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

2019-2020
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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 External Practicum Information Packet (EPIP).

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.
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 63 majors, 4 accelerated majors for adults, 15 pre-professional programs, 44 study abroad locations, 2 undergraduate and 8 graduate certificate programs, and 15 graduate programs. The College also offers the Elmhurst Learning and Success Academy (ELSA), a four-year, post-secondary certificate program for young adults, ages 18-28, with differing abilities.

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.

MISSION STATEMENT OF THE ELMHURST COLLEGE SPEECH-LANGUAGE-HEARING CLINIC

The Elmhurst College Speech-Language-Hearing Clinic is dedicated to being a widely recognized provider of quality services for individuals with speech, language and hearing problems. The clinic works in conjunction with the Communication Sciences and Disorders Program (CSD), which is dedicated to providing quality education for students preparing for certification in speech-language pathology and audiology. The clinic abides by the American Speech-Language-Hearing Association (ASHA) Code of
Ethics. All clinicians and clinical faculty/clinical educators must be familiar with the ASHA Code of Ethics, maintain professional standards, and show respect for human dignity.

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 https://www.elmhurst.edu/academics/departments/communication-sciences-disorders/programs/m-s-communication-sciences-disorders/

Academic Catalog Website

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 https://www.elmhurst.edu/academics/departments/communication-sciences-disorders/faculty-staff/

Mailing Address: Department of Communication Sciences and Disorders
Circle Hall #210
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: https://www.elmhurst.edu/academics/departments/communication-sciences-disorders/
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Office #</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>STAFF</td>
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</tr>
<tr>
<td>Ramona Sykora</td>
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<tr>
<td>FACULTY</td>
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<tr>
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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. The Communication Sciences and Disorders Program and the Speech-Language-Hearing Clinic serve two functions:

1. To provide training for students in speech-language pathology and audiology; and
2. To provide clinical services for clients with speech, language, and/or hearing problems.

All services, whether part of the clinical practicum, part of an academic course, or related to private practice, are the responsibility of the Speech-Language-Hearing Clinic and fall under its direct review.

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-Thursday 8:00-6:00, Friday 8:00-4:00. Any time that a student is not in class is considered an available time for clinical opportunities. Please be mindful of room and resource availability during busy clinical times.

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 found on BlackBoard.

CALIPSO Knowledge and Skills Acquisition (KASA) Summary Form
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. During the spring and fall terms of each academic year, you and the graduate program director will update your progress through the program by using the KASA Summary Form (Appendix A). The summary form 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.

Advising
The graduate program director, Dr. Ding, 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. The advisor meets with students for at least one advising session per term to discuss and document completed and upcoming program requirements, ASHA CCC requirements, Illinois requirements, and their progress toward graduation using a Graduation Preparedness Checklist (Appendix B). If there are any concerns with a student completing requirements, that is also discussed and documented on the checklist. Following the advising session, the advisor provides the student with an individualized written advising letter to make sure each student understands his/her progress and needed next steps for completion of requirements and also places a copy of the letter in the student’s file. Students are also encouraged to review and report any discrepancies and to maintain copies or their records. The Office of Records and Registration also maintains records of students’ course completion and official transcripts, and students have access to this information through their online accounts.

**USE OF DEPARTMENT FACILITIES**

**Bulletin Boards**
The bulletin board in the graduate Student Computer Lab is 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**
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 while providing services to clients. EC will provide the first badge. If lost, there will be a nominal replacement fee charged to the student. EC Badges are worn during Externships, unless the site requires that its own facility’s 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 for personal reasons is restricted. Students may use Departmental phones for communicating with clinic clients only. These activities require permission of the Clinic
Director, the Department Administrative Assistant, the Clinic Administrative Assistant, a faculty member, or clinical faculty/educator supervisor.

**Printing**
Students may use the speech clinic printer/copier ONLY for materials used in direct contact with a client, during a therapy session. Personal use is not permitted, including any materials relating to classes, assignments, PowerPoints, or meetings with supervisors. Through their technology account, students have access to free color and black and white printing services in the library and black and white printing in the computer labs in Daniels Hall. Students also have free access to the scanners in the library. The reference librarians are there to assist.

**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 reasonable 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 Access and Disability Services at disability.services@elmhurst.edu or 630-617-6448. The Access and Disability Services (ADS) office is located on the main floor of the A.C. Buehler Library. 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 eight 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

**Book Store**

**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/](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; https://www.elmhurst.edu/student-life/health-and-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. In the late Fall two graduate students will be offered a graduate assistantship which is designed to cover one-quarter of the total graduate tuition and will involve five hours per week (180 per year) of research, teaching, and/or administrative work that will benefit the department and the student. This assistantship award continues into Year 2 of the graduate program so long as the student remains in good academic standing (course grades of B- or higher) to successfully fulfill academic and assistantship responsibilities. Also available to Elmhurst College graduates is one free graduate course, available through the Office of Admission.

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
The Learning Center offers services to support the academic performance of all Elmhurst College students. Sessions are structured to promote principles of self-regulated learning and academic management. Areas of peer tutoring include math, statistics, writing, biology, kinesiology, and psychology. Additionally, assistance with special test preparation (e.g., ACT, SAT, GRE, and TAP) and academic reading/study strategies is available. For more information, contact Emmi McAdams, Tutoring Coordinator, at emmim@elmhurst.edu, 630-617-5376, or Susan Roach, Learning Center Director, at susan.roach@elmhurst.edu, 630-617-3155. The Learning Center is located on the main floor of the A.C. Buehler Library.

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

<table>
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<tr>
<th>Course Number and Name</th>
<th>Required credits</th>
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<td>CSD 500 Clinical Practicum I</td>
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<td>CSD 509 Language/Literacy Young Children Assessment and Treatment</td>
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<td>CSD 510 Advanced Study in Phonology &amp; Articulation</td>
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<td>CSD 519 Neurology</td>
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<tr>
<td>CSD 592: Independent Study: Multicultural/Multilingual Issues (for those pursuing M&amp;M emphasis)</td>
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<td>CSD 511 Cultural &amp; Linguistic Issues</td>
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<td>CSD 100 Sign Language I and/or CSD 101 Sign Language II (Elective)</td>
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<td>CSD 381 Special topics: The China Experience: Transcultural View of Rehabilitation Medicine (Elective, 2020, 2022, 2024, etc.)</td>
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<td>CSD 501 Clinical Practicum II</td>
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<td>CSD 516 Language/Literacy School Age &amp; Adolescence</td>
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<td>CSD 521 Dysphagia &amp; Feeding Disorders</td>
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<tr>
<td>CSD 515 Language Disorders in Adults</td>
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<tr>
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<td>MTL 532 (Elective for CCC, required to fulfill the methods of teaching exceptional children course requirement for the PEL)</td>
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<td>CSD 502 Clinical Practicum III</td>
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<td>CSD 508 Counseling/Professional Issues in CSD</td>
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<td>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)</td>
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<td>CSD 382 Special topics: Global Perspectives in Communication and Disability: Costa Rica Experience (Elective, TBD)</td>
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**FALL – YEAR TWO**

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<td>CSD 503 Practicum in Educational Settings, part time OR CSD 504 Practicum in Medical Settings, part time</td>
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<td>CSD 522 Augmentative/Alternative Communication</td>
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<td>CSD 526 Voice Disorders</td>
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<td>CSD 527 Fluency and its Disorders</td>
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<td>CSD 528 Motor Speech Disorders Across the Lifespan</td>
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<td>CSD 530 Thesis Research OR CSD 590 Research Option II (continued)</td>
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<td>CSD 455 Aural Rehabilitation (Elective)</td>
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**SPRING – YEAR TWO**

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<td>CSD 523 CSD Practicum in Educational Settings, Full-Term OR CSD 524 CSD Practicum in Medical Settings, Full-Term</td>
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<td>CSD 513 CSD Practicum in Educational Settings, Half-Term AND CSD 514 CSD Practicum in Medical Settings, Half-Term</td>
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<tr>
<td>CSD 530 Thesis Research OR CSD 590 Research Option II (continued)</td>
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<td>CSD 587 Bilingual Assessment in Public School Settings. (Optional for M&amp;M emphasis, but required of bilingual SLPs in schools by ISBE)</td>
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**SUMMER – YEAR TWO (Optional)**

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<td>CSD 592 Independent Study</td>
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<td>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</td>
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**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.

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).

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 CALIPSO KASA Summary Form in Appendix A of this handbook. Student progress is documented by this form each semester and both the program director and the student have access to this form, 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 faculty/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:** All assessment of clinical skills on and off campus is conducted via grading rubrics in CALIPSO.

**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 2020 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 which is taken by the summer of the first year. The Praxis exam is 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. Appendix C, 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.

Students are required to apply for poster presentation to ASHA or ISHA or present at Elmhurst College Research and Performance Showcase in May. 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 (Appendix D) 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. Students are required to present at Elmhurst College Research and Performance showcase in May.

**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) https://www.elmhurst.edu/academics/research/institutional-review-board/ 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 https://www.elmhurst.edu/academics/research/institutional-review-board/
Praxis Exam Requirement
No later than the end of March of the second year, 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)
• CSD 587: Bilingual Assessment in Public School Settings. 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 in 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+ or lower in this subsequent course, the student will be dismissed from the graduate program.

Clinician Evaluation and Practicum Grades
At midterm and at the end of each semester an evaluation of each student’s clinical performance is made by the clinical faculty/clinical educators who have observed the student’s clinical work. The practicum grade is based on:

1. Written Work: Lesson Plans, SOAP notes, therapy progress reports judged on content, grammar, organization, professionalism and neatness.
2. Therapeutic Skill: Clinicians are judged on their ability to spontaneously adapt to the need for change, use of a variety of therapeutic techniques, management of the client, relationship to the client and appropriateness of techniques.
3. Professional Behaviors and Attitudes: Conscientiousness, ethics, punctuality, ability to relate to the client and the client's family members, and appropriate attire.
4. Responsibility in monitoring of equipment and supplies, and following clinic policies and procedures.
5. Attendance and participation in supervisory meetings.
6. Adhering to standards listed in the Essential Functions document

Student Evaluations/Practicum Grades
Clinical faculty/educators will provide written and/or verbal feedback each week. A formal evaluation will occur via CALIPSO at midterm and the end of the term. Greater independence and initiative is expected each term and prior to placement in external sites. In addition, clinicians will also be graded on professional behaviors and attitudes (related to KASA standards). Students should also review the Essential Functions below.

Individual therapy sessions will be evaluated throughout the term by supervising clinical faculty/educators. Clinical faculty/educators will provide both verbal and written feedback regarding individual therapy sessions.

Please reference the rating scale below. A score below 3.03 on your evaluation warrants formal remediation.

**Performance Rating Scale**

1. **Not evident:** Skill not evident most of the time. Student requires direct instruction to modify behavior and is unaware of need to change. Supervisor must model behavior and implement the skill required for client to receive optimal care. Supervisor provides numerous instructions and frequent modeling (skill is present <25% of the time).

2. **Emerging:** Skill is emerging, but is inconsistent or inadequate. Student shows awareness of need to change behavior with supervisor input. Supervisor frequently provides instructions and support for all aspects of case management and services (skill is present 26 - 50% of the time).

3. **Present:** Skills is present and needs further development, refinement or consistency. Student is aware of need to modify behavior, but does not do this independently. Supervisor provides ongoing monitoring and feedback; focuses on increasing student’s critical thinking on how/when to improve skill (skill is present 51-71% of the time).

   **This is the criteria for base level of competency for graduate students.**

4. **Adequate:** Skill is developed/implemented most of the time and needs continued refinement or consistency. Student is aware and can modify behavior in-session, and can self-evaluate. Problem solving is independent. Supervisor acts as a collaborator to plan and suggest possible alternatives (skill is present 76-90% of the time).

5. **Consistent:** Skill is consistent and well developed. Student can modify own behavior as needed and is an independent problem-solver. Student can maintain skills with other clients, and in other settings, when appropriate. Supervisor serves as consultant in areas where student has less experience; provides guidance on ideas initiated by student (skill is present >90% of the time).
Essential Functions For Academic And Clinical Courses
(This document is based on information developed at Eastern Illinois University, April 2007)

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 undergraduate and graduate programs in communication sciences and disorders at Elmhurst College adhere 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. 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.

In order to fulfill this responsibility, the program has established academic standards and minimum essential requirements to participate in the clinical program and graduate. 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/abilities that are listed below. 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 settings
- Provide for one’s own personal hygiene
- Manipulate screening/diagnostic materials, including completion of screening evaluation protocols
- Effectively implement necessary treatment/behavior plans appropriate for clients, 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
- Maintenance of 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 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 communication sciences and disorders department will be introduced at the beginning of the fall term each year. Students will sign a form that indicates they have received and reviewed the Essential Functions and understand the consequences for not meeting any item listed.

This form will be signed at the beginning of EACH semester.

