adolesc	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Characteristics		CSD 502 Diagnostic Practicum CSD 509 Lang/Lit Yng Child CSD 510 Adv. Stdy Phono & Artic. CSD 516 Lang/Lit School & Adolesc	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	

Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology)				
● Etiologies		CSD 521 Dysphagia & Feeding Disord	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Characteristics		CSD 521 Dysphagia & Feeding Disord	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)				
● Etiologies		CSD 509 Lang/Lit Yng Child CSD 511 Cult & Ling Issues CSD 515 Lang Disord Adults CSD 516 Lang/Lit School & Adolesc CSD 519 Neurology	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Characteristics		CSD 509 Lang/Lit Yng Child CSD 511 Cult & Ling Issues CSD 515 Lang Disord Adults CSD 516 Lang/Lit School & Adolesc CSD 519 Neurology	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	

Social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities)				
● Etiologies		CSD 509 Lang/Lit Yng Child CSD 511 Cult & Ling Issues CSD 515 Lang Disord Adults CSD 516 Lang/Lit School & Adolesc CSD 527 Fluency & its Disorders	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Characteristics		CSD 509 Lang/Lit Yng Child CSD 510 Adv. Stdy Phono & Artic. CSD 511 Cult & Ling Issues CSD 515 Lang Disord Adults CSD 516 Lang/Lit School & Adolesc CSD 527 Fluency & its Disorders	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
Augmentative and alternative communication modalities				
● Characteristics		CSD 511 Cult & Ling Issues CSD 522 Aug/Altern Com CSD 528 Motor Spch Disord Lifespan	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	

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.				
Articulation				
● Prevention		CSD 508 Counsel/Prof. Issues CSD 510 Adv. Stdy Phono & Artic. CSD 511 Cult & Ling Issues CSD 525 Pub School Meth Diverse Soc	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Assessment		CSD 508 Counsel/Prof. Issues CSD CSD 510 Adv. Stdy Phono & Artic. CSD 511 Cult & Ling Issues CSD 525 Pub School Meth Diverse Soc CSD 528 Motor Spch Disord Lifespan	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Intervention		CSD 508 Counsel/Prof. Issues CSD CSD 510 Adv. Stdy Phono & Artic. CSD 511 Cult & Ling Issues CSD 525 Pub School Meth Diverse Soc CSD 528 Motor Spch Disord Lifespan	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
Fluency				

• Prevention		CSD 508 Counsel/Prof. Issues CSD CSD 511 Cult & Ling Issues CSD 525 Pub School Meth Diverse Soc CSD 527 Fluency & its Disorders	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
• Assessment		CSD 508 Counsel/Prof. Issues CSD CSD 511 Cult & Ling Issues CSD 525 Pub School Meth Diverse Soc CSD 527 Fluency & its Disorders	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
• Intervention		CSD 508 Counsel/Prof. Issues CSD CSD 511 Cult & Ling Issues CSD 525 Pub School Meth Diverse Soc CSD 527 Fluency & its Disorders	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
Voice and Resonance				
• Prevention		CSD 508 Counsel/Prof. Issues CSD CSD 511 Cult & Ling Issues CSD 525 Pub School Meth Diverse Soc CSD 526 Voice Disorders	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
• Assessment		CSD 508 Counsel/Prof. Issues CSD CSD 511 Cult & Ling Issues CSD 525 Pub School Meth Diverse Soc CSD 526 Voice Disorders	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	

● Intervention		CSD 508 Counsel/Prof. Issues CSD CSD 511 Cult & Ling Issues CSD 525 Pub School Meth Diverse Soc CSD 526 Voice Disorders	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
Receptive and Expressive Language				
● Prevention		CSD 508 Counsel/Prof. Issues CSD CSD 509 Lang/Lit Yng Child CSD 511 Cult & Ling Issues CSD 515 Lang Disord Adults CSD 516 Lang/Lit School & Adolesc	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Assessment		CSD 508 Counsel/Prof. Issues CSD CSD 509 Lang/Lit Yng Child CSD 511 Cult & Ling Issues CSD 515 Lang Disord Adults CSD 516 Lang/Lit School & Adolesc	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Intervention		CSD 508 Counsel/Prof. Issues CSD CSD 509 Lang/Lit Yng Child CSD 511 Cult & Ling Issues CSD 515 Lang Disord Adults CSD 516 Lang/Lit School & Adolesc	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
Hearing, including the impact on speech and language				
● Prevention		CSD 508 Counsel/Prof. Issues CSD CSD 511 Cult & Ling Issues CSD 522 Aug/Altern Com	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T	

		CSD 525 Pub School Meth Diverse Soc	CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Assessment		CSD 508 Counsel/Prof. Issues CSD CSD 511 Cult & Ling Issues CSD 522 Aug/Altern Com CSD 525 Pub School Meth Diverse Soc	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Intervention		CSD 508 Counsel/Prof. Issues CSD CSD 511 Cult & Ling Issues CSD 522 Aug/Altern Com CSD 525 Pub School Meth Diverse Soc	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
Swallowing				
● Prevention		CSD 521 Dysphagia & Feeding Disord	CSD 500-502 Clinical Practica CSD 504 CSD Pract. in Med Set. P-T CSD 514 CSD Pract Med.Set. H-T CSD 524 CSD Pract Med. Set. F-T	
● Assessment		CSD 521 Dysphagia & Feeding Disord	CSD 500-502 Clinical Practica CSD 504 CSD Pract. in Med Set. P-T CSD 514 CSD Pract Med.Set. H-T CSD 524 CSD Pract Med. Set. F-T	
● Intervention		CSD 521 Dysphagia & Feeding Disord	CSD 500-502 Clinical Practica CSD 504 CSD Pract. in Med Set. P-T CSD 514 CSD Pract Med.Set. H-T CSD 524 CSD Pract Med. Set. F-T	
Cognitive aspects of communication				
● Prevention		CSD 508 Counsel/Prof. Issues CSD CSD 509 Lang/Lit Yng Child CSD 511 Cult & Ling Issues CSD 515 Lang Disord Adults CSD 516 Lang/Lit School & Adolesc CSD 519 Neurology	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	

		CSD 525 Pub School Meth Diverse Soc		
● Assessment		CSD 508 Counsel/Prof. Issues CSD CSD 509 Lang/Lit Yng Child CSD 511 Cult & Ling Issues CSD 515 Lang Disord Adults CSD 516 Lang/Lit School & Adolesc CSD 519 Neurology CSD 525 Pub School Meth Diverse Soc	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Intervention		CSD 508 Counsel/Prof. Issues CSD 509 Lang/Lit Yng Child CSD 511 Cult & Ling Issues CSD 515 Lang Disord Adults CSD 516 Lang/Lit School & Adolesc in CSD CSD 519 Neurology CSD 525 Pub School Meth Diverse Soc	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
Social aspects of communication				
● Prevention		CSD 508 Counsel/Prof. Issues CSD CSD 509 Lang/Lit Yng Child CSD 511 Cult & Ling Issues CSD 516 Lang/Lit School & Adolesc CSD 525 Pub School Meth Diverse Soc	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Assessment		CSD 508 Counsel/Prof. Issues CSD CSD 509 Lang/Lit Yng Child CSD 511 Cult & Ling Issues CSD 516 Lang/Lit School & Adolesc	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	