Procedure when student does not meet an essential function
● Instructors and/or clinical faculty/clinical educators may identify a student who is not displaying an essential function.
● Failure to meet the essential function standards at any time during the semester, a remediation plan will be initiated.
● The instructor/clinical faculty/clinical educator, 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 earn a final grade reduced by one letter with a maximum final course grade of C. In the case of remediation in a clinical course,
the student must successfully complete remediation before progressing to an external placement. As stated in the Grading Requirements section of the handbook, students who earn two final course grades of C+, C or C- or one final course grade of D+ or below will be dismissed from the graduate program. The student may be eligible for other degree programs at the college.

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 CALIPSO KASA Summary Form. 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 (Appendix F). In the case of an academic course, student might 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.

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 (Appendix F). The student will be required to complete the remediation plan, as written by the clinical faculty/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.

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.
Meeting the requirements of the essential functions is expected during all interactions related to both academic and clinical performance. 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. Failure to meet the essential functions standards on an evaluation will result in a letter grade lower than the final grade with a maximum grade of C.

Unlike competencies in an academic course, essential function is graded on Calipso with “met” or “not met.” A remediation plan will be created for a student who is not meeting one of the essential functions of in an academic course (Appendix E) or a clinical course (Appendix F). 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 before the start of the remediation.

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.

**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 License (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” or below) 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 faculty/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.

Program Participant Agreement Statement (Appendix G)
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 graduate policies and procedures including the Essential Functions document; that you agree with its contents; that you are committed to the policies expressed therein; and that you will be dismissed from the program should you fail the remediation process. A copy of this agreement will be kept in your student file.

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.

**Attendance Policy for Graduate Student Clinicians.** It is the responsibility of the student clinician to be present for each session with the client. The student clinician is allowed one episode of sick absence per practicum experience. An episode is defined as sequential days missed due to an illness. If it is necessary to be absent from a session due to illness or emergency, the graduate student must first contact the clinical faculty/clinical educator and must also notify the clinic administrative assistant. The graduate student must also contact the client and/or client’s family; therefore, student clinicians must keep all of their client’s phone numbers and emails with them at all times, in a secure location, and be prepared to contact them and the clinical faculty/clinical educator should an emergency arise. If the student clinician is absent, the therapy time must be re-scheduled. The student clinician must also sign up to use a therapy room indicating the date needed. See the Clinic Director and administrative assistant regarding this immediately.

**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.) (Appendix H) 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.

Health Requirements

The CSD department updates immunization requirements as indicated by the Center for Disease Control (CDC) and our affiliating agencies. The student will be informed of any changes during their program. The student must be in compliance with all health requirements for the entirety of their academic
experience. The student must have adequate physical and mental health to participate in clinical. Whenever a student requires health accommodations, a letter from the student’s healthcare provider will be required in order to assure that the student can participate in clinical without limitations. A statement from the provider is required when the student is returning from a medical absence or leave. The health requirements must be met by students during the first month of graduate courses. Students will be given the appropriate forms to complete. All of these services and tests can be obtained through Student Health Services. Students unable to complete these requirements will not be allowed to continue in the nursing program. A check list of health and clinical requirements can be found in Appendix I.

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 remediation; 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 apply for graduation through Bluenet 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 https://www.elmhurst.edu/wp-content/uploads/2017/10/Elmhurst-College-2017-2018-Student-Handbook.pdf.

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 https://www.elmhurst.edu/wp-content/uploads/2017/10/Elmhurst-College-2017-2018-Student-Handbook.pdf

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 https://www.elmhurst.edu/wp-content/uploads/2017/10/Elmhurst-College-2017-2018-Student-Handbook.pdf.
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
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 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence (CCC) in Speech-Language Pathology (Effective Jan 1 2020) from the American Speech-Language-Hearing Association (ASHA) is briefly described below. A more complete document is in Appendix J. 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 https://www.asha.org/certification/2020-SLP-Certification-Standards or Appendix I in this Handbook.

The Standards for the CCC-SLP are shown in bold. The CFCC 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**

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, statistics, 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 https://www.asha.org/certification/2020-SLP-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
  o Adult = 14 years of age or older
  o EC delineates the content areas on the Daily Logs form in the GSPH.

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:
  o site location (preferably on their letterhead)
  o date (exact or approximately)
  o areas: articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, and/or communication modalities
  o supervisor’s signature
  o supervisor’s ASHA ID#
  o 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.

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.
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

Standard VII: Speech-Language Pathology Clinical Fellowship

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

Implementation: The CF experience may be initiated only after completion of all graduate credit hours, academic coursework, 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 on which the application for certification is received. Once the CF has been initiated, it must be completed within 48 months of the initiation date. For applicants completing multiple CFs, all CF experiences related to the application must be completed within 48 months of the date on which the first CF was initiated. Applications will be closed for CFs that are not completed within the 48-month timeframe or that are not submitted 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 more than 5 years old at the time of application will not be accepted.

The CF must be completed under the mentorship of a clinician who held the CCC-SLP throughout the duration of the fellowship and must meet the qualifications described in Standard VII-B. It is the Clinical Fellow’s responsibility to identify a CF mentor who meets ASHA’s certification standards. 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 is incumbent upon the Clinical Fellow to verify the mentoring SLP’s status periodically throughout the CF experience. Family members or individuals related in any way to the Clinical Fellow may not serve as mentoring SLPS to that Clinical Fellow.

Standard VII-A: Clinical Fellowship Experience

The CF must consist 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 CF must consist of no less than 36 weeks of full-time professional experience or its part-time equivalent.

Implementation: At least 80% of the Clinical Fellow’s major responsibilities during the CF experience must be in direct, in-person 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 should be at least 5 hours per week; anything less than that will not meet the CF requirement and may not be counted toward completion of the experience. Similarly, work in excess of 35 hours per week cannot be used to shorten the CF to less than 36 weeks.

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.
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 the Illinois Licensure Testing System Speech-Language Pathologist Non-Teaching #154 content area test. 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 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)

CLINICAL PRACTICUM WITHIN THE ELMHURST COLLEGE SPEECH-LANGUAGE-HEARING CLINIC

Practicum Assignments
The program ensures that graduate students meet clinical requirements for the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). The following overall requirements need to be met:

TOTAL CLIENT CONTACT: ........................................400 hours

- Guided Clinical Observation.....................25 hours
- Client Contact......................................................375 hours
  (325 direct client contact hours must be obtained at the graduate level)

All graduate students will use CALIPSO (a web-based tracking program) throughout the graduate program to track hours and performance. CALIPSO has been purchased by the Department for each graduate student. Enrollment will occur PRIOR to the first fall semester.

Only direct contact with the client or the client’s family in assessment, management, and/or counseling can be counted toward practicum requirements. Up to 20% (75 hours) of direct contact hours may be obtained through Alternative Clinical Education (ACE) methods. This includes Simucase experiences completed as part of class assignments and Sim Lab exercises at Elmhurst Memorial Hospital.

It is the responsibility of the student to know the Illinois State Certification and ASHA Certification requirements. The student must keep a record of supervised therapy in order to know what requirements have been fulfilled. Students will enter their own hours into CALIPSO each week. It is ultimately the responsibility of the student to acquire at least 400 direct contact hours by the end of the practicum sequence. Failure to do so will be reflected in your practicum grade related to Essential Functions.

Clinical faculty/clinical educators are responsible for all scheduling within the clinic. The Clinic is in operation during the fall, spring, and summer semesters. Diagnostic appointments will be scheduled based on client availability during the term. In addition, evaluations may be scheduled between semesters. This includes January, late May, and early June.
In general, students are assigned clinical cases once they have completed or are concurrently taking the appropriate coursework. However, since undergraduate preparation is variable, it is the practice of the program to provide the following support to all students:

1. Every student will be provided with individual teaching, clinical modeling/teaching and may also participate in co-treatment with the clinical faculty/clinical educator.
2. Evidence-Based Practice: ASHA’s position is that current research be integrated into all clinical practice and decision making. Students will be guided through this process as part of practicum course work. Evidence from current literature will be reviewed and discussed in practicum classes. Students are also expected to integrate information they are receiving in academic course work into the clinical setting.
3. Specific readings will be recommended/provided to increase knowledge for certain areas of need identified by the clinical faculty/clinical educator and/or graduate clinician.
4. Articles and book chapters addressing various diagnoses, treatment strategies, etc. will be provided/recommended as needed.
5. Supervision of each individual graduate clinician is based upon his/her knowledge and skills. A greater amount of supervision will be provided to the new clinician and gradually be decreased as appropriate.
6. Weekly supervisory meetings will allow for discussion, evaluation of progress, and further development of the critical thinking skills needed within the clinical setting.

Donation-Based Clinic
Since Summer 2019, a fee for services rendered in the Elmhurst College Speech-Language-Hearing Clinic is no longer charged to clients. Donations of any amount are welcomed and encouraged to cover costs and help the clinic remain sustainable. All donors are given a letter of receipt from Elmhurst College.

HIPAA:
In accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the ASHA Code of Ethics, students and clinical instructors at the ECSLHC and the Department of Communication Sciences and Disorders must adhere to Federal privacy rules (http://www.hhs.gov/ocr/privacy/index.html) which protect health information (PHI) for treatment and health care operations. All students and clinical faculty/clinical educators are required to complete HIPAA training prior to seeing clients in the clinic and in external facilities. The student clinicians are responsible for providing clients and/or client families with the HIPAA form that addresses information regarding privacy practices and how ECSLHC must use and disclose health information. Clients or their designated guardians will sign the form to indicate that they understand their rights under HIPAA. In accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the ASHA Code of Ethics, all information concerning past and present clients is strictly confidential. The following information is not to be divulged to anyone without express and written permission: • Name of client • Nature of the problem • Family information • Tape recordings of the client’s speech • Lesson plans • Test results • Observation reports • Any draft of clinical reports Students must avoid the following circumstances that may lead to violations of confidentiality: • Conversations with other professionals not involved with the client • Taking electronic or hard copy materials pertinent to a client out of the Clinic • Reports, lesson plans, or other material left in a notebook or on a table where others may read them • Conversations in the Clinic which may be overheard by other people, including other clinician.
HIPAA Guidelines: (Appendix K)
HIPAA guidelines will be reviewed at the beginning of each semester. Graduate students must pass a quiz on HIPAA guidelines in CSD 500.

HIPAA Privacy Officer:
The Clinic Director is the HIPAA Privacy Officer for the CSD Department. If you observe any violations of HIPAA guidelines, inform the Clinic Director immediately.

Consent to Release Information form (See Appendix L)
A Consent to Release Information form must be completed by clients who request and authorize the Elmhurst College Speech-Language-Hearing Clinic (ECSLHC) to release protected health information to designated family members, friends, and/or designated professionals. This permission may include details about speech therapy sessions, speech language evaluation, therapy updates, conferences, or billing.

Social Media
Social Media Policy (adapted from the Elmhurst College Department of Nursing). The Communications and Sciences Department supports the use of social media to reach audiences important to the College such as students, prospective students, faculty, and staff. The participation on social media sites is guided by policy. This policy applies to CSD students who engage in internet conversations for school-related purposes or school-related activities such as interactions in or about clinical and didactic course activities. Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels of through social media. General Information: Social media are defined as mechanisms for communication designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. As students you will want to represent the college in a fair, accurate and legal manner while protecting the brand and reputation of the institution. When publishing information on social media sites remain cognizant that information may be public for anyone to see and can be traced back to you as an individual. Protect confidential, sensitive, and proprietary information: Do not post confidential or proprietary information about the university, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of nursing student. Respect copyright and fair use. When posting, be mindful of the copyright and intellectual property rights of others and the university. Do not use marks, such as logos and graphics, on personal social media sites. Do not use name to promote a product, cause or political party or candidate. Use of the logos and graphics for college sanctioned events must be approved (posters, fliers, postings) by administration. No personal phone conversations or texting are allowed at any time while in patient/client areas or in the classroom. If the student needs to respond to an emergency text or phone call during class, the student is asked to leave the classroom and respond as deemed necessary. Use of computers (PDAs, notebooks, etc.) during class shall be restricted to note taking and classroom activities. Use otherwise is distracting for not only the student involved in the activity but those in the immediate area/vicinity. No student shall videotape professors or fellow students for personal or social media use without the express written permission of the faculty or fellow student. At NO time shall patients/clients by videotaped or photographed without written permission of other patient/client and of the facility. HIPAA guidelines must be followed at all times. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or webpage.
**Graduate Student Behavior Policy**

Students are asked to remember that the clinic is a functioning business. Every interaction with faculty members, clients, caregivers, community members, and other students reflects upon the ECSLHC. For this reason, students are asked to be aware of their language, conversation, body language, overall communication, and HIPAA guidelines in the clinic. Student clinicians and student observers are expected to maintain professional dress standards. These standards are expected during ANY AND ALL clinical situations. This includes screening activities, diagnostic evaluations, and therapy sessions. This also includes ANY time that you are in the clinic area (meeting with supervisors, working on projects, or looking at materials). Remember that the student work room is very close to the clinic lobby. Keep conversations at an appropriate volume level and engage in only professional communication. The door to the work room should be open at all times.