		CSD 525 Pub School Meth Diverse Soc		
● Intervention		CSD 508 Counsel/Prof. Issues CSD CSD 509 Lang/Lit Yng Child CSD 511 Cult & Ling Issues CSD 516 Lang/Lit School & Adolesc CSD 525 Pub School Meth Diverse Soc	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
Augmentative and alternative communication modalities				
● (Prevention not applicable)				
● Assessment		CSD 508 Counsel/Prof. Issues CSD CSD 511 Cult & Ling Issues CSD 522 Aug/Altern Com CSD 525 Pub School Meth Diverse Soc CSD 528 Motor Spch Disord Lifespan	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Intervention		CSD 508 Counsel/Prof. Issues CSD CSD 511 Cult & Ling Issues CSD 522 Aug/Altern Com CSD 525 Pub School Meth Diverse Soc CSD 528 Motor Spch Disord Lifespan	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
Standard IV-E The applicant must have demonstrated knowledge of standards of ethical conduct.		CSD 507 Research Methods CSD Research Meth CSD 508 Counsel/Prof. Issues CSD CSD 509 Lang/Lit Yng Child CSD 510 Adv Stdy Phono & Artic CSD 511 Cult & Ling Issues CSD 525 Pub School Meth Diverse Soc	CSD 500-502 Clinical Practica	

		CSD 529 Graduate Seminar CSD		
			CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
Standard IV-F The applicant must have demonstrated knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.		CSD 508 Counsel/Prof. Issues CSD CSD 507 Research Methods CSD Research Meth CSD 509 Lang/Lit Yng Child CSD 510 Adv Stdy in Phono & Artic CSD 516 Lang/Lit School & Adolesc CSD 525 Pub School Meth Diverse Soc	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
Standard IV-G The applicant must have demonstrated knowledge of contemporary professional issues.		CSD 508 Counsel/Prof. Issues CSD CSD 509 Lang/Lit Yng Child CSD 510 Adv Stdy in Phono & Artic CSD 525 Pub School Meth Diverse Soc CSD 529 Graduate Seminar CSD		
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.		CSD 508 Counsel/Prof. Issues CSD CSD 516 Lang/Lit School & Adolesc CSD 529 Graduate Seminar CSD		

Standard V-A The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.		All communication disorders didactic courses. CSD 507 Research Methods CSD Research Meth CSD 508 Counsel/Prof. Issues CSD CSD 509 Lang/Lit Yng Child CSD 510 Adv Stdy in Phono & Artic CSD 516 Lang/Lit School & Adolesc CSD 525 Pub School Meth Diverse Soc	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	

Standard V-B: The applicant for certification must have completed a program of study that included experiences sufficient breadth and depth to achieve the following skills outcomes:				
1. Evaluation (must include all skill outcomes listed in a-g below for each of the 9 major areas)				
a. Conduct screening and prevention procedures (including prevention activities)				
b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals		CSD 508 Counsel/Prof. Issues		
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		CSD 508 Counsel/Prof. Issues		
f. Complete administrative and reporting functions necessary to support evaluation				
g. Refer clients/patients for appropriate services				
● Articulation		CSD 510 Adv. Stdy Phono & Artic. CSD 528 Motor Spch Disord Lifespan	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Fluency		CSD 527 Fluency & its Disorders	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Voice and resonance, including respiration and phonation		CSD 526 Voice Disorders	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities		CSD 507 Research Methods CSD 509 Lang/Lit Yng Child CSD 515 Lang Disord Adults CSD 516 Lang/Lit School & Adolesc	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	

● Hearing, including the impact on speech and language		CSD 508 Counsel/Prof. Issues CSD	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)		CSD 521 Dysphagia & Feeding Disord	CSD 500-502 Clinical Practica CSD 504 CSD Pract. in Med Set. P-T CSD 514 CSD Pract Med.Set. H-T CSD 524 CSD Pract Med. Set. F-T	
● Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)		CSD 509 Lang/Lit Yng Child CSD 515 Lang Disord Adults CSD 516 Lang/Lit School & Adolesc	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)		CSD 509 Lang/Lit Yng Child CSD 515 Lang Disord Adults CSD 516 Lang/Lit School & Adolesc CSD 527 Fluency & its Disorders	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Augmentative and Alternative Communication Modalities		CSD 522 Aug/Altern Com CSD 528 Motor Spch Disord Lifespan	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
2. Intervention (must include all skill outcomes listed in a-g below for each of the 9 major areas)				

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		CSD 508 Counsel/Prof. Issues CSD		
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		CSD 508 Counsel/Prof. Issues CSD		
● Articulation		CSD 510 Adv. Stdy Phono & Artic. CSD 528 Motor Spch Disord Lifespan	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Fluency		CSD 527 Fluency & its Disorders	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T	

			CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Voice and resonance		CSD 526 Voice Disorders	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Receptive and expressive language		CSD 509 Lang/Lit Yng Child CSD 515 Lang Disord Adults CSD 516 Lang/Lit School & Adolesc	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Hearing, including the impact on speech and language			CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Swallowing		CSD 521 Dysphagia & Feeding Disord	CSD 500-502 Clinical Practica CSD 504 CSD Pract. in Med Set. P-T CSD 514 CSD Pract Med.Set. H-T CSD 524 CSD Pract Med. Set. F-T	
● Cognitive aspects of communication		CSD 509 Lang/Lit Yng Child CSD 515 Lang Disord Adults CSD 516 Lang/Lit School & Adolesc	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Social aspects of communication		CSD 509 Lang/Lit Yng Child CSD 515 Lang Disord Adults	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T	

		CSD 516 Lang/Lit School & Adolesc CSD 528 Motor Spch Disord Lifespan	CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
● Augmentative and Alternative Communication Modalities		CSD 509 Lang/Lit Yng Child CSD 515 Lang Disord Adults CSD 516 Lang/Lit School & Adolesc CSD 522 Aug/Altern Com CSD 528 Motor Spch Disord Lifespan	CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
3. Interaction and Personal Qualities				
a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.		CSD 508 Counsel/Prof. Issues CSD CSD 509 Lang/Lit Yng Child CAS 510 Adv Study Phono & Artic CAS 515 Lang Disord Adult CAS 516 lang/Lit School Age & Adolesc CSD 526 Voice Disorders CSD 527 Fluency & its Disorders CSD 528 Motor Spch Disord Lifespan	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
b. Collaborate with other professionals in case management.		CSD 508 Counsel/Prof. Issues CSD	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	
c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.		CSD 508 Counsel/Prof. Issues CSD CSD 509 Lang/Lit Yng Child CSD 510 Adv. Stdy Phono & Artic.	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings	

		CSD 515 Lang Disord Adults CSD 516 Lang/Lit School & Adolesc CSD 521 Dysphagia & Feeding Disord CSD 526 Voice Disorders CSD 527 Fluency & its Disorders	CSD 524 CSD Pract Med. Set. F-T	
d. Adhere to the ASHA Code of Ethics and behave professionally.		CSD 508 Counsel/Prof. Issues CSD	CSD 500-502 Clinical Practica CSD 503 CSD Pract. in Ed Set. P-T CSD 504 CSD Pract. in Med Set. P-T CSD 513 CSD Pract Ed. Set. H-T CSD 514 CSD Pract Med.Set. H-T CSD 523 Pract Ed. Settings CSD 524 CSD Pract Med. Set. F-T	