**Graduate Student Dress**

Policy: All graduate students participating in clinical practicum must wear the designated clinic uniform and a name badge. The State of Illinois requires all licensed individuals who provide health related services to wear a name badge in all activities that involve clients. This requirement also applies to students. Consequently, ALL individuals (clinical faculty/clinical educators and students) who provide treatment to clients or supervise and students who observe treatment activities, MUST wear a name badge during ALL interactions within the clinic. Neatness and cleanliness, especially of hair, nails, hands, and teeth, is essential. Practicum grades will be impacted if professional dress standards are not maintained. Violations will be documented within CALIPSO related to meeting the Essential Functions. The graduate student clinician uniform consists of: the Elmhurst College Speech-Language-Hearing Clinic shirt, black or gray business casual pants (can be straight, ankle cropped, or boot cut (NO leggings), flat, closed-toe shoes of a neutral/solid color (black, nude, gray), name badge, and watch. All visible tattoos MUST BE covered. Smart watches are allowed, however there is a ZERO tolerance for using any feature outside checking the time during a therapy session (absolutely no reading texts/email).

When in the main clinic reception area and/or clinic resource room, and when attending supervisory meetings but not conducting therapy: The clinic uniform is not required; however, you must wear “clinic appropriate” attire.

The following items are NOT acceptable for students to wear while in the clinic area:

- Ripped jeans, stretch pants, low-cut pants exposing the midriff or back, or spandex/leggings
- Strapless or transparent dresses or tops
- Skirts more than 2 inches above the knee
- Shirts or tops that expose the chest, back or midriff
- Low cut tops, tank tops, or spaghetti strap tops
- Work boots or excessively high heels
- Inappropriate fingernail polish (, stripes, dots)
- Face jewelry other than earrings (nose, tongue, eyebrow, and cheek rings are not appropriate)
- Long jewelry or lanyards worn around the neck, elaborate or large jewelry, elaborate glasses
- Excessive make-up or perfume
- Exposed tattoos on any part of the body

**Supervisory Meetings**

A mandatory meeting will be held with the assigned clinical faculty/clinical educator prior to the initial therapy session. It is the student’s responsibility to contact the assigned clinical faculty/clinical faculty/clinical educator(s) in order to schedule an initial 45-minute meeting. During the initial meeting, students will access the client’s permanent file to become familiar with the client’s primary disorder,
etiology, prior and/or concurrent treatment and evaluations, specific communication strengths and areas of deficit. The student will come to the meeting prepared with tentative long-term goals for the semester, ideas for a lesson plan for the first session, and written questions.

Students must meet with clinical faculty/clinical educator for each of their clients at least once a week for a mandatory weekly meeting throughout the term. During weekly meetings, students will need to be prepared to discuss specific therapy plans, goals, procedures, etc. for each client. If a student does not come to the meeting prepared, ready to discuss the previous and upcoming session, and data analyzed, the meeting will be postponed and scheduled at a time designated by the supervisor. Any errors related to this policy will impact the student’s practicum grade related to following the Essential Functions for professional responsibilities.

**Attendance Policy Agreement (Appendix M)**
A client attendance contract will be generated by the administrative assistant for each client over the course of the term. It is the student’s responsibility to understand the terms of the agreement and to discuss contract with the client and/or the client’s family/caregiver, abiding by HIPAA compliance. The student clinician is responsible for checking the contract for accuracy of names, time, day, and length of sessions. The student must report any errors, discrepancies, etc. to the clinic administrative assistant before the first session. Prior to the start of the first session, if the client is a MINOR, the student will give the contract to the assigned clinical faculty/clinical educator so clinical faculty/clinical educators can review the contract with the parents/caregivers and return the signed contract to the clinic administrative assistant. If the client is an ADULT, the student clinician will review the contract with the client during the first session and return the signed document to the clinic administrative assistant. Any errors related to this policy will impact your practicum grade related to following the Essential Functions.

**Permanent Clinic Folder**
The Permanent Clinic Folder is a legal document and can be used in a court of law as evidence. The rules governing materials in the folders are important and must be adhered to. Our clinic files must reflect the highest professional standards, yet must be flexible enough to be used as training and research tools. With many students needing access to the contents of the files, the problem of monitoring becomes a serious one requiring strict rules. **IMPORTANT:** Reports from other agencies and all test results or other pertinent information must be immediately placed in the Permanent Clinic Folder. Please ensure the assigned clinical faculty/clinical educator sees any new reports from outside agencies.

**Student Working Folder**
The Student’s Working Folder is established by the student clinician for his/her own use. A clean two-pocket folder should be used. The contents should include Lesson Plans, SOAP notes, clinical faculty/clinical educator’s notes, client attendance sheets, and any information the clinician wishes to keep at hand about the client. Keep all written work from all sessions in this folder. The same rules regarding confidentiality apply to Student Working Folders. Do not leave working folders within view of anyone. On the outside of the folder, the student clinician’s name must be written, as well as the day and time of the session, and supervisor name. The entire file should be placed in the clinical faculty/clinical educator’s "In" box by the designated time, and will be placed in the student’s clinic mailbox after it is reviewed by the clinical faculty/clinical educator and all session follow-up information has been received and approved. Failure to observe these guidelines will impact your practicum grade. Do not use a client’s name or any other information protected by HIPAA anywhere on or within a student folder.
ClinicNote
The ECSLHC utilizes ClinicNote for Electronic Medical Record (EMR). This is a full suite electronic medical record with features specifically made for speech-language pathologists. Due to HIPAA regulations, ClinicNote and all corresponding clinical and client records can only be accessed through ClinicNote while on the Elmhurst College campus. ClinicNote will be used for most clinical documentation for client’s seen in the clinic. Procedures on usage will be discussed in supervisory meetings and in CSD 500.

Lesson Plans and SOAP Notes
Lesson Plans must be completed by the day and time designated by the clinical faculty/clinical educator. SOAP notes must be completed in a timely fashion and due dates will be assigned with each clinical faculty/clinical educator during the initial meeting.

Semester Treatment Progress Reports
Components of the Semester Treatment Progress Report must be submitted to clinical faculty/clinical educator on the designated due date. Each revision is due no later than 2 days (or when the clinical faculty/clinical educator indicates) after the corrected draft has been returned by the clinical faculty/clinical educator.

After Treatment Progress Report has been approved, one copy will need to be printed IN THE CLINIC from a secure computer with the clinical faculty/clinical educator. The report is signed electronically by the clinician and the clinical faculty/clinical educator and is given to the administrative assistant to be provided to the client and/or client’s family. Your responsibilities for the term are not completed until the report is printed and the Inventory Sheet is completed (enter date, student name, and clinical faculty/clinical educator name).
Failure to meet a deadline for Semester Progress Reports will negatively impact your practicum grade.

Client’s Absence Policy:
If the client is absent, make-up sessions are arranged at the discretion of the clinical faculty/clinical educator. It is of mutual benefit for the client and clinician to make-up canceled sessions whenever possible. It is important for clients to attend every session during the clinic term. Consistent therapy is beneficial for the client and treating clients is part of the academic and clinical training of students.

Infection Control
Appropriate education and training with regard to communicable and infectious disease policies will be presented throughout the clinical courses and clinical experiences. Minimal “Standard Precautions” such as hand washing and disinfection are expected when interacting with clients. All non-disposable items (toys, etc.) that come in contact with the client’s saliva must be washed with soap, bleach, and water before use with another client. DO NOT RETURN THESE MATERIALS TO THE RESOURCE ROOM SHELF WITHOUT FIRST DISINFECTING THE MATERIALS.

Student clinicians are susceptible to contracting illnesses due to working in close proximity to clients (e.g., droplet transfer of small particles of moisture such as those expelled during speech or a sneeze). Routine use of aseptic procedures reduces the probability of disease transmission. Students have an ethical and legal obligation to provide a safe environment for their clients, themselves, and fellow student clinicians and clinical staff. Follow the handwashing, latex glove, and disinfection procedures provided on BlackBoard before and after each session.
Therapy Rooms
Therapy rooms will be open during clinic hours and will be locked at the end of the day by Campus Security. When you are finished with your last session, please turn off the lights and close the door. Periodically check all material located in the therapy rooms using the checklist that is in each room. Let the Clinic Director or your supervisor know if you need any items that are supposed to be in the room and may have been used. Therapy rooms are to be used ONLY for treatment. They are not study areas or places to meet with other students. Eating in therapy rooms is prohibited. You CAN use therapy rooms when you need to review a client file during the term. See the clinic administrative assistant to determine which room is available.

Day of Therapy Session Policy:
All therapy materials should be fully prepared (example: pictures cut out, games set up) after the lesson plan is approved. Allow at least 30 minutes prior to the start of your session to have all therapy materials ready in your therapy room (if there is not another session in the room). Supervisors may look for you immediately prior to your session to check your materials and to see if you are appropriately prepared. Any last-minute changes to a lesson plan must be approved by your supervisor and then amended in your typed lesson plan. Your grade will be impacted if you are not fully prepared for sessions. Make sure you are dressed appropriately. It is the responsibility of the clinician to wait fifteen minutes for a client to arrive. The clinician may telephone the client within the fifteen-minute timeframe to check on their status or estimated time of arrival. The clinician may use the telephone at the front desk, but must adhere to HIPAA guidelines regarding privacy while telephoning. The student clinician is not required to see a client who arrives more than 15 minutes late, although you may decide to do so. Immediately consult with your clinical faculty/clinical educator regarding any change in the time of your session. You also must make sure a room is available for use.

Meeting the Client
Graduate clinicians are required to meet the client in the reception area promptly at the designated time for therapy or a diagnostic evaluation. At the first meeting, your clinical faculty/clinical educator will accompany you. Introduce yourself and your clinical faculty/clinical educator to the client and family. Identify yourself as a graduate student clinician. All clients and clinicians should wash their hands prior to each session. When the session is completed, escort your client back to the reception area or to the adult responsible for the client’s care. Do NOT leave a child unsupervised in the reception area. The student clinician is responsible for the client’s welfare until an adult meets the client. Locate your clinical faculty/clinical educator or Clinic Director if assistance is needed. Clinicians who fail to attend a therapy session or cancel a client’s therapy without notifying the clinical faculty/clinical educator, or arrive more than five minutes late for a therapy session are subject to severe disciplinary action, including removal from the client assignment.

The Dr. Victoria L. Jay Clinic Resource Center
The Elmhurst College Speech-Language-Hearing Clinic is extremely fortunate to have the well-equipped Dr. Victoria L. Jay Clinic Resource Center for use by student clinicians. Your cooperation is necessary to keep this room organized and well-equipped. Use of the items in the Resource Center is a privilege afforded to all students enrolled in practicum. Out of consideration for your fellow students, please return all borrowed materials at the end of each therapy session. Clinic materials may not be left in therapy rooms or in lockers between sessions or overnight. In addition, all materials should be returned to the exact spot from which they were borrowed. Further, all parts of various materials should be returned together. Materials need to be signed out and checked in using the binder located in the Resource Center. No materials are to leave the building or be kept in student lockers. The same rules
apply to diagnostic tests. Specifics regarding the use of test kits and forms will be addressed in more
detail in practicum classes that utilize diagnostic materials. In addition, there are several I-pads available
for student use in treatment sessions. Check out procedures will be discussed in class. Students who are
unable to comply with these procedures will be asked to supply their own materials for therapy. It is
suggested that you purchase a PLAIN clip board to use for data collection within your sessions. The door
to the resource room should remain open at all times. Professional communication should be exhibited.

Removing Furniture from Therapy Rooms
Therapy room furniture cannot be left in the hallway. This is a violation of Fire and Safety Codes. If you
need to remove furniture from a therapy room, you will need to move it into another therapy room and
return it to the original therapy room at the end of each session.

Unlocking and Locking Therapy Rooms and Observation Rooms
Check to make sure that the observation room is open prior to beginning your session. If the room is
locked, ask the clinic administrative assistant to open the door. When the session is finished, please
sanitize the tables and make sure the room is neat. Be sure all lights are turned off and materials are
removed from the room before leaving. Close the door when you leave.

Audio/Video Recording
Each student is expected to purchase and have their own recording device. Audio record each
treatment session. Do not use your personal cell phone to do any recording of the treatment session.
Any video and/or audio recordings should be reviewed in the clinic, using earbuds. Confidentiality must
be respected and maintained in viewing and/or listening to any recording. Do not leave audio or video
recordings unattended in or out of the therapy room. Failure to adhere to this policy will result in the
lowering of your practicum grade and possible dismissal from the program. Beginning January 2020,
treatment in the ECSLHC will be monitored by a secure recording system. Each session will be recorded
and shared with the student clinician, along with department staff and clinical instructors. Access to the
Intelligent Video Solutions (IVS) program is limited to CSD faculty, staff, and student clinicians. It may
only be accessed by computers on Elmhurst College’s network, ensuring security and protection of client
information. Video recordings are considered educational material and will not become part of the
client’s medical record. And questions about IVS should be directed to clinical faculty/clinical educator,
Clinic Director, or the clinic administrative assistant.