Revised: July 2016

Knowledge and Skills Standards Summary Form
For Certification in Speech-Language Pathology
Certification by Program Director

AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION

American Speech-Language-Hearing Association
PO Box 1160 #313, Rockville, MD 20849

Name of Applicant: _____ (please print)

2014 Standards for Clinical Certification in Speech-Language Pathology
Verification by Program Director

Please respond to each statement. The applicant must have met each standard in order to be awarded certification.*

□ Yes	□ No	Has a master's, doctoral, or other recognized post-baccalaureate degree. (Std. I)
□ Yes	□ No	Initiated and completed all graduate course work and graduate clinical practicum in an institution whose program was accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). (Std. II)
□ Yes	□ No	Completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic course work and supervised clinical experience sufficient in depth and breadth to achieve the knowledge and skills outcomes. (Std. III)
□ Yes	□ No	Has demonstrated knowledge of the biological sciences, physical sciences, statistics, and social/behavior sciences. (Std. IV. A.)
□ Yes	□ No	Has demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. Has demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span. (Std. IV. B.)
□ Yes	□ No	Has 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 nine areas noted in the standard. (Std. IV. C.)
□ Yes	□ No	Has demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders. (Std. IV. D.)
□ Yes	□ No	Has demonstrated knowledge of standards of ethical conduct. (Std. IV. E.)
□ Yes	□ No	Has demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice. (Std. IV. F.)
□ Yes	□ No	Has demonstrated knowledge of professional contemporary issues. (Std. IV. G.)
□ Yes	□ No	Has 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. (Std. IV. H.)
□ Yes	□ No	Has demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice. (Std. V. A.)
□ Yes	□ No	Has completed a program of study that included experiences sufficient in breadth and depth to achieve the skills outcomes of evaluation, intervention, and interaction and personal qualities. (Std. V. B.)
□ Yes	□ No	Has completed a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology, including 25 hours in clinical observation and 375 hours in direct client/patient contact. (Std. V. C.)
□ Yes	□ No	Has completed at least 325 of the 400 clock hours while engaged in graduate study. (Std. V. D.)
□ Yes	□ No	Has been supervised by individuals holding a current ASHA Certificate of Clinical Competence in the appropriate profession for the minimum number of required clinical practicum hours. The amount of direct supervision was commensurate with the student's level of knowledge, skills, and experience, not less than 25% of the student's total contact with each client/patient, took place periodically through the practicum, and was sufficient to ensure the welfare of the client/patient. (Std. V. E.)
□ Yes	□ No	Supervised practicum included experience with individuals from culturally/linguistically diverse backgrounds and with client/patient populations across the life span. (Std. V. F.)

Attach an explanation for any statements above for which you checked "no."

The program director or designee verifies that the student met each standard and has successfully met the academic program's requirements. *Photocopies or stamped signatures will not be accepted.*

Name of Program Director _____ Title _____
(Please print)

Signature _____ Date ____/____/____

Date course work and clinical practicum requirements for ASHA certification were completed ____/____/____

Appendix B – ASHA Code of Ethics

ASHA CODE OF ETHICS
(revised March 1, 2016)
http://www.asha.org/Code-of-Ethics/

Note: Students are expected to follow any updated revision as posted on the ASHA website.

Preamble

The American Speech-Language-Hearing Association (ASHA; hereafter, also known as "The Association") has been committed to a framework of common principles and standards of practice since ASHA's inception in 1925. This commitment was formalized in 1952 as the Association's first Code of Ethics. This Code has been modified and adapted as society and the professions have changed. The Code of Ethics reflects what we value as professionals and establishes expectations for our scientific and clinical practice based on principles of duty, accountability, fairness, and responsibility. The ASHA Code of Ethics is intended to ensure the welfare of the consumer and to protect the reputation and integrity of the professions.

The ASHA Code of Ethics is a framework and focused guide for professionals in support of day-to-day decision making related to professional conduct. The Code is partly obligatory and disciplinary and partly aspirational and descriptive in that it defines the professional's role. The Code educates professionals in the discipline, as well as students, other professionals, and the public, regarding ethical principles and standards that direct professional conduct.

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by audiologists, speech-language pathologists, and speech, language, and hearing scientists who serve as clinicians, educators, mentors, researchers, supervisors, and administrators. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose and is applicable to the following individuals:

- a member of the American Speech-Language-Hearing Association holding the Certificate of Clinical Competence (CCC)
- a member of the Association not holding the Certificate of Clinical Competence (CCC)
- a nonmember of the Association holding the Certificate of Clinical Competence (CCC)
- an applicant for certification, or for membership and certification

By holding ASHA certification or membership, or through application for such, all individuals are automatically subject to the jurisdiction of the Board of Ethics for ethics complaint adjudication. Individuals who provide clinical services and who also desire membership in the Association must hold the CCC.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics. The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas: (I) responsibility to persons served professionally and to research participants, both human and animal; (II) responsibility for one's professional competence; (III) responsibility to the public; and (IV) responsibility for professional relationships. Individuals shall honor and abide by these Principles as affirmative obligations under all conditions of applicable professional activity. Rules of Ethics are specific statements of minimally acceptable as well as unacceptable professional conduct.

The Code is designed to provide guidance to members, applicants, and certified individuals as they make professional decisions. Because the Code is not intended to address specific situations and is not inclusive of all possible ethical dilemmas, professionals are expected to follow the written provisions and to uphold the spirit and purpose of the Code. Adherence to the Code of Ethics and its enforcement results in respect for the professions and positive outcomes for individuals who benefit from the work of audiologists, speech-language pathologists, and speech, language, and hearing scientists.

Terminology

ASHA Standards and Ethics

The mailing address for self-reporting in writing is American Speech-Language-Hearing Association, Standards and Ethics, 2200 Research Blvd., #313, Rockville, MD 20850.

advertising

Any form of communication with the public about services, therapies, products, or publications.

conflict of interest

An opposition between the private interests and the official or professional responsibilities of a person in a position of trust, power, and/or authority.

crime

Any felony; or any misdemeanor involving dishonesty, physical harm to the person or property of another, or a threat of physical harm to the person or property of another. For more details, see the "Disclosure Information" section of applications for ASHA certification found on www.asha.org/certification/AudCertification/ and www.asha.org/certification/SLPCertification/.

diminished decision-making ability

Any condition that renders a person unable to form the specific intent necessary to determine a reasonable course of action.

fraud

Any act, expression, omission, or concealment—the intent of which is either actual or constructive—calculated to deceive others to their disadvantage.

impaired practitioner

An individual whose professional practice is adversely affected by addiction, substance abuse, or health-related and/or mental health–related conditions.

individuals

Members and/or certificate holders, including applicants for certification.

informed consent

May be verbal, unless written consent is required; constitutes consent by persons served, research participants engaged, or parents and/or guardians of persons served to a proposed course of action after the communication of adequate information regarding expected outcomes and potential risks.

jurisdiction

The "personal jurisdiction" and authority of the ASHA Board of Ethics over an individual holding ASHA certification and/or membership, regardless of the individual's geographic location.

know, known, or knowingly

Having or reflecting knowledge.

may vs. shall

May denotes an allowance for discretion; *shall* denotes no discretion.