Reporting Accidents and Injuries
Student clinicians must report if they or the client experiences an accident or injury. If the person is
injured, make him/her comfortable. Notify a clinical faculty/clinical educator. Your clinical
faculty/clinical educator will call for assistance as needed (Campus Security at ext. 3000, or if the injury
appears serious, 911 for emergency agencies). The student clinician must inform the injured person that
the clinical faculty/clinical educator has been notified and that assistance has been requested. The
student clinician should offer the person comfort, but please refrain from discussing the immediate
circumstances of the accident. Specifically, avoid making comments which tend to admit fault or
negligence on the College’s part or assurance of payment for medical or other costs. If the client is
injured but insists on leaving the clinic, immediately notify the clinical faculty/clinical educator of the
incident. The student clinician must provide the clinical faculty/clinical educator with a written
description detailing the nature of the incident, including the date, time, and place of its occurrence.
This description must be written within 24 hours of the incident. After the clinical faculty/clinical
educator approves the description of the incident, the incident report should be signed by the clinical
faculty/clinical educator and the student clinician, and placed in the client’s file with a copy given to the Clinic Director and Campus Security.

Help prevent accidents from occurring by reporting a "near miss" (a condition that you consider unsafe), to the clinical faculty/clinical educator or the Clinic Director. An attempt to remedy any condition which appears to represent an "accident waiting to happen" will occur.

**Blood and Bodily Fluid Accidents**

Because of the risk of exposure to HIV and the Hepatitis B Virus when in contact with blood and bodily fluids, All students must follow Universal Precautions in all patient care encounters where exposure to mucous membranes/bodily fluids is a potential. See Appendix N for specific guidelines proposed by ASHA.

**Eye Wash Kit**

An eye wash kit is available for supervisor, student, and client use in The Koplin and Kobulnicky Center for Voice and Swallowing, where there is the potential for an exposure to the eyes or body with corrosive or injurious substances.

**Seizure Policy**

A seizure protocol (Appendix O) must be completed for any client who discloses a history of seizure activity or is taking anti-seizure medications. Student clinicians should review updated medical history with clients at the beginning of each term.

**Inclement Weather Policy ----EC ALERT**

The Elmhurst College Speech-Language-Hearing Clinic will be closed at all times when the college is officially closed by the Dean. You can call the campus emergency phone number (630-617-3777) to find out if the college has been closed due to inclement weather. Every graduate clinician should sign up for the EC Alert system. Please familiarize yourself with the posted signage throughout the department regarding emergency procedures. This will be discussed in practicum class. Graduate students must always have client contact information with them. This information should be kept in secure location with no identifying information included. It is the responsibility of the student clinician to contact clients if therapy is canceled if designated by the Clinic Director to make this call. Additional procedural details will be discussed in class.

Every attempt will be made to make up sessions canceled by the college due to inclement weather.

On occasion, an incident may occur that results in the clinic closing although the college remains open (e.g., a power outage isolated in Circle Hall). If this occurs, clients will be cancelled as directed by the Clinic Director.

**Video/Audio/Photo Waiver**

Because we are a training institution, video/audio/photo recordings of you will be taken while you are a student in the MS in CSD program. They will be used for various purposes such as supervision of sessions, clinical teaching, publicity, CSD website postings, and the CSD LinkedIn Group Page, to name a few. Therefore, at the start of the program, you are required to complete the Waiver, found in Appendix P.
EXTERNAL PLACEMENTS

External Practicum Expectations

Elmhurst College graduate students will participate in both part-time and full-time practicum throughout their graduate experience. Practicum will take place in both educational and medical settings. The length of each placement will depend on the semester. Off-site placements could begin as early as the second semester of the first year of the graduate program. Through the course of clinical experiences, students work toward fulfilling clinical hours, knowledge, and skills required by the American Speech-Language-Hearing Association (ASHA). The student is required to plan ahead in order to meet their financial obligations, while participating in each external practicum placement. Work and other personal plans are not considered suitable reasons to alter practicum schedules.

Students are aware that they are guests at the cooperating practicum site and should conduct themselves accordingly as well as adhere to the guidelines set forth by the placement site, the external clinical supervisor, and those found in the Elmhurst College Master of Communication Sciences and Disorders Graduate Student Handbook.

Students must adhere to the essential functions held by the Master of Communication Sciences and Disorders program. They will maintain a current, valid background check throughout the program. Students will provide copies of updated background check to program’s administrative assistant. Under the College’s insurance policy, the student is insured throughout their graduate program. The student is not required to carry his or her own personal professional liability insurance.

Students should be aware that many practicum sites require specific items prior to confirmation of practicum placement. Consequently, they may be required to submit certain documents, interview, or review/study particular terminology or guidelines far in advance of their practicum assignment. Additional fingerprinting, background checks, TB, immunizations, and drug testing may be required. Any requirements by the external practicums are at the expense of the student. The Off-Campus Clinical Coordinator and/or the site will notify the student if any of the aforementioned circumstances apply.

Student must complete these requirements by the date specified by the Clinic Director as directed by the facility and/or Off-Campus Clinical Coordinator. Examples include: record of applicable immunizations, annual TB test (some practicum sites may require TB test results dated within a 90 day time period or two-step tests), American Heart Association Healthcare Provider CPR, proof of medical insurance, record of annual flu shot, and proof of ADA accommodations, if appropriate.

Anytime a student is not in class is considered an available time for clinical opportunities. In addition to off-campus clinical work, the student may be assigned a client or clients at the Elmhurst College Speech Language Hearing Clinic. Please see clinic manual for additional policies and procedures.

Prior to initiating the external practicum experience, mandatory orientation and information sessions will be held at the discretion of the Off-Campus Clinical Coordinator and the Clinic Director to discuss the necessary paperwork and requirements expected over the course of the term. All students involved are expected to attend as part of their grade. In addition, the external clinical placement sites may require student orientation and electronic medical record training prior to the start of the clinical placement. Students are required to attend these training sessions and complete all pre-requisites for the off-site
clinical placement. The Off-Site Clinical Coordinator must be copied on all communications between clinical placement coordinators/supervisors and students. It is the student’s responsibility to contact the site supervisor within 3 to 4 weeks of their start date. Violations to these policies will result in remediation and possible expulsion from the program as described in the Elmhurst College Master of Communication Sciences and Disorders Graduate Student Handbook.

Solicitation and Maintenance of Agreement

The Off-Campus Clinical Coordinator will be responsible for developing and maintaining an adequate number of clinical affiliations to meet the goals and objectives of program. This network will consist of cooperating hospitals, schools, private clinics and other agencies that will provide exposure to experiences that represent the breadth and depth of speech-language pathology clinical practice.

The Coordinator will complete outreach efforts to expand the affiliation network and generate new external practicum opportunities. She will make prospective affiliations aware of program requirements regarding supervisor and clinical hour requirements. The Coordinator will then assess prospective affiliations to ensure clinical experiences are sufficient in-depth and breadth to further student’s achievement of the specified knowledge and skills outcomes stipulated in the ASHA certification standards. Practicum sites are selected to provide exposure to the assessment and treatment across the lifespan. Sites must be capable of generating the minimum number of direct clinical contact hours required by our department within a specific timeframe. The Coordinator will facilitate the execution of affiliation agreement between the external sites and the responsible parties at Elmhurst College. New affiliations to the affiliation agreement database are added once the agreement is fully executed. The Coordinator will routinely monitor database and initiate renewals for affiliations as needed. The Coordinator, in conjunction with other graduate program leadership will review data in CALIPSO related to amount and type of clinical hours, as well as student feedback of sites/supervisors to determine if sites continue to meet program needs.

External Practicum Site Selection and Placement

The Department of Communication Sciences and Disorders (CSD) at Elmhurst College maintains one part-time professional staff member serving as the Off-Campus Graduate Program Clinical Coordinator (Coordinator). It is the Coordinator’s responsibility, in collaboration with the Clinic Director, Faculty, and other on-campus Clinical faculty/clinical educators, to help plan each student’s practicum sequence. External practicum assignments will be finalized by the coordinator. Upon students’ receipt of a placement notification, the CSD program will consider a placement assigned. Failure to complete the assigned practicum will result in dismissal from the graduate program at the end of the term. In the event a facility terminates the assignment, due to outcomes of the interview process or unanticipated events, the off-campus clinical coordinator will re-assign a new placement to the student. The same placement policy will apply to any re-assignments.

The Coordinator will meet with graduate students fall semester of year one to determine clinical interests. She will solicit interest from current affiliations to determine placements available. Simultaneously, she will continue outreach efforts to expand the affiliation network and generate new external practicum opportunities. The Coordinator may consider the geographical location of the
student’s primary residence when assigning placements; however, it is not always possible to place students near their homes. Placements will be within 75 miles of Elmhurst College. Further in-state distances, of benefit to the student, may be discussed in the initial meeting with the coordinator and are subject to departmental approval. There are no out-of-state placements. An exception may be made for easily accessible sites along the WI/IN border upon approval of the clinical coordinator, Clinic Director, and graduate program director. The Coordinator will consider a number of factors in selecting placements. These include, but are not limited to, student needs, academic proficiency, student’s level of clinical experience, availability of an external supervisor, the clinical site supervisor’s schedule, and a fully executed clinical affiliation agreement.

Individuals with Disabilities: 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 ability to participate in the practicum sequence, please contact Access and Disabilities Services. Students wishing to pursue accommodations due to a disability must follow Elmhurst College’s policy and should notify Coordinator prior to November 1st during the first year of graduate program. New incidences of disability that may occur during practicum sequence will be coordinated with Access and Disability Services.

Notification of Placement

The Off-Campus Clinical Coordinator will be responsible for notifying Elmhurst College graduate students of their placements and the next steps required to facilitate placement. Placement notifications may begin as early as the first semester of graduate study and continue throughout the second year.

Each student will receive confirmation of his or her placement(s) via e-mail. E-mail confirmations will be the primary way in which students will be notified of their placements. It is critical that students consistently check their email in case of any updates regarding their external practicum placements. Students are responsible to check their email and respond within a timely manner (no later than 48 hours) to all emails. School breaks and/or holidays are not considered exceptions. The off-campus clinical coordinator may request documentation related to placements. It is expected that students provide information or follow up with sites within 48 hours. If documentation/correspondence is not completed by the date specified by the Coordinator in a timely manner, a placement may be reassigned.

Students should also be aware that not all notifications for part-time or full-time placements are received at that same time and should not compare notifications with their peers. Students must understand that the external practicum process is a very dynamic process with many factors. Changes in placements before the start date may occur for a multitude of reasons, many of which we, the college, do not control (e.g. staffing, productivity, changes to student policies). The CSD Department may initiate changes or modifications to the placement sequence if there are concerns regarding a student’s academic and/or clinical performance, their ability to adhere to essential functions, or for specific program needs.

Student and Supervisor Acknowledgment of Guidelines for External Practicums

Elmhurst College graduate students and off-campus supervisors are expected to agree to adhere to the guidelines to ensure an optimal level of success during external practicums. Students will bring a hard copy of guidelines to review with clinical supervisor for each external practicum. Students and the
supervisor will sign documents to indicate they have read and understand the guidelines. Students will provide signed documents to the Off-Campus Clinical Coordinator via the method specified in syllabus. Policies and procedures related to violations of the guidelines and expectation for external practica is detailed in the External Practicum Expectations Policy document.

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 Q)

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.

Self Reflection at the End of Each Placement
Student will complete a self-reflection in Calipso. It allows the student to report how well EC prepared them for their off-site placements and provides some general supervisor feedback.

Evaluation of Site and Supervisor
This will be completed in Calipso. This form allows the student to write a review about the site and supervisor. The feedback about sites may be requested by future Externs.

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.


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.
CALIPSO Knowledge and Skills Acquisition Summary Form
This form documents all completed coursework and is updated by the Program Director after completion of each term. The summary form will summarize your progress through the program. Sections of the KASA form will be checked off once courses are completed and grades are posted.