misrepresentation

Any statement by words or other conduct that, under the circumstances, amounts to an assertion that is false or erroneous (i.e., not in accordance with the facts); any statement made with conscious ignorance or a reckless disregard for the truth.

negligence

Breaching of a duty owed to another, which occurs because of a failure to conform to a requirement, and this failure has caused harm to another individual, which led to damages to this person(s); failure to exercise the care toward others that a reasonable or prudent person would take in the circumstances, or taking actions that such a reasonable person would not.

nolo contendere

No contest.

plagiarism

False representation of another person's idea, research, presentation, result, or product as one's own through irresponsible citation, attribution, or paraphrasing; ethical misconduct does not include honest error or differences of opinion.

publicly sanctioned

A formal disciplinary action of public record, excluding actions due to insufficient continuing education, checks returned for insufficient funds, or late payment of fees not resulting in unlicensed practice.

reasonable or reasonably

Supported or justified by fact or circumstance and being in accordance with reason, fairness, duty, or prudence.

self-report

A professional obligation of self-disclosure that requires (a) notifying ASHA Standards and Ethics and (b) mailing a hard copy of a certified document to ASHA Standards and Ethics (see term above). All self-reports are subject to a separate ASHA Certification review process, which, depending on the seriousness of the self-reported information, takes additional processing time.

shall vs. may

Shall denotes no discretion; *may* denotes an allowance for discretion.

support personnel

Those providing support to audiologists, speech-language pathologists, or speech, language, and hearing scientists (e.g., technician, paraprofessional, aide, or assistant in audiology, speech-language pathology, or communication sciences and disorders). For more information, read the Issues in Ethics Statements on Audiology Assistants and/or Speech-Language Pathology Assistants.

telepractice, teletherapy

Application of telecommunications technology to the delivery of audiology and speech-language pathology professional services at a distance by linking clinician to client/patient or clinician to clinician for assessment, intervention, and/or consultation. The quality of the service should be equivalent to in-person service. For more information, see the telepractice section on the ASHA Practice Portal.

written

Encompasses both electronic and hard-copy writings or communications.

Principle of Ethics I

Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities, and they shall treat animals involved in research in a humane manner.

Rules of Ethics

A. Individuals shall provide all clinical services and scientific activities competently.

B. Individuals shall use every resource, including referral and/or interprofessional collaboration when appropriate, to ensure that quality service is provided.

C. Individuals shall not discriminate in the delivery of professional services or in the conduct of research and scholarly activities on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect.

D. Individuals shall not misrepresent the credentials of aides, assistants, technicians, support personnel, students, research interns, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services.

E. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, support personnel, or any other persons only if those

persons are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.

F. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.

G. Individuals who hold the Certificate of Clinical Competence may delegate to students tasks related to the provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.

H. Individuals shall obtain informed consent from the persons they serve about the nature and possible risks and effects of services provided, technology employed, and products dispensed. This obligation also includes informing persons served about possible effects of not engaging in treatment or not following clinical recommendations. If diminished decision-making ability of persons served is suspected, individuals should seek appropriate authorization for services, such as authorization from a spouse, other family member, or legally authorized/appointed representative.

I. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if participation is voluntary, without coercion, and with informed consent.

J. Individuals shall accurately represent the intended purpose of a service, product, or research endeavor and shall abide by established guidelines for clinical practice and the responsible conduct of research.

K. Individuals who hold the Certificate of Clinical Competence shall evaluate the effectiveness of services provided, technology employed, and products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.

L. Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.

M. Individuals who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.

N. Individuals who hold the Certificate of Clinical Competence shall not provide clinical services solely by correspondence, but may provide services via telepractice consistent with professional standards and state and federal regulations.

O. Individuals shall protect the confidentiality and security of records of professional services provided, research and scholarly activities conducted, and products dispensed. Access to these records shall be allowed only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.

P. Individuals shall protect the confidentiality of any professional or personal information about persons served professionally or participants involved in research and scholarly activities and may disclose confidential information only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.

Q. Individuals shall maintain timely records and accurately record and bill for services provided and products dispensed and shall not misrepresent services provided, products dispensed, or research and scholarly activities conducted.

R. Individuals whose professional practice is adversely affected by substance abuse, addiction, or other health-related conditions are impaired practitioners and shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.

S. Individuals who have knowledge that a colleague is unable to provide professional services with reasonable skill and safety shall report this information to the appropriate authority, internally if a mechanism exists and, otherwise, externally.

T. Individuals shall provide reasonable notice and information about alternatives for obtaining care in the event that they can no longer provide professional services.

Principle of Ethics II

Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.

Rules of Ethics

A. Individuals who hold the Certificate of Clinical Competence shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their certification status, education, training, and experience.

B. Members who do not hold the Certificate of Clinical Competence may not engage in the provision of clinical services; however, individuals who are in the certification application process may engage in the provision of clinical services consistent with current local and state laws and regulations and with ASHA certification requirements.

C. Individuals who engage in research shall comply with all institutional, state, and federal regulations that address any aspects of research, including those that involve human participants and animals.

D. Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.

E. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's certification status, competence, education, training, and experience.

F. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct clinical activities that compromise the staff member's independent and objective professional judgment.

G. Individuals shall make use of technology and instrumentation consistent with accepted professional guidelines in their areas of practice. When such technology is not available, an appropriate referral may be made.

H. Individuals shall ensure that all technology and instrumentation used to provide services or to conduct research and scholarly activities are in proper working order and are properly calibrated.

Principle of Ethics III

Individuals shall honor their responsibility to the public when advocating for the unmet communication and swallowing needs of the public and shall provide accurate information involving any aspect of the professions.

Rules of Ethics

A. Individuals shall not misrepresent their credentials, competence, education, training, experience, and scholarly contributions.

B. Individuals shall avoid engaging in conflicts of interest whereby personal, financial, or other considerations have the potential to influence or compromise professional judgment and objectivity.

C. Individuals shall not misrepresent research and scholarly activities, diagnostic information, services provided, results of services provided, products dispensed, or the effects of products dispensed.

D. Individuals shall not defraud through intent, ignorance, or negligence or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants and contracts for services provided, research conducted, or products dispensed.

E. Individuals' statements to the public shall provide accurate and complete information about the nature and management of communication disorders, about the professions, about professional services, about products for sale, and about research and scholarly activities.

F. Individuals' statements to the public shall adhere to prevailing professional norms and shall not contain misrepresentations when advertising, announcing, and promoting their professional services and products and when reporting research results.

G. Individuals shall not knowingly make false financial or nonfinancial statements and shall complete all materials honestly and without omission.

Principle of Ethics IV

Individuals shall uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.

Rules of Ethics

A. Individuals shall work collaboratively, when appropriate, with members of one's own profession and/or members of other professions to deliver the highest quality of care.

B. Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative mandate, referral source, or prescription prevents keeping the welfare of persons served paramount.

C. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.

D. Individuals shall not engage in any form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.

E. Individuals shall not engage in dishonesty, negligence, fraud, deceit, or misrepresentation.

F. Applicants for certification or membership, and individuals making disclosures, shall not knowingly make false statements and shall complete all application and disclosure materials honestly and without omission.

G. Individuals shall not engage in any form of harassment, power abuse, or sexual harassment.

H. Individuals shall not engage in sexual activities with individuals (other than a spouse or other individual with whom a prior consensual relationship exists) over whom they exercise professional authority or power, including persons receiving services, assistants, students, or research participants.

I. Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.

J. Individuals shall assign credit only to those who have contributed to a publication, presentation, process, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.

K. Individuals shall reference the source when using other persons' ideas, research, presentations, results, or products in written, oral, or any other media presentation or summary. To do otherwise constitutes plagiarism.

L. Individuals shall not discriminate in their relationships with colleagues, assistants, students, support personnel, and members of other professions and disciplines on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, dialect, or socioeconomic status.

M. Individuals with evidence that the Code of Ethics may have been violated have the responsibility to work collaboratively to resolve the situation where possible or to inform the Board of Ethics through its established procedures.

N. Individuals shall report members of other professions who they know have violated standards of care to the appropriate professional licensing authority or board, other professional regulatory body, or professional association when such violation compromises the welfare of persons served and/or research participants.

O. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation; the Code of Ethics shall not be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.

P. Individuals making and responding to complaints shall comply fully with the policies of the Board of Ethics in its consideration, adjudication, and resolution of complaints of alleged violations of the Code of Ethics.

Q. Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.

R. Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice, research ethics, and the responsible conduct of research.

S. Individuals who have been convicted; been found guilty; or entered a plea of guilty or nolo contendere to (1) any misdemeanor involving dishonesty, physical harm—or the threat of physical harm—to the person or property of another, or (2) any felony, shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the conviction, plea, or finding of guilt.

Individuals shall also provide a certified copy of the conviction, plea, nolo contendere record, or docket entry to ASHA Standards and Ethics within 30 days of self-reporting.

T. Individuals who have been publicly sanctioned or denied a license or a professional credential by any professional association, professional licensing authority or board, or other professional regulatory body shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the final action or disposition. Individuals shall also provide a certified copy of the final action, sanction, or disposition to ASHA Standards and Ethics within 30 days of self-reporting.

Appendix C – Scope of Practice in Speech-Language Pathology

This scope of practice document is an official policy of the American Speech-Language-Hearing Association (ASHA) defining the breadth of practice within the profession of speech-language pathology. This document was developed by the ASHA Ad Hoc Committee on the Scope of Practice in Speech- Language Pathology. Committee members were Mark DeRuiter (chair), Michael Campbell, Craig Coleman, Charlette Green, Diane Kendall, Judith Montgomery, Bernard Rousseau, Nancy Swigert, Sandra Gillam (board liaison), and Lemmietta McNeilly (ex officio). This document was approved by the ASHA Board of Directors on February 4, 2016 (BOD 01-2016). The BOD approved a revision in the prevention of hearing section of the document on May 9, 2016 (Motion 07-2016). The *Scope of Practice in Speech-Language Pathology* of the American Speech-Language-Hearing Association (ASHA) includes the following: a statement of purpose, definitions of *speech-language pathologist* and *speech-language pathology*, a framework for speech-language pathology practice, a description of the domains of speech-language pathology service delivery, delineation of speech-language pathology service delivery areas, domains of professional practice, references, and resources.

The *speech-language pathologist* (*SLP*) is defined as the professional who engages in professional practice in the areas of communication and swallowing across the lifespan.*Communication* and *swallowing* are broad terms encompassing many facets of function.*Communication* includes speech production and fluency, language, cognition, voice, resonance, and hearing. *Swallowing* includes all aspects of swallowing, including related feeding behaviors. Throughout this document, the terms *communication* and *swallowing* are used to reflect all areas. This document is a guide for SLPs across all clinical and educational settings to promote best practice. The term *individuals* is used throughout the document to refer to students, clients, and patients who are served by the SLP.

As part of the review process for updating the *Scope of Practice in Speech-Language Pathology*, the committee revised the previous scope of practice document to reflect recent advances in knowledge and research in the discipline. One of the biggest changes to the document includes the delineation of practice areas in the context of eight domains of speech-language pathology service delivery: collaboration; counseling; prevention and wellness; screening; assessment; treatment; modalities, technology, and instrumentation; and population and systems. In addition, five domains of professional practice are delineated: advocacy and outreach, supervision, education, research and administration/leadership.

Service delivery areas include all aspects of communication and swallowing and related areas that impact communication and swallowing: speech production, fluency, language, cognition, voice, resonance, feeding, swallowing, and hearing. The practice of speech-language pathology continually evolves. SLPs play critical roles in health literacy; screening, diagnosis, and treatment of autism spectrum disorder; and use of the *International Classification of Functioning, Disability and Health* (ICF; World Health Organization [WHO], 2014) to develop

functional goals and collaborative practice. As technology and science advance, the areas of assessment and intervention related to communication and swallowing disorders grow accordingly. Clinicians should stay current with advances in speech-language pathology practice by regularly reviewing the research literature, consulting the Practice Management section of the ASHA website, including the Practice Portal, and regularly participating in continuing education to supplement advances in the profession and information in the scope of practice. Full information can be seen at http://www.asha.org/policy/SP2016-00343/

Appendix D – 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology

2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology

Effective Date: September 1, 2014. Revised Date: March 1, 2016

Introduction

The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) is a semi-autonomous credentialing body of the American Speech-Language-Hearing Association. The charges to the CFCC are: to define the standards for clinical certification; to apply those standards in granting certification to individuals; to have final authority to withdraw certification in cases where certification has been granted on the basis of inaccurate information; and to administer the certification maintenance program.

A Practice and Curriculum Analysis of the Profession of Speech-Language Pathology was conducted in 2009 under the auspices of the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) and the CFCC. The survey analysis was reviewed by the CFCC, and the following standards were developed to better fit current practice models.

The 2014 standards and implementation procedures for the Certificate of Clinical Competence in Speech-Language Pathology are now in effect as of September 1, 2014. View the SLP Standards Crosswalk [PDF] for more specific information on how the standards have changed.

Citation

cite as: Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2013). 2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. Retrieved [date] from http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/.

2016 Revisions

Revision 1: Implementation Language to Standard V-B (new paragraphs 3 and 4) – Expanded definition of supervised clinical experiences:

These experiences should allow students to:

- interpret, integrate, and synthesize core concepts and knowledge;
- demonstrate appropriate professional and clinical skills; and
- incorporate critical thinking and decision-making skills while engaged in identification, evaluation, diagnosis, planning, implementation, and/or intervention.

Alternative clinical experiences may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive).

Revision 2: Implementation Language to Standard V-C (additions to paragraph 2) – Acceptance of Alternative Clinical Education for up to 20% (75 hours) of direct client hours:

Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through alternative clinical education (ACE) methods. Only the time spent in active engagement with the ACE may be counted. ACE may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included.

Revision 3: Implementation Language to Standard VII (addition to paragraph 1) – Clinical Fellowship report due date:

Applicants whose Clinical Fellowship report is not reported to ASHA within 90 days after the 48-month timeframe will have their application closed.

The Standards for the Certificate of Clinical Competence in Speech-Language Pathology are shown in bold. The Council for Clinical Certification implementation procedures follow each standard.

- Standard I—Degree
- Standard II—Education Program
- Standard III—Program of Study
- Standard IV—Knowledge Outcomes
- Standard V—Skills Outcomes
- Standard VI—Assessment
- Standard VII—Speech-Language Pathology Clinical Fellowship
- Standard VIII—Maintenance of Certification

Standard I: Degree

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

Implementation: The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) has the authority to determine eligibility of all applicants for certification.