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 A- CALIPSO Knowledge And Skills Acquisition (KASA) Form

CALIPSO KASA Summary 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. The CALIPSO KASA Form will be completed by program faculty with a check mark at the end of each semester. Students should review the CALIPSO KASA Form individually and with program director during advising sessions.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Knowledge/Skill Met? (check)</th>
<th>Course # and Title</th>
<th>Practicum Experiences # and Title</th>
<th>Other (e.g. labs, research) (include descriptions of activity)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard IV-A. The applicant must demonstrate knowledge of the principles of:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Biological Sciences                                                    X</td>
<td>*Biol</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Physical Sciences                                                      X</td>
<td>*Phys Sc</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Statistics                                                             X</td>
<td>*Math</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Social/behavioral Sciences                                             X</td>
<td>*Beh Sc</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Standard IV-B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases

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### Basic Human Communication Processes

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological</td>
<td>CSD 519, CSD 521 Rev SU19, CSD 526, CSD 528 Rev SU19</td>
</tr>
<tr>
<td>Neurological</td>
<td>CSD 519, CSD 521 Rev SU19, CSD 526, CSD 528 Rev SU19</td>
</tr>
<tr>
<td>Acoustic</td>
<td>CSD 455 (355), CSD 526</td>
</tr>
<tr>
<td>Psychological</td>
<td>CSD 509, CSD 511, CSD 516, CSD 527</td>
</tr>
<tr>
<td>Developmental/Lifespan</td>
<td>CSD 509, CSD 516, CSD 519, CSD 521 Rev SU19, CSD 527</td>
</tr>
<tr>
<td>Linguistic</td>
<td>CSD 509, CSD 510, CSD 511, CSD 516, CSD 525 Rev SU19, CSD 527</td>
</tr>
<tr>
<td>Cultural</td>
<td>CSD 509, CSD 510, CSD 511, CSD 516, CSD 521 Rev SU19, CSD 527, CSD 528 Rev SU19</td>
</tr>
</tbody>
</table>

### Swallowing Processes

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological</td>
<td>CSD 521 Rev SU19, CSD 526</td>
</tr>
<tr>
<td>Neurological</td>
<td>CSD 521 Rev SU19, CSD 526</td>
</tr>
<tr>
<td>Psychological</td>
<td>CSD 521 Rev SU19</td>
</tr>
<tr>
<td>Developmental/Lifespan</td>
<td>CSD 521 Rev SU19</td>
</tr>
<tr>
<td>Cultural</td>
<td>CSD 511, CSD 521 Rev SU19</td>
</tr>
</tbody>
</table>

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**Standard IV-C.** The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:

### Articulation

| Etiologies                  | CSD 510, CSD 511, CSD 528 Rev SU19 |
| Characteristics             | CSD 500 Fa1, CSD 501 Fa1, CSD 524 Sp2, SIM-1, UG |

### Fluency

| Etiologies                  | CSD 511, CSD 527 |
| Characteristics             | CSD 500 Fa1, CSD 501 Fa1, CSD 524 Sp2, SIM-1, UG |

| **Voice and resonance, including respiration and phonation** | X | CSD 511, CSD 526 | CSD 500 Fa1, CSD 501 Fa1, CSD 524 Sp2, SIM-1, SIM-Add, UG |
| **Etiologies** | | | |
| **Characteristics** | X | CSD 511, CSD 526 | CSD 500 Fa1, CSD 501 Fa1, CSD 524 Sp2, SIM-1, SIM-Add, UG |

| **Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading and writing** | X | CSD 509, CSD 511, CSD 515, CSD 516, CSD 522 | CSD 500 Fa1, CSD 501 Fa1, CSD 524 Sp2, SIM-1, SIM-Add, UG |
| **Etiologies** | | | CSD 592 |
| **Characteristics** | X | CSD 509, CSD 511, CSD 515, CSD 516, CSD 522 | CSD 500 Fa1, CSD 501 Fa1, CSD 524 Sp2, SIM-1, SIM-Add, UG |
| **Hearing, including the impact on speech and language** | X | CSD 455 (355), CSD 509, CSD 516 | CSD 500 Fa1, CSD 501 Fa1, CSD 524 Sp2, SIM-1, SIM-Add, UG |
| **Etiologies** | | | CSD 592 |
| **Characteristics** | X | CSD 455 (355), CSD 509, CSD 516 | CSD 500 Fa1, CSD 501 Fa1, CSD 524 Sp2, SIM-1, SIM-Add, UG |

| **Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology)** | | | |
| **Etiologies** | X | CSD 521 Rev SU19, CSD 526 | CSD 500 Fa1, CSD 501 Fa1, CSD 524 Sp2, SIM-1, SIM-Add, UG |
| **Characteristics** | X | CSD 521 Rev SU19, CSD 526 | CSD 500 Fa1, CSD 501 Fa1, CSD 524 Sp2, SIM-1, SIM-Add, UG |

| **Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning,)** | | | |
| **Etiologies** | X | CSD 511, CSD 515, CSD 519 | CSD 500 Fa1, CSD 501 Fa1, CSD 524 Sp2, SIM-1, SIM-Add, UG |
| **Characteristics** | X | CSD 511, CSD 515, CSD 519 | CSD 500 Fa1, CSD 501 Fa1, CSD 524 Sp2, SIM-1, SIM-Add, UG |

| **Social aspects of communication (e.g., behavioral and social skills affecting communication)** | | | |
| **Etiologies** | X | CSD 509, CSD 511, CSD 515, CSD 516, CSD 526, CSD 527 | CSD 500 Fa1, CSD 501 Fa1, CSD 524 Sp2, SIM-1, SIM-Add, UG |
| **Characteristics** | X | CSD 509, CSD 511, CSD 515, CSD 516, CSD 526, CSD 527 | CSD 500 Fa1, CSD 501 Fa1, CSD 524 Sp2, SIM-1, SIM-Add, UG |

| **Augmentative and alternative communication modalities** | | | |

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| Characteristics | | | |
|-----------------|-----------------|-----------------|
| Articulation | X | CSD 510, CSD 511, CSD 525 Rev SU19, CSD 528 Rev SU19 |
| Prevention | | CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG |
| Assessment | X | CSD 510, CSD 511, CSD 525 Rev SU19, CSD 528 Rev SU19 |
| Intervention | X | CSD 510, CSD 511, CSD 525 Rev SU19, CSD 528 Rev SU19 |
| Fluency | | |
| Prevention | | CSD 511, CSD 525 Rev SU19, CSD 527 |
| Assessment | | CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG |
| Intervention | X | CSD 511, CSD 525 Rev SU19, CSD 527 |
| Voice and resonance | | |
| Prevention | X | CSD 511, CSD 525 Rev SU19, CSD 526 |
| Assessment | X | CSD 511, CSD 525 Rev SU19, CSD 526 |
| Intervention | X | CSD 511, CSD 525 Rev SU19, CSD 526 |
| Receptive and expressive language | | |
| Prevention | X | CSD 509, CSD 511, CSD 515, CSD 516, CSD 525 Rev SU19 |
| Assessment | X | CSD 509, CSD 511, CSD 515, CSD 516, CSD 525 Rev SU19 |
| Intervention | X | CSD 509, CSD 511, CSD 515, CSD 516, CSD 525 Rev SU19 |
| Hearing, including the impact on speech and language | | |
| Prevention | X | CSD 455 (355) |

Standard IV-D: The applicant must possess 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 of the disorders.

- Characteristics
- Prevention
- Assessment
- Intervention
- Fluency
- Voice and resonance
- Receptive and expressive language
- Hearing, including the impact on speech and language

Doe, Jane
<table>
<thead>
<tr>
<th>Standard V-B: The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate alternative methods):</th>
<th></th>
</tr>
</thead>
</table>

| Assessment | X | CSD 455 (355) | CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG |
| Intervention | X | CSD 455 (355) | CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG |

| Swallowing |  |  |  |
| Prevention | X | CSD 521 Rev SU19, CSD 526 | CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG |
| Assessment | X | CSD 521 Rev SU19, CSD 526 | CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG |
| Intervention | X | CSD 521 Rev SU19, CSD 526 | CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG |

| Cognitive aspects of communication |  |  |  |
| Prevention | X | CSD 511, CSD 515, CSD 516, CSD 519, CSD 525 Rev SU19, CSD 527 | CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG |
| Assessment | X | CSD 511, CSD 515, CSD 516, CSD 519, CSD 525 Rev SU19, CSD 527 | CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG |
| Intervention | X | CSD 511, CSD 515, CSD 516, CSD 519, CSD 525 Rev SU19, CSD 527 | CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG |

| Social aspects of communication |  |  |  |
| Prevention | X | CSD 509, CSD 511, CSD 516, CSD 525 Rev SU19 | CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG |
| Assessment | X | CSD 509, CSD 511, CSD 516, CSD 525 Rev SU19 | CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG |
| Intervention | X | CSD 509, CSD 511, CSD 516, CSD 525 Rev SU19 | CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG |

<p>| Augmentative and alternative communication modalities |  |  |  |
| Assessment | X | CSD 511, CSD 522, CSD 525 Rev SU19, CSD 526, CSD 528 Rev SU19 | CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG |
| Intervention | X | CSD 511, CSD 522, CSD 525 Rev SU19, CSD 526, CSD 528 Rev SU19 | CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG |</p>
<table>
<thead>
<tr>
<th>1. Evaluation (must include all skill outcomes listed in a–g below for each of the 9 major areas except that prevention does not apply to communication modalities)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Articulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Std. V-B 1a. Conduct screening and prevention procedures (including prevention activities)</td>
<td>X</td>
<td>CSD 510, CSD 528 Rev SU19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals</td>
<td>X</td>
<td>CSD 508 REV SU19, CSD 510, CSD 528 Rev SU19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures</td>
<td>X</td>
<td>CSD 510, CSD 528 Rev SU19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 1d. Adapt evaluation procedures to meet client/patient needs</td>
<td>X</td>
<td>CSD 528 Rev SU19</td>
</tr>
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<td></td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention</td>
<td>X</td>
<td>CSD 510, CSD 528 Rev SU19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 1f. Complete administrative and reporting functions necessary to support evaluation</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 1g. Refer clients/patients for appropriate services</td>
<td>X</td>
<td>CSD 510, CSD 528 Rev SU19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>• Fluency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Std. V-B 1a. Conduct screening and prevention procedures (including prevention activities)</td>
<td>X</td>
<td>CSD 527</td>
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<td></td>
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<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
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<tr>
<td>Std. V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals</td>
<td>X</td>
<td>CSD 527</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures</td>
<td>X</td>
<td>CSD 527</td>
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<td></td>
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<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
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<tr>
<td>Std. V-B 1d. Adapt evaluation procedures to meet client/patient needs</td>
<td>X</td>
<td>CSD 527</td>
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<td></td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
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<tr>
<td>Std. V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention</td>
<td>X</td>
<td>CSD 527</td>
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<td></td>
<td></td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 1f. Complete administrative and reporting functions necessary to support evaluation</td>
<td>X</td>
<td></td>
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<td></td>
<td></td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 1g. Refer clients/patients for appropriate services</td>
<td>X</td>
<td>CSD 527</td>
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<td></td>
<td></td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>* Voice and resonance, including respiration and phonation</td>
<td>X</td>
<td>CSD 526</td>
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</tr>
<tr>
<td>Std. V-B 1a. Conduct screening and prevention procedures (including prevention activities)</td>
<td>X</td>
<td>CSD 526</td>
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<tr>
<td>Std. V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals</td>
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<td>CSD 526</td>
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<tr>
<td>Std. V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures</td>
<td>X</td>
<td>CSD 526, CSD 528 Rev SU19</td>
</tr>
<tr>
<td>Std. V-B 1d. Adapt evaluation procedures to meet client/patient needs</td>
<td>X</td>
<td>CSD 526, CSD 528 Rev SU19</td>
</tr>
<tr>
<td>Std. V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention</td>
<td>X</td>
<td>CSD 526, CSD 528 Rev SU19</td>
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<tr>
<td>Std. V-B 1f. Complete administrative and reporting functions necessary to support evaluation</td>
<td>X</td>
<td>CSD 526</td>
</tr>
<tr>
<td>Std. V-B 1g. Refer clients/patients for appropriate services</td>
<td>X</td>
<td>CSD 526, CSD 528 Rev SU19</td>
</tr>
<tr>
<td>* Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading and writing</td>
<td>X</td>
<td>CSD 526, CSD 528 Rev SU19</td>
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<tr>
<td>Std. V-B 1a. Conduct screening and prevention procedures (including prevention activities)</td>
<td>X</td>
<td>CSD 509, CSD 516</td>
</tr>
<tr>
<td>Std. V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals</td>
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<td>CSD 509, CSD 516, CSD 527</td>
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<tr>
<td>Std. V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures</td>
<td>X</td>
<td>CSD 509, CSD 516</td>
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<tr>
<td>Std. V-B 1d. Adapt evaluation procedures to meet client/patient needs</td>
<td>X</td>
<td>CSD 509, CSD 516</td>
</tr>
<tr>
<td>Std. V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention</td>
<td>X</td>
<td>CSD 509, CSD 516, CSD 527</td>
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<tr>
<td>Std. V-B 1f. Complete administrative and reporting functions necessary to support evaluation</td>
<td>X</td>
<td></td>
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<tr>
<td>Std. V-B 1a. Conduct screening and prevention procedures (including prevention activities)</td>
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<td>CSD 521 Rev SU19, CSD 526</td>
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<tr>
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<tr>
<td>Std. V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures</td>
<td>X</td>
<td>CSD 521 Rev SU19</td>
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<tr>
<td>Std. V-B 1d. Adapt evaluation procedures to meet client/patient needs</td>
<td>X</td>
<td>CSD 521 Rev SU19</td>
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<tr>
<td>Std. V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention</td>
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<td>CSD 521 Rev SU19</td>
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<td>Std. V-B 1f. Complete administrative and reporting functions necessary to support evaluation</td>
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<td>CSD 521 Rev SU19</td>
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<tr>
<td>Std. V-B 1g. Refer clients/patients for appropriate services</td>
<td>X</td>
<td>CSD 521 Rev SU19</td>
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**Hearing, including the impact on speech and language**

<table>
<thead>
<tr>
<th>Std. V-B 1a. Conduct screening and prevention procedures (including prevention activities)</th>
<th>X</th>
<th>CSD 509, CSD 516</th>
<th>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</th>
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</thead>
<tbody>
<tr>
<td>Std. V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals</td>
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<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
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<tr>
<td>Std. V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures</td>
<td>X</td>
<td></td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
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</table>

**Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology)**

<table>
<thead>
<tr>
<th>Std. V-B 1a. Conduct screening and prevention procedures (including prevention activities)</th>
<th>X</th>
<th>CSD 521 Rev SU19, CSD 526</th>
<th>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</th>
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</thead>
<tbody>
<tr>
<td>Std. V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals</td>
<td>X</td>
<td>CSD 521 Rev SU19, CSD 526</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures</td>
<td>X</td>
<td>CSD 521 Rev SU19</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 1d. Adapt evaluation procedures to meet client/patient needs</td>
<td>X</td>
<td>CSD 521 Rev SU19</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention</td>
<td>X</td>
<td>CSD 521 Rev SU19, CSD 526</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 1f. Complete administrative and reporting functions necessary to support evaluation</td>
<td>X</td>
<td>CSD 521 Rev SU19</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 1g. Refer clients/patients for appropriate services</td>
<td>X</td>
<td>CSD 521 Rev SU19, CSD 526</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
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</tr>
<tr>
<td>• Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Std. V-B 1a. Conduct screening and prevention procedures (including prevention activities)</td>
<td>X</td>
<td>CSD 515, CSD 516</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals</td>
<td>X</td>
<td>CSD 515, CSD 516</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
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<tr>
<td>Std. V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures</td>
<td>X</td>
<td>CSD 515, CSD 516</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
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<tr>
<td>Std. V-B 1d. Adapt evaluation procedures to meet client/patient needs</td>
<td>X</td>
<td>CSD 515, CSD 516</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
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<tr>
<td>Std. V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention</td>
<td>X</td>
<td>CSD 515, CSD 516</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
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<tr>
<td>Std. V-B 1f. Complete administrative and reporting functions necessary to support evaluation</td>
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<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 1g. Refer clients/patients for appropriate services</td>
<td>X</td>
<td>CSD 515, CSD 516</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>• Social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)</td>
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</tr>
<tr>
<td>Std. V-B 1a. Conduct screening and prevention procedures (including prevention activities)</td>
<td>X</td>
<td>CSD 515, CSD 516</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals</td>
<td>X</td>
<td>CSD 515, CSD 516</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures</td>
<td>X</td>
<td>CSD 515, CSD 516</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 1d. Adapt evaluation procedures to meet client/patient needs</td>
<td>X</td>
<td>CSD 515, CSD 516</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
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<tr>
<td>Std. V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention</td>
<td>X</td>
<td>CSD 515, CSD 516</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
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</table>
**2. Intervention (must include all skill outcomes listed in a-g below for each of the 9 major areas)**

<table>
<thead>
<tr>
<th>Std. V-B 1f. Complete administrative and reporting functions necessary to support evaluation</th>
<th>X</th>
<th>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</th>
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</thead>
<tbody>
<tr>
<td>Std. V-B 1g. Refer clients/patients for appropriate services</td>
<td>X</td>
<td>CSD 515, CSD 516, CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>• Augmentative and alternative communication modalities</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Std. V-B 1a. Conduct screening procedures</td>
<td>X</td>
<td>CSD 515, CSD 522, CSD 528 Rev SU19, CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals</td>
<td>X</td>
<td>CSD 515, CSD 522, CSD 528 Rev SU19, CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures</td>
<td>X</td>
<td>CSD 515, CSD 522, CSD 528 Rev SU19, CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 1d. Adapt evaluation procedures to meet client/patient needs</td>
<td>X</td>
<td>CSD 515, CSD 522, CSD 528 Rev SU19, CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention</td>
<td>X</td>
<td>CSD 515, CSD 522, CSD 528 Rev SU19, CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 1f. Complete administrative and reporting functions necessary to support evaluation</td>
<td>X</td>
<td>CSD 522, CSD 528 Rev SU19, CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 1g. Refer clients/patients for appropriate services</td>
<td>X</td>
<td>CSD 515, CSD 522, CSD 528 Rev SU19, CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
</tbody>
</table>

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<p>| • Articulation | --- | --- |
| Std. V-B 2a. 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 | X | CSD 528 Rev SU19, CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG |
| Std. V-B 2b. Implement intervention plans (involve clients/patients and relevant others in the intervention process) | X | CSD 528 Rev SU19, CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG |
| Std. V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention | X | CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG |
| Std. V-B 2d. Measure and evaluate clients'/patients' performance and progress | X | CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG |
| Std. V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients | X | CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG |</p>
<table>
<thead>
<tr>
<th>Standard</th>
<th>Task Description</th>
<th>X</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>V-B 2f.</td>
<td>Complete administrative and reporting functions necessary to support intervention</td>
<td>x</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>V-B 2g.</td>
<td>Identify and refer clients/patients for services as appropriate</td>
<td>x</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
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### *Fluency*

<table>
<thead>
<tr>
<th>Standard</th>
<th>Task Description</th>
<th>X</th>
<th>Required Courses</th>
</tr>
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<tbody>
<tr>
<td>V-B 2a.</td>
<td>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</td>
<td>X</td>
<td>CSD 515</td>
</tr>
<tr>
<td>V-B 2b.</td>
<td>Implement intervention plans (involve clients/patients and relevant others in the intervention process)</td>
<td>X</td>
<td>CSD 515</td>
</tr>
<tr>
<td>V-B 2c.</td>
<td>Select or develop and use appropriate materials and instrumentation for prevention and intervention</td>
<td>X</td>
<td>CSD 515</td>
</tr>
<tr>
<td>V-B 2d.</td>
<td>Measure and evaluate clients'/patients' performance and progress</td>
<td>X</td>
<td>CSD 515</td>
</tr>
<tr>
<td>V-B 2e.</td>
<td>Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients</td>
<td>X</td>
<td>CSD 515</td>
</tr>
<tr>
<td>V-B 2f.</td>
<td>Complete administrative and reporting functions necessary to support intervention</td>
<td>X</td>
<td>CSD 515</td>
</tr>
<tr>
<td>V-B 2g.</td>
<td>Identify and refer clients/patients for services as appropriate</td>
<td>X</td>
<td>CSD 515, CSD 527</td>
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### *Voice and resonance, including respiration and phonation*

<table>
<thead>
<tr>
<th>Standard</th>
<th>Task Description</th>
<th>X</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>V-B 2a.</td>
<td>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</td>
<td>X</td>
<td>CSD 526, CSD 528 Rev SU19</td>
</tr>
<tr>
<td>V-B 2b.</td>
<td>Implement intervention plans (involve clients/patients and relevant others in the intervention process)</td>
<td>X</td>
<td>CSD 526, CSD 528 Rev SU19</td>
</tr>
<tr>
<td>V-B 2c.</td>
<td>Select or develop and use appropriate materials and instrumentation for prevention and intervention</td>
<td>X</td>
<td>CSD 526, CSD 528 Rev SU19</td>
</tr>
<tr>
<td>V-B 2d.</td>
<td>Measure and evaluate clients'/patients' performance and progress</td>
<td>X</td>
<td>CSD 526, CSD 528 Rev SU19</td>
</tr>
<tr>
<td>V-B 2e.</td>
<td>Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients</td>
<td>X</td>
<td>CSD 526, CSD 528 Rev SU19</td>
</tr>
<tr>
<td>V-B 2f.</td>
<td>Complete administrative and reporting functions necessary to support intervention</td>
<td>X</td>
<td>CSD 526, CSD 528 Rev SU19</td>
</tr>
<tr>
<td>Std. V-B 2g. Identify and refer clients/patients for services as appropriate</td>
<td>X</td>
<td>CSD 526, CSD 528 Rev SU19</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
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<tr>
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</tr>
<tr>
<td><strong>• Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading and writing</strong></td>
<td>X</td>
<td>CSD 522</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 2a. 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</td>
<td>X</td>
<td>CSD 522</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
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<tr>
<td>Std. V-B 2b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)</td>
<td>X</td>
<td>CSD 522</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
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<tr>
<td>Std. V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention</td>
<td>X</td>
<td>CSD 522</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
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<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
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<tr>
<td>Std. V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients</td>
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<td>CSD 522</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
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<tr>
<td>Std. V-B 2f. Complete administrative and reporting functions necessary to support intervention</td>
<td>X</td>
<td>CSD 522</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 2g. Identify and refer clients/patients for services as appropriate</td>
<td>X</td>
<td>CSD 522</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td><strong>• Hearing, including the impact on speech and language</strong></td>
<td>X</td>
<td>CSD 522</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 2a. 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</td>
<td>X</td>
<td>CSD 522</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 2b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)</td>
<td>X</td>
<td>CSD 522</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention</td>
<td>X</td>
<td>CSD 522</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 2d. Measure and evaluate clients'/patients' performance and progress</td>
<td>X</td>
<td>CSD 522</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients</td>
<td>X</td>
<td>CSD 522</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 2f. Complete administrative and reporting functions necessary to support intervention</td>
<td>X</td>
<td>CSD 522</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 2g. Identify and refer clients/patients for services as appropriate</td>
<td>X</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
<td></td>
</tr>
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<td>-----------------------------</td>
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<td>-------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

- Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology)

<table>
<thead>
<tr>
<th>Std. V-B 2a. 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</th>
<th>X</th>
<th>CSD 521 Rev SU19</th>
<th>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Std. V-B 2b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)</th>
<th>X</th>
<th>CSD 521 Rev SU19</th>
<th>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Std. V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention</th>
<th>X</th>
<th>CSD 521 Rev SU19</th>
<th>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Std. V-B 2d. Measure and evaluate clients'/patients' performance and progress</th>
<th>X</th>
<th>CSD 521 Rev SU19</th>
<th>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Std. V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients</th>
<th>X</th>
<th>CSD 521 Rev SU19</th>
<th>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Std. V-B 2f. Complete administrative and reporting functions necessary to support intervention</th>
<th>X</th>
<th>CSD 521 Rev SU19</th>
<th>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Std. V-B 2g. Identify and refer clients/patients for services as appropriate</th>
<th>X</th>
<th>CSD 521 Rev SU19</th>
<th>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</th>
</tr>
</thead>
</table>

- Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)

<table>
<thead>
<tr>
<th>Std. V-B 2a. 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</th>
<th>X</th>
<th>CSD 515</th>
<th>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Std. V-B 2b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)</th>
<th>X</th>
<th>CSD 515</th>
<th>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Std. V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention</th>
<th>X</th>
<th>CSD 515</th>
<th>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Std. V-B 2d. Measure and evaluate clients'/patients' performance and progress</th>
<th>X</th>
<th>CSD 515</th>
<th>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Std. V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients</th>
<th>X</th>
<th>CSD 515</th>
<th>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Std. V-B 2f. Complete administrative and reporting functions necessary to support intervention</td>
<td>x</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
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<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Std. V-B 2g. Identify and refer clients/patients for services as appropriate</td>
<td>x</td>
<td>CSD 515</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>• Social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Std. V-B 2a. 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</td>
<td>x</td>
<td>CSD 522</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 2b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)</td>
<td>x</td>
<td>CSD 522</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention</td>
<td>x</td>
<td>CSD 522</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 2d. Measure and evaluate clients'/patients' performance and progress</td>
<td>x</td>
<td>CSD 522</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients</td>
<td>x</td>
<td>CSD 522, CSD 528 Rev SU19</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>• Augmentative and alternative communication modalities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Std. V-B 2a. 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</td>
<td>x</td>
<td>CSD 522, CSD 528 Rev SU19</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 2b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)</td>
<td>x</td>
<td>CSD 522, CSD 528 Rev SU19</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention</td>
<td>x</td>
<td>CSD 522, CSD 528 Rev SU19</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 2d. Measure and evaluate clients'/patients' performance and progress</td>
<td>x</td>
<td>CSD 522, CSD 528 Rev SU19</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients</td>
<td>x</td>
<td>CSD 522, CSD 528 Rev SU19</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
</tbody>
</table>

*Page 68/15 * August 21 2019 * KASA Summary Form *
<table>
<thead>
<tr>
<th>Std. V-B 2f. Complete administrative and reporting functions necessary to support intervention</th>
<th>X</th>
<th>CSD 522</th>
<th>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Std. V-B 2g. Identify and refer clients/patients for services as appropriate</td>
<td>X</td>
<td>CSD 522</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
</tbody>
</table>

### 3. Interaction and Personal Qualities

<table>
<thead>
<tr>
<th>Std. V-B 3a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.</th>
<th>X</th>
<th>CSD 508 REV SU19, CSD 511, CSD 515, CSD 522</th>
<th>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Std. V-B 3b. Collaborate with other professionals in case management.</td>
<td>X</td>
<td>CSD 510, CSD 522</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 3c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.</td>
<td>X</td>
<td>CSD 508 REV SU19, CSD 515, CSD 526, CSD 527</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
<tr>
<td>Std. V-B 3d. Adhere to the ASHA Code of Ethics and behave professionally.</td>
<td>X</td>
<td>CSD 507, CSD 508 REV SU19, CSD 522</td>
<td>CSD500 Fa1, CSD501 Fa1, CSD524 Sp2, SIM-1, SIM-Add, UG</td>
</tr>
</tbody>
</table>
Appendix B – MS in CSD Graduation Preparedness Checklist

MS in CSD Graduation Preparedness Checklist (Rev. 20190820)

Meeting graduate degree requirements, ASHA certification requirements, and state teacher licensure requirements is primarily the obligation of the degree-seeking student. This checklist provides our current understanding of your progress toward each of these goals.