Standard II: Education Program

All graduate course work and graduate clinical experience required in speech-language pathology must have been initiated and completed in a speech-language pathology program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

Implementation: If the graduate program of study is initiated and completed in a CAA-accredited program or in a program that held candidacy status for CAA accreditation, and if the program director or official designee verifies that all knowledge and skills required at the time of application have been met, approval of academic course work and practicum is automatic. Applicants eligible for automatic approval must submit an official graduate transcript or a letter from the registrar that verifies the date the graduate degree was awarded. The official graduate transcript or letter from the registrar must be received by the National Office no later than 1 year from the date the application was received. Verification of the graduate degree is required of the applicant before the certificate is awarded.

Individuals educated outside the United States or its territories must submit documentation that course work was completed in an institution of higher education that is regionally accredited or recognized by the appropriate regulatory authority for that country. In addition, applicants outside the United States or its territories must meet each of the standards that follow.

Standard III: Program of Study

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

Implementation: The minimum of 36 graduate semester credit hours must have been earned in a program that addresses the knowledge and skills pertinent to the ASHA Scope of Practice in Speech-Language Pathology.

Standard IV: Knowledge Outcomes

Standard IV-A

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

Implementation: 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). Acceptable courses in physical sciences should include 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. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement. A course in biological and physical

sciences specifically related to CSD may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas.

Academic advisors are strongly encouraged to enroll students in courses in the biological, physical, and the social/behavioral sciences in content areas that will assist students in acquiring the basic principles in social, cultural, cognitive, behavioral, physical, physiological, and anatomical areas useful to understanding the communication/linguistic sciences and disorders.

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:

- **articulation;**
- **fluency;**
- **voice and resonance, including respiration and phonation;**
- **receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing;**
- **hearing, including the impact on speech and language;**
- **swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);**
- **cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);**
- **social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities);**
- **augmentative and alternative communication modalities.**

Implementation: It is expected that course work addressing the professional knowledge specified in Standard IV-C will occur primarily at the graduate level.

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.

Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.

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.

Implementation: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and have demonstrated the ability to relate research to clinical practice.

Standard IV-G

The applicant must have demonstrated knowledge of contemporary professional issues.

Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues typically include trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures.

Standard IV-H

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

Standard V: Skills Outcomes

Standard V-A

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

Implementation: Individuals are eligible to apply for certification once they have completed all graduate-level academic course work and clinical practicum and been judged by the graduate program as having acquired all of the knowledge and skills mandated by the current standards.

The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. For oral communication, the applicant must have demonstrated speech and language skills in English, which, at a minimum, are consistent with ASHA's

current position statement on students and professionals who speak English with accents and nonstandard dialects. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English.

Standard V-B

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

1. **Evaluation**
    a. **Conduct screening and prevention procedures (including prevention activities).**
    b. **Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.**
    c. **Select and administer appropriate evaluation procedures, such as behavioral observations, 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.**
2. **Intervention**
    a. **Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.**
    b. **Implement intervention plans (involve clients/patients and relevant others in the intervention process).**
    c. **Select or develop and use appropriate materials and instrumentation for prevention and intervention.**
    d. **Measure and evaluate clients'/patients' performance and progress.**
    e. **Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.**
    f. **Complete administrative and reporting functions necessary to support intervention.**
    g. **Identify and refer clients/patients for services as appropriate.**
3. **Interaction and Personal Qualities**
    a. **Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.**
    b. **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.**

Implementation: The applicant must have acquired the skills referred to in this standard applicable across the nine major areas listed in Standard IV-C. Skills may be developed and demonstrated by direct client/patient contact in clinical experiences, academic course work, labs, simulations, examinations, and completion of independent projects.

The applicant must have obtained a sufficient variety of supervised clinical experiences in different work settings and with different populations so that he or she can demonstrate skills across the ASHA Scope of Practice in Speech-Language Pathology. *Supervised clinical experience* is defined as clinical services (i.e., assessment/diagnosis/evaluation, screening, treatment, report writing, family/client consultation, and/or counseling) related to the management of populations that fit within the ASHA Scope of Practice in Speech-Language Pathology.

These experiences should allow students to:

- interpret, integrate, and synthesize core concepts and knowledge;
- demonstrate appropriate professional and clinical skills; and
- incorporate critical thinking and decision-making skills while engaged in identification, evaluation, diagnosis, planning, implementation, and/or intervention.

Alternative clinical experiences may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive).

Supervisors of clinical experiences must hold a current ASHA Certificate of Clinical Competence in the appropriate area of practice during the time of supervision. The supervised activities must be within the ASHA Scope of Practice in Speech-Language Pathology to count toward certification.

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.

Implementation: Guided observation hours generally precede direct contact with clients/patients. The observation and direct client/patient contact hours must be within the ASHA Scope of Practice in Speech-Language Pathology and must be under the supervision of a qualified professional who holds current ASHA certification in the appropriate practice area. Such supervision may occur simultaneously with the student's observation or afterwards through review and approval of written reports or summaries submitted by the student. Students may use video recordings of client services for observation purposes.

Applicants should be assigned practicum only after they have acquired sufficient knowledge bases to qualify for such experience. Only direct contact with the client or the client's family in assessment, intervention, and/or counseling can be counted toward practicum. Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through alternative clinical education (ACE) methods. Only the time spent in active engagement with the ACE

may be counted. ACE may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included. Although several students may observe a clinical session at one time, clinical practicum hours should be assigned only to the student who provides direct services to the client or client's family. Typically, only one student should be working with a given client at a time in order to count the practicum hours. In rare circumstances, it is possible for several students working as a team to receive credit for the same session, depending on the specific responsibilities each student is assigned. For example, in a diagnostic session, if one student evaluates the client and another interviews the parents, both students may receive credit for the time each spent in providing the service. However, if student A works with the client for 30 minutes and student B works with the client for the next 45 minutes, each student receives credit for only the time he/she actually provided services—that is, 30 minutes for student A and 45 minutes for student B. The applicant must maintain documentation of time spent in supervised practicum, verified by the program in accordance with Standards III and IV.

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.

Implementation: A minimum of 325 clock hours of clinical practicum must be completed at the graduate level. At the discretion of the graduate program, hours obtained at the undergraduate level may be used to satisfy the remainder of the requirement.

Standard V-E

Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. 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 client/patient.

Implementation: Direct supervision must be in real time. A supervisor must be available to consult with a student providing clinical services to the supervisor's client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition of essential clinical skills. **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 client/patient.**

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.

Implementation: The applicant must demonstrate direct client/patient clinical experiences in both assessment and intervention with both children and adults from the range of disorders and differences named in Standard IV-C.

Standard VI: Assessment

The applicant must have passed the national examination adopted by ASHA for purposes of certification in speech-language pathology.

Implementation: Results of the Praxis Examination in Speech-Language Pathology must be submitted directly to ASHA from ETS. The certification standards require that a passing exam score must be earned no earlier than 5 years prior to the submission of the application and no later than 2 years following receipt of the application. If the exam is not successfully passed and reported within the 2-year application period, the applicant's certification file will be closed. If the exam is passed or reported at a later date, the individual will be required to reapply for certification under the standards in effect at that time.

Standard VII: Speech-Language Pathology Clinical Fellowship

The applicant must successfully complete a Speech-Language Pathology Clinical Fellowship (CF).