Student Name: _____________________
Class of: ________________________

**Degree:**
Required Program Courses Complete (Except CSD 590, CSD 513/514 or 523/524)
- Research Requirement CSD 530/590 Satisfied
- Practicum Satisfied (CSD 513/514 or 524/525, B- or above)
- 400 Therapy Hours Satisfied
- Aural Rehab Satisfied (CSD 455)
- PRAXIS Test Pass / Fail Score: ________________

Notes: ______________________________________

**CCC's:**
Beyond satisfying KASA Standards met by Degree Program (including any outstanding remediation), student has satisfied the following:
- Biological Science Satisfied
- Physical Science Satisfied
- Statistics Satisfied
- Social/Behavioral Science Satisfied

Notes: ______________________________________

Passing the National Certification Exam, completing a Clinical Fellowship, and other conditions are a part of earning the CCC-SLP; for complete information see ASHA.org.

**Illinois State Board of Education Professional Educator's License (PEL):**
- EED 223 (SPE/ECE/EDU) or MTL 532, Other Satisfied Yes No
- EDU 521 Satisfied Yes No
- Practicum Included 150 Hours in a School Setting Yes No
- ILTS 154 Pass / Fail

Notes: ______________________________________

**Multilingual / Multicultural Emphasis Competencies:**
- CSD 592 Independent Study: M/M Issues (STRONGLY RECOMMENDED but NOT Required) Yes No
- Report/Thesis w/ M&M focus Satisfied Yes No
- Minimum 25 clinical hours w/ M&M clients Satisfied Yes No

*Bilingual Special Educator Approval:*
- CSD 587 / MTL 587 (Only Required for ISBE Bilingual SLP) Satisfied Yes No
- Language Proficiency ADVISED (not part of grad requirement)

Notes: ______________________________________

Final UG Transcript Received: Yes / No
UG GPA: ________________________

Reviewed by Program Director: FA Yr 1 _____ SP Yr 1 _____ FA Yr 2 _____ Final ________
Appendix C – 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 D – CSD 590 Research Option II Form

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
Appendix E – Academic Concerns/Essential Function Remediation Plan Form

Elmhurst College MS-SLP Graduate Program
Communication Sciences & Disorders
Academic Concerns/Essential Function 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: __________________________________________________
________________________________________________________________________
________________________________________________________________________

Essential Function Area 1: ________________________________________________
________________________________________________________________________
________________________________________________________________________

Essential Function Area 2: ________________________________________________
________________________________________________________________________
________________________________________________________________________

Essential Function Area 3: ________________________________________________
________________________________________________________________________
________________________________________________________________________
Essential Function Area 4:_____________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

EXPECTED OUTCOME: Full compliance in each area listed above and…

_________________________________________  ________________________________
Student Signature/Date                      Instructor Signature/Date
Appendix F – Clinical Skills Concerns/Essential Function Remediation Plan Form

Elmhurst College MS-SLP Graduate Program
Communication Sciences & Disorders
Clinical Skills Concerns/Essential Function 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 the ASHA standards and/or essential functions. Include concerns about clinical skills (treatment and evaluation), verbal skills, clinical writing skills, and/or essential functions. Once the remediation activity has been completed to your satisfaction, please sign-off and return this documentation to the Program Director. Thank you.

Name: ____________________________

Instructor name: ____________________________

Course (# and name): ____________________________

Term: ____________________________

Assessment of concern (clinical skills [treatment and/or evaluation], verbal skills, clinical writing skills): __________

________________________________________________________

Remediation plan: __________

________________________________________________________

Other (describe): __________

________________________________________________________

Outcome of remediation: __________

________________________________________________________

Essential Function Area 1: __________

________________________________________________________

Remediation plan: __________

________________________________________________________

Essential Function Area 2: __________

________________________________________________________

Remediation plan: __________
Essential Function Area 3: 


Remediation plan: 


Essential Function Area 4: 


Remediation plan: 


EXPECTED OUTCOME: Full compliance in each area listed above.

__________________________  __________________________
Student Signature/Date        Clinical faculty/clinical educator/Date

__________________________  __________________________
Program Director/Date          Clinical faculty/clinical educator/Date

__________________________  __________________________
Clinic Director/Date           Clinical faculty/clinical educator/Date
Appendix G– Program Participant Agreement

ELMHURST COLLEGE COMMUNICATION SCIENCES AND DISORDERS

SPEECH-LANGUAGE-HEARING CLINIC

PROGRAM PARTICIPANT AGREEMENT

Student’s Name: ____________________________________________

I have read and understand the following documents:

1. CSD Graduate Program Handbook
   a. Essential Functions for Academic Courses and Clinical Practicum
   b. HIPAA Guidelines
   c. Grading Policy and Remediation Policy
   d. Clinic Dress Code Policy

I agree to follow the policies that are listed above. I acknowledge my practicum grade WILL BE LOWERED BY ONE LETTER GRADE IF ANY VIOLATIONS OF THESE PROCEDURES OCCUR. In addition, I am aware that future client assignments, including off-site placements, will be affected if violations occur; this may extend my program.

Students who earn two final course grades of C+, C or C- or one final course grade of D+ or below will be dismissed from the graduate program.

Student’s Signature: _______________________________________

Date: _____________________________________________________
Appendix H – 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 I– Checklist for Immunizations

<table>
<thead>
<tr>
<th>CSD Graduate Program Health Requirements- Year One</th>
<th>EC Wellness Center Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is Required:</strong></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Background Check via CastleBranch with child abuse screen, <a href="https://portal.castlebranch.com/eq37">https://portal.castlebranch.com/eq37</a></td>
<td>$81 via CastleBranch</td>
</tr>
<tr>
<td><strong>Tuberculosis Test:</strong> Quantiferon Gold Blood Test</td>
<td>$30.00</td>
</tr>
<tr>
<td>Tetanus, Diphtheria, Pertussis (Tdap) booster within last 10 years</td>
<td>$50.00 for vaccination</td>
</tr>
<tr>
<td>Flu Vaccine (Available seasonally, typically beginning Sept/Oct)</td>
<td>$20/each</td>
</tr>
<tr>
<td>Annual Physical Health Exam</td>
<td>FREE</td>
</tr>
<tr>
<td><strong>IMMUNITY TITERS</strong> (blood test showing proof of immunity)</td>
<td></td>
</tr>
<tr>
<td>1. Measles (Rubeola)</td>
<td>$20.00 per titer</td>
</tr>
<tr>
<td>2. Mumps</td>
<td>$20.00 for titer</td>
</tr>
<tr>
<td>3. Rubella (German Measles)</td>
<td>$20.00 for titer</td>
</tr>
<tr>
<td>4. Varicella Titer Indicating Immunity</td>
<td>$20.00 for titer</td>
</tr>
<tr>
<td>5. Hepatitis B Surface Antibody (Quantitative)</td>
<td>$40.00 for titer</td>
</tr>
<tr>
<td><em>If you have not had the 3 dose series, you will need to get it completed.</em></td>
<td>$70.00 each for vaccine</td>
</tr>
<tr>
<td><strong>OTHER REQUIREMENTS:</strong></td>
<td></td>
</tr>
<tr>
<td>Copy of Health Insurance Card - copy front and back of card</td>
<td>N/A</td>
</tr>
<tr>
<td>Copy of current <a href="https://www.aehcp.com">AHA Healthcare CPR</a> Card - copy front and back of card</td>
<td>N/A</td>
</tr>
<tr>
<td>ADA Accommodations if applicable</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*Prices current as of 8.2019*

*Always check with your insurance re: coverage of titers, it may be cheaper at the Wellness Center.*
Appendix J– 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology

2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology

Effective Date: January 1, 2020

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 (ASHA). 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 2017 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 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) go into effect on January 1, 2020. View the SLP Standards Crosswalk [PDF] and consult Changes to Speech-Language Pathology Standards for more specific information on how the standards will change.

Terminology

Clinical faculty/clinical educator: Refers to and may be used interchangeably with supervisor, clinical instructor, and preceptor

Individual: Denotes clients, patients, students, and other recipients of services provided by the speech-language pathologist.

Citation


The Standards for the CCC-SLP are shown in bold. The CFCC 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 (hereafter, “applicant”) must have a master’s, doctoral, or other recognized post-baccalaureate degree.

Standard II: Education Program

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

Implementation: The applicant’s program director or official designee must complete and submit a program director verification form. Applicants must submit an official graduate transcript or a letter from the registrar that verifies the date on which the graduate degree was awarded. The official graduate transcript or letter from the registrar must be received by the ASHA National Office no later than one (1) year from the date on which the application was received. Verification of the applicant’s graduate degree is required before the CCC- SL P can be awarded.

Applicants educated outside the United States or its territories must submit documentation that coursework 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 must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic coursework and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standards IV-A through IV-G and Standards V-A through V-C.

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-Applicant must have demonstrated knowledge of statistics as well as the biological, physical, and social/behavioral sciences.**

Implementation: Coursework in statistics as well as in biological, physical, and social/behavioral sciences that is specifically related to communication sciences and disorders (CSD) may not be applied for certification purposes to this category unless the course fulfills a general the university requirement in the statistics, biology, physical science, or chemistry areas.

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

Standard IV-B

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

Standard IV-C

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

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

Implementation: It is expected that coursework addressing the professional knowledge specified in this standard 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 persons 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 must 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 include trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, educational legal requirements or policies, 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: Applicants are eligible to apply for certification once they have completed all graduate-level academic coursework and clinical practicum and have 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 persons receiving services 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 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 the needs of individuals receiving services.
   e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
   f. Complete administrative and reporting functions necessary to support evaluation.
   g. Refer clients/patients for appropriate services.

2. Intervention
   a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients’/patients’ needs. Collaborate with clients/patients and relevant others in the planning process.
   b. Implement intervention plans that involve clients/patients and relevant others in the intervention process.
   c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
   d. Measure and evaluate clients’/patients’ performance and progress.
   e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
   f. Complete administrative and reporting functions necessary to support intervention.
   g. Identify and refer clients/patients for services, as appropriate.

3. Interaction and Personal Qualities
   a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others.
   b. Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.
   c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
   d. Adhere to the ASHA Code of Ethics, and behave professionally.

Implementation: The applicant must have acquired the skills listed in this standard and must have applied them across the nine major areas listed in Standard IV-C. These skills may be developed and demonstrated through direct clinical contact with individuals receiving services in clinical experiences, academic coursework, labs, simulations, and examinations, as well as through the 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 the applicant 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 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 prevention, identification, evaluation, diagnosis, planning, implementation, and/or intervention.

Supervised clinical experiences should include interprofessional education and interprofessional collaborative practice, and should include experiences with related professionals that enhance the student’s knowledge and skills in an interdisciplinary, team-based, comprehensive service delivery model.

Clinical simulations (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). These supervised experiences can be synchronous simulations (real-time) or asynchronous (not concurrent in time) simulations.

Clinical educators of clinical experiences must hold current ASHA certification 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 in order to count toward the student’s ASHA certification requirements.