Implementation: The Clinical Fellowship may be initiated only after completion of all academic course work and clinical experiences required to meet the knowledge and skills delineated in Standards IV and V. The CF experience must be initiated within 24 months of the date the application is received. Once the CF has been initiated, it must be completed within 48 months. For applicants completing multiple CFs, all CF experiences related to the application must be completed within 48 months of the date the first CF was initiated. Applications will be closed for a CF/CFs that is/are not completed within the 48-month timeframe or that is/are not reported to ASHA within 90 days after the 48-month timeframe. The Clinical Fellow will be required to reapply for certification and must meet the Standards in effect at the time of re-application. CF experiences older than 5 years at the time of application will not be accepted.

The CF must have been completed under the mentorship of an individual who held the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) throughout the duration of the fellowship. It is the Clinical Fellow's responsibility to identify a mentoring speech-language pathologist (SLP) who holds an active Certificate of Clinical Competence in Speech-Language Pathology. Should the certification status of the mentoring SLP change during the CF experience, the Clinical Fellow will be awarded credit only for that portion of time during which the mentoring SLP held certification. It, therefore, is incumbent on the CF to verify the mentoring SLP's status periodically throughout the Clinical Fellowship experience. A family member or individual related in any way to the Clinical Fellow may not serve as a mentoring SLP.

Standard VII-A: Clinical Fellowship Experience

The Clinical Fellowship must have consisted of clinical service activities that foster the continued growth and integration of knowledge, skills, and tasks of clinical practice in speech-language pathology consistent with ASHA's current Scope of Practice in Speech-Language Pathology. The Clinical Fellowship must have consisted of no less than 36 weeks of full-time professional experience or its part-time equivalent.

Implementation: No less than 80% of the Fellow's major responsibilities during the CF experience must have been in direct client/patient contact (e.g., assessment, diagnosis, evaluation, screening, treatment, clinical research activities, family/client consultations, recordkeeping, report writing, and/or counseling) related to the management process for individuals who exhibit communication and/or swallowing disabilities.

Full-time professional experience is defined as 35 hours per week, culminating in a minimum of 1,260 hours. Part-time experience of less than 5 hours per week will not meet the CF requirement and may not be counted toward completion of the experience. Similarly, work in excess of the 35 hours per week cannot be used to shorten the CF to less than 36 weeks.

Standard VII-B: Clinical Fellowship Mentorship

The Clinical Fellow must have received ongoing mentoring and formal evaluations by the CF mentor.

Implementation: Mentoring must have included on-site observations and other monitoring activities. These activities may have been executed by correspondence, review of video and/or audio recordings, evaluation of written reports, telephone conferences with the Fellow, and evaluations by professional colleagues with whom the Fellow works. The CF mentor and Clinical Fellow must have participated in regularly scheduled formal evaluations of the Fellow's progress during the CF experience. The Clinical Fellow must receive ongoing mentoring and formal evaluations by the CF Mentor.

The mentoring SLP must engage in no fewer than 36 supervisory activities during the clinical fellowship experience. This supervision must include 18 on-site observations of direct client contact at the Clinical Fellow's work site (1 hour = 1 on-site observation; a maximum of six on-site observations may be accrued in 1 day). At least six on-site observations must be conducted during each third of the CF experience. On-site observations must consist of the Clinical Fellow engaged in screening, evaluation, assessment, and/or habilitation/rehabilitation activities. Use of real-time, interactive video and audio conferencing technology is permitted as a form of on-site observation, for which pre-approval must be obtained.

Additionally, supervision must also include 18 other monitoring activities. At least six other monitoring activities must be conducted during each third of the CF experience. Other monitoring activities are defined as evaluation of reports written by the Clinical Fellow, conferences between the mentoring SLP and the Clinical Fellow, discussions with professional colleagues of the Fellow, etc., and may be executed by correspondence, telephone, or reviewing of video and/or audio tapes.

On rare occasions, the CFCC may allow the supervisory process to be conducted in other ways. However, a request for other supervisory mechanisms must be submitted in written form to the CFCC, and co-signed by the CF mentor, before the CF is initiated. The request must include the reason for the alternative supervision and a

description of the supervision that would be provided. At a minimum, such a request must outline the type, length, and frequency of the supervision that would be provided.

A CF mentor intending to supervise a Clinical Fellow located in another state may be required to also hold licensure in that state; it is up to the CF mentor and the Clinical Fellow to make this determination before proceeding with a supervision arrangement.

Standard VII-C: Clinical Fellowship Outcomes

The Clinical Fellow must have demonstrated knowledge and skills consistent with the ability to practice independently.

Implementation: At the completion of the CF experience, the applicant will have acquired and demonstrated the ability to

- integrate and apply theoretical knowledge,
- evaluate his or her strengths and identify his or her limitations,
- refine clinical skills within the Scope of Practice in Speech-Language Pathology,
- apply the ASHA Code of Ethics to independent professional practice.

In addition, upon completion of the CF, the applicant must have demonstrated the ability to perform clinical activities accurately, consistently, and independently and to seek guidance as necessary.

The CF mentor must submit the *Clinical Fellowship Report and Rating Form, which includes the Clinical Fellowship Skills Inventory (CFSI)*, as soon as the CF successfully completes the CF experience. This report must be signed by both the Clinical Fellow and mentoring SLP.

Standard VIII: Maintenance of Certification

Certificate holders must demonstrate continued professional development for maintenance of the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP).

Implementation: Individuals who hold the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) must accumulate 30 certification maintenance hours of professional development during every 3-year maintenance interval. Intervals are continuous and begin January 1 of the year following award of initial certification or reinstatement of certification. A random audit of compliance will be conducted.

Accrual of professional development hours, adherence to the ASHA Code of Ethics, submission of certification maintenance compliance documentation, and payment of annual dues and/or certification fees are required for maintenance of certification.

If renewal of certification is not accomplished within the 3-year period, certification will expire. Individuals wishing to regain certification must submit a reinstatement application and meet the standards in effect at the time the reinstatement application is submitted.

Appendix E – Academic Concerns/Remediation Plan Form

Elmhurst College MS-SLP Graduate Program
Communication Sciences & Disorders
Academic Concerns/Remediation Plan Form

Instructors: Please use this form to develop a remediation plan for any student who has not met minimum competency (as determined by you) on any of your assessments (e.g., test, paper, presentation, case study). Include concerns about oral and/or written language. Once the remediation activity has been completed to your satisfaction, please sign-off and return this documentation to the Program Director. Thank you.

Student name: _____

Instructor name: _____

Course (# and name): _____

Term: _____

Assessment of concern (include oral and/or writing skills): _____

_____

_____

Remediation plan: _____

_____

Oral assessment: _____

_____

Written assessment: _____

_____

Other (describe): _____

_____

_____

_____

Outcome of remediation: _____

_____

_____

_____ _____

Student Signature/Date Instructor Signature/Date

Appendix F – Student Exit Survey Form

Elmhurst College

CSD M.S. PROGRAM STUDENT EXIT SURVEY

Please rate your own state of knowledge or skill for each area of knowledge or skill.
Use this scale: 4 = Highly Proficient; 3 = Established; 2 = Emerging; 1 = Minimal; 0 = No Knowledge

Knowledge or Skill	Self-Rating (4, 3, 2, 1, 0)
1. Basic human communication processes.	
a. Biological and Neurological Bases	
b. Acoustic Bases	
c. Psychological and Developmental	
d. Cultural and Linguistic	
2. Basic Feeding and swallowing processes.	
3. Knowledge of communication disorders.	
a. Articulation and phonological disorders.	
b. Fluency disorders.	
c. Voice and resonance disorders.	
d. Receptive and Expressive Language disorders—Developmental	
e. Receptive and Expressive Language disorders—Acquired	
f. The impact of hearing disorders on speech and language	
g. Feeding and swallowing disorders	
h. Cognitive-communication disorders.	
i. Social communication disorders.	
4. Augmentative and alternative communication assessment and intervention.	
5. Methods of assessment for communication and swallowing disorders.	
a. Articulation and phonological disorders.	
b. Fluency disorders.	
c. Voice and resonance disorders.	
d. Receptive and Expressive Language disorders—Developmental	
e. Receptive and Expressive Language disorders—Acquired	
f. The impact of hearing disorders on speech and language	
g. Feeding and swallowing disorders	
h. Cognitive-communication disorders.	
i. Social communication disorders.	
6. Methods of intervention for communication and swallowing disorders.	
a. Articulation and phonological disorders.	
b. Fluency disorders.	
c. Voice and resonance disorders.	

d. Receptive and Expressive Language disorders—Developmental	
e. Receptive and Expressive Language disorders—Acquired	
f. The impact of hearing disorders on speech and language	
g. Feeding a swallowing disorders	
h. Cognitive-communication disorders.	
i. Social communication disorders.	
7. Knowledge of standards of ethical conduct in speech-language pathology.	
8. Knowledge of the processes of research and the integration of research into evidence-based clinical practice.	
9. Knowledge of professional issues, licensure, certification.	
10. Writing and spoken professional and academic communication.	
11. Skills in assessment.	
12. Skills in intervention.	
13. Interaction skills, including counseling, collaboration and working with diverse groups.	

Please provide your feedback on the Elmhurst College graduate program in communication sciences and disorders.

1. What are the strengths of the academic components of the program?

2. What areas of the academic program could be improved?

3. What are the strengths of the clinical training components of the program?

4. What areas of the clinical training components of the program could be improved?

5. Do you have any other comments regarding our program or your experiences with it?

Dev. 5/15

Appendix G – Plan of Study for MS-SLP, Professional Educator License, Illinois St. Licensure Form

ELMHURST COLLEGE **Graduate Student Plan of Study Preparation for M.S. SLP, Illinois Professional Educator License and Illinois State Licensure**

I. M.S. CSD (Speech-Language Pathology) COURSE TRACKING

Course Number and Name	Required credits	Optional credits	Completed	Comments
FALL - YEAR ONE				
CSD 500 Clinical Practicum	3			
CSD 507 Research Methods CSD	3			
CSD 509 Language/Literacy Young Children Assessment and Treatment	3			
CSD 510 Advanced Study in Phonology & Articulation	3			
CSD 519 Neurology	3			
CSD 592: Independent Study: Multicultural/Multilingual Issues (for those pursuing M&M emphasis).		2		
TOTAL	**14**			
JANUARY TERM - YEAR ONE (Optional)				
CSD 233 Sign Language I (Elective)		2		
CSD 381 Special topics: The China Experience: Transcultural View of Rehabilitation Medicine (Elective, TBD)		2		
CSD 355 Aural Rehabilitation (Elective)		4		
Total				
SPRING - YEAR ONE				
CSD 501 Clinical Practicum	3			
CSD 516 Language/Literacy School Age & Adolescence	3			
CSD 521 Dysphagia & Feeding Disorders	3			
CSD 515 Language Disorders in Adults	3			
CSD 530 Thesis Research OR CSD 590 Research Option II	2			
MTL 532 (Elective for CCC, need for PEL for those without Methods Learners Exceptionalities)		3		
MTL 587 Assessment of English Language Learners. (Optional for M&M emphasis, but required of bilingual SLPs in schools by ISBE)		3		
Total	**14**			
SUMMER – YEAR ONE				
CSD 502 Clinical Practicum III	2			
CSD 508 Counseling/Professional Issues in CSD	2			
EDU 521 Theory and Practice for Building Academic Literacies) (Elective for CCC, need for PEL)		3		
CSD 382 Special topics: Global Perspectives in Communication and Disability: Costa Rica Experience (Elective, TBD)		4		
Total	**4**			
FALL – YEAR TWO				
CSD 503 Practicum in Educational Settings, part time OR	2			

CSD 504 Practicum in Medical Settings, part time				
CSD 511 Cultural & Linguistic Issues	2			
CSD 522 Augmentative/Alternative Communication	2			
CSD 525 Public School Methods in a Diverse Society	2			
CSD 526 Voice Disorders	2			
CSD 527 Fluency and its Disorders	2			
CSD 528 Motor Speech Disorders Across the Lifespan	3			
CSD 530 Thesis Research OR CSD 590 Research Option II (if additional semester required for completion)		2		
Total	**15**			
SPRING – YEAR TWO				
CSD 523 CSD Practicum in Educational Settings, Full-Term OR CSD 524 CSD Practicum in Medical Settings, Full-Term OR CSD 513 CSD Practicum in Educational Settings, Half-Term AND CSD 514 CSD Practicum in Medical Settings, Half-Term	12			
Total				
SUMMER – YEAR TWO (Optional)				
CSD 501 Clinical Practicum in CSD OR CSD 503 CSD Practicum in Educational Settings, Part-Time, OR CSD 504 CSD Practicum in Medical Settings, Part-Time				
Program Total	**60**			

II TRACKING OF KNOWLEDGE AND SKILL REQUIREMENTS

(See Knowledge and Skills Form for student progress toward completion of ASHA certification requirements.)

III. TRACKING OF IL Professional Educator License (non-teaching) COURSES

Education of PK-12 Learners with Exceptionalities _____

BASIC SKILLS TEST/TAP/ACT SCORES/SAT SCORES _____

EDU 521 Theory and Practice for Building Academic Literacies in K-12 Classrooms _____

IV. ILLINOIS STATE LICENSURE

Master's or doctoral degree in SLP, Passage of the Praxis exam, Completion Clinical Fellowship, ASHA CCCs, complete work history since completion of an educational degree program _____

The signatures below confirm student and Program Director agreement for the above Plan of Study and progress in this Plan of Study.

_____ _____

Student Date Brenda K. Gorman, PhD, CCC-SLP Date

Professor and Program Director

Appendix H – CSD Master's Thesis Form

Elmhurst College

Master's Thesis Plan (CSD 530)

Name _____ Current email address _____

Title of Thesis _____

Brief description of plan for completion of thesis

_____

_____

Please print the name of your thesis committee chairperson _____

_____

_____

Please sign and date below.

_____ Date _____
Signature of Student

_____ Date _____
Signature of Committee Chairperson

Other Committee Members:

CSD Faculty Member _____

Elmhurst College Faculty Member _____

Appendix I – CSD 590 Research Option II Form

Elmhurst College

Master's Report Plan (CSD 590 Research Option II)

Name _____ Current email address _____

Title of Research Paper _____

Brief description of plan for completion of Research Option II

_____

_____

_____

Please print the name of your research paper faculty mentor _____

_____

Please sign and date below.

_____ Date _____
Signature of Student

_____ Date _____
Signature of Faculty Mentor