Standard V-C

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

Implementation: Guided clinical observation hours generally precede direct contact with clients/patients. Examples of guided observations may include but are not limited to the following activities: debriefing of a video recording with a clinical educator who holds the CCC-SLP, discussion of therapy or evaluation procedures that had been observed, debriefings of observations that meet course requirements, or written records of the observations. It is important to confirm that there was communication between the clinical educator and observer, rather than passive experiences where the student views sessions and/or videos. It is encouraged that the student observes live and recorded sessions across settings with individuals receiving services with a variety of disorders and completes debriefing activities as described above.

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 a current ASHA certification in the appropriate practice area. Guided clinical supervision may occur simultaneously during the student’s observation or afterwards through review and approval of the student’s written reports or summaries. Students may use video recordings of client services for observation purposes.

Applicants should be assigned practicum only after they have acquired a base of knowledge sufficient to qualify for such experience. Only direct contact (e.g., the individual receiving services must be present) with the individual or the individual’s family in assessment, intervention, and/or counseling can be counted toward practicum. When counting clinical practicum hours for purposes of ASHA certification, only the actual time spent in sessions can be counted, and the time spent cannot be rounded up to the nearest 15-minute interval.

Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through CS methods. Only the time spent in active engagement with 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 as clinical clock hours.
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 individual receiving services or the individual's family. Typically, only one student at a time should be working with a client in order to count the practicum hours. Several students working as a team may receive credit for the same session, depending on the specific responsibilities that each student is assigned when working directly with the individual receiving services. The applicant must maintain documentation of their time spent in supervised practicum, and this documentation must be verified by the program in accordance with Standards III and IV.

**Standard V-D**

At least 325 of the 400 clock hours of supervised clinical experience must be completed while the applicant is enrolled in graduate study in a program accredited in speech-language pathology by the CAA.

Implementation: A minimum of 325 clock hours of supervised clinical practicum must be completed while the student is enrolled in the graduate program. 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 of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession, who has the equivalent of a minimum of 9 months of full-time clinical experience, and who has completed a minimum of 2 hours of professional development in clinical instruction/supervision after being awarded ASHA certification.

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

Implementation: Effective January 1, 2020, supervisors for ASHA certification must complete 2 hours of professional development/continuing education in clinical instruction/supervision. The professional development/continuing education must be completed after being awarded ASHA certification and prior to the supervision of a student. Direct supervision must be in real time. A clinical educator must be available and on site to consult with a student who is providing clinical services to the clinical educator's client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student’s acquisition of essential clinical skills.

In the case of CS, asynchronous supervision must include debriefing activities that are commensurate with a minimum of 25% of the clock hours earned for each simulated individual receiving services.

**Standard V-F**

Supervised practicum must include experience with individuals across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with individuals with various types and severities of communication and/or related disorders, differences, and disabilities.

Implementation: The applicant must demonstrate direct clinical experiences with individuals in both assessment and intervention across the lifespan 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 the Educational Testing Service (ETS). The certification standards require that a passing exam score 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, then the applicant 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 CF experience may be initiated only after completion of all graduate credit hours, academic coursework, 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 on which the application for certification is received. Once the CF has been initiated, it must be completed within 48 months of the initiation date. For applicants completing multiple CFs, all CF experiences related to the application must be completed within 48 months of the date on which the first CF was initiated. Applications will be closed for CFs that are not completed within the 48-month timeframe or that are not submitted 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 more than 5 years old at the time of application will not be accepted.

The CF must be completed under the mentorship of a clinician who held the CCC-SLP throughout the duration of the fellowship and must meet the qualifications described in Standard VII-B. It is the Clinical Fellow’s responsibility to identify a CF mentor who meets ASHA’s certification standards. 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 is incumbent upon the Clinical Fellow to verify the mentoring SLP’s status periodically throughout the CF experience. Family members or individuals related in any way to the Clinical Fellow may not serve as mentoring SLPs to that Clinical Fellow.

Standard VII-A: Clinical Fellowship Experience

The CF must consist 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 CF must consist of no less than 36 weeks of full-time professional experience or its part-time equivalent.

Implementation: At least 80% of the Clinical Fellow’s major responsibilities during the CF experience must be in direct, in-person 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 should be at least 5 hours per week; anything less than that will not meet the CF
requirement and may not be counted toward completion of the experience. Similarly, work in excess of 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 receive ongoing mentoring and formal evaluations by the CF mentor. Mentorship must be provided by a clinician who holds the CCC-SLP, who has the equivalent of a minimum of 9 months of full-time clinical experience, and who has completed a minimum of 2 hours of professional development/continuing education in clinical instruction/supervision after being awarded the CCC-SLP.

Implementation: Effective January 1, 2020, CF mentors for ASHA certification must complete 2 hours of professional development/continuing education in clinical instruction/supervision after being awarded the CCC-SLP and prior to mentoring the Clinical Fellow.

Direct observation must be in real time. A mentor must be available to consult with the Clinical Fellow who is providing clinical services. Direct observation of clinical practicum is intended to provide guidance and feedback and to facilitate the Clinical Fellow’s independent use of essential clinical skills.

Mentoring must include on-site, in-person observations and other monitoring activities, which may be executed by correspondence, review of video and/or audio recordings, evaluation of written reports, telephone conferences with the Clinical Fellow, or evaluations by professional colleagues with whom the Clinical Fellow works. The CF mentor and the Clinical Fellow must participate in regularly scheduled formal evaluations of the Clinical Fellow’s progress during the CF experience. The Clinical Fellow must receive ongoing mentoring and formal evaluations by the CF mentor.

The amount of direct supervision provided by the CF mentor must be commensurate with the Clinical Fellow’s knowledge, skills, and experience, and must not be less than the minimum required direct contact hours. Supervision must be sufficient to ensure the welfare of the individual(s) receiving services.

The mentoring SLP must engage in no fewer than 36 supervisory activities during the CF experience and 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 engaging in screening, evaluation, assessment, and/or habilitation/rehabilitation activities. Mentoring must include on-site, in-person observations; however, the use of real-time, interactive video and audio conferencing technology may be permitted as a form of observation, for which pre-approval must be obtained.

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

If the Clinical Fellow and their CF mentor want to use supervisory mechanisms other than those outlined above, they may submit a written request to the CFCC prior to initiating the CF. Written requests may be emailed to cfcc@asha.org or mailed to: CFCC, c/o ASHA Certification, 2200 Research Blvd. #313, Rockville, MD 20850. Requests must include the reason for the alternative supervision and a detailed description of the supervision that would be provided (i.e., type, length, frequency, etc.), and the request must be co-signed by both the Clinical Fellow and the CF mentor. On a case-by-case basis, the CFCC will review the circumstances and may or
may not approve the supervisory process to be conducted in other ways. Additional information may be requested by the CFCC prior to approving any request.

**Standard VII-C: Clinical Fellowship Outcomes**

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

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

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

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

The CF mentor must document and verify a Clinical Fellow's clinical skills using the *Clinical Fellowship Report and Rating Form*, which includes the *Clinical Fellowship Skills Inventory* (CFSI), as soon as the Clinical Fellow successfully completes the CF experience. This report must be signed by both the Clinical Fellow and CF mentor.

**Standard VIII: Maintenance of Certification**

Certificate holders must demonstrate continued professional development for maintenance of the CCC-SLP.

Implementation: Clinicians who hold the CCC-SLP must accumulate and report 30 Certification Maintenance Hours (CMHs) (or 3.0 ASHA continuing education units [CEUs]) of professional development, which must include a minimum of 1 CMH (or 0.1 ASHA CEU) in ethics during every 3-year certification maintenance interval beginning with the 2020–2022 maintenance interval.

Intervals are continuous and begin January 1 of the year following the initial awarding of certification or the reinstatement of certification. Random audits of compliance are conducted.

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

If maintenance of certification is not accomplished within the 3-year interval, then certification will expire. Those who wish to regain certification must submit a reinstatement application and meet the standards in effect at the time the reinstatement application is submitted.
Appendix K—HIPAA Guidelines

The Elmhurst College Speech-Language-Hearing Clinic (ECSLHC) has established policies that comply with the guidelines set forth by the Health Insurance Portability and Accountability Act of 1996 (HIPAA). HIPAA is a federal act of legislation that requires covered entities to ensure the privacy of individually identifiable health information.

Specific privacy policies pertain to all client information the Clinic creates or maintains on individual clients. This information includes all written documentation (e.g., lesson plans, clinic logs, diagnostic reports, semester treatment reports, audio and video recordings, and verbal exchanges).

In order to be in compliance with and ensure the high level of confidentiality required by HIPAA, the following policies and procedures are currently in place:

1. Clients’ names and other personal information are not to be cited in any public areas, including but not limited to information left on desk tops, posted on doors, and so forth. In accordance with this, client files, letters, payments, and so forth must be kept in drawers or placed face down in the file room in the appropriate personal or business mailbox. No information containing clients’ names or other information may be left on the secretary’s desk, unless she is present. No identifiable client information may be shared on any form of social media (blogs, Facebook, Twitter, etc.)

2. The door to the file room must be closed at all times. It may remain unlocked during business hours but must be locked when the clinic is closed.

3. Clients are not to be discussed in common areas, such as halls or the waiting room. If you need to share information with or about a client, please do so in a private room behind closed doors.

4. Information about clients may not be shared with other professionals unless prior written consent is obtained from the client or his or her parent or legal guardian.

5. All fax transmittals about clients are to have a confidentiality statement on the cover sheet.

6. All electronic mail about clients is to have “CONFIDENTIAL” written in the subject area and a confidentiality statement at the beginning of the electronic communication. Information exchanged about clients may NOT contain identifying information. Information is shared only between Elmhurst College e-mail accounts.

7. All private information mailed to clients must have “CONFIDENTIAL” written on the envelope.

8. All information written about clients that includes personal information is to be written in a private area where no one else has access to that information. It may not be left on a personal computer or other personal electronic device or flash drive. Lesson plans, weekly SOAP notes, and/or semester progress reports, should NOT be left on clinic computers in the student resource room.

9. All clients’ main files are to remain in the clinic; however, personal information about clients, such as information related to progress in treatment, may leave the clinic, as long as it is viewed only in a private area with no one present who is not affiliated with the clinic and contains no identifying information.

10. Video recordings of clients may not leave the clinic building and must be viewed privately. The volume
should be low enough that it cannot be heard outside of the viewing area.

11. Audio recordings may be listened to outside of the clinic, only if headphones are used and if the client’s name or other identifying information are not visible. Do not use personal cell phones to record sessions.

12. During the term, all paper work that contains protected information about clients must be kept either in the client’s main clinic file, in the clinical educator’s working file, or in the student’s working file. At the end of each term after the final semester report is signed into the client’s permanent file and the student’s final therapy hours are signed by the clinical educator, all paperwork in the student’s working folder should be destroyed. All test protocols should be put in the client’s permanent file at the end of each term.

13. All hard copy and electronic assessment and treatment information is protected by HIPAA and may not be shared with anyone outside of the clinic, without first obtaining the client’s written consent.

14. No client may be included as a subject in a research study without first informing the clinic director in writing, obtaining appropriate IRB approval, and obtaining informed consent, in writing, from the client. A copy of the IRB approval letter and the client’s written consent must be placed in the client’s main clinic file prior to the onset of the study.

15. Final copies of clinic reports which contain identifying client information must be printed in the clinic from a secure computer.
CONSENT TO RELEASE INFORMATION

To: Elmhurst College Speech-Language-Hearing Clinic

I hereby request and authorize ECSLHC to release information described below to:

Name(s)                                  Relationship(s)
____________________________________   ___________________________
____________________________________   ___________________________
____________________________________   ___________________________

ECSLHC information to be disclosed (Check all that apply)

 o Speech and/or Language Evaluations
 o Speech and Language Consultations
 o Speech and/or Language therapy intervention and session updates
 o Phone messages and reminders for the sessions

For the purpose of:

________________________________________________________________________________
(State exact purpose. Do not generalize.)

The health information may be used to enable the person(s) I authorize to know and understand my condition and treatment options, for treatment or consultations, or related reasons.

I understand that I may phone or write the ECSLHC to revoke this authorization or to request that specific portions of my records not be release or referred to in the course of taking action upon this request.

This authorization shall be effective until (Check one):

 o All past, present, and future periods, OR
 o Date or event: ____________________________________________________

I, the undersigned, have read this consent and understand it. All blanks were filled in prior to my signing.

_____________________________________________________________________
Printed Name of the Individual Giving this Authorization

_____________________________________________________________________
Signature of the Individual Giving this Authorization

____________________________
Date
ATTENDANCE POLICY AGREEMENT

Treatment for xx will begin day, date and continue until the end of the term or until such time as the supervisor determines treatment should be concluded. Each session will be scheduled for xx minutes. You are scheduled to attend weekly session(s) once per week on day, for a total of x sessions. Approximately 5-10 minutes may be allotted for questions and progress reports at the conclusion of each session.

We ask that you let us know at least 24 hours in advance if you must cancel a session. The clinician is not required to make up sessions that you miss or cancel. If the clinician cancels a session, he or she is required to make it up some time during the 12-week term. There is no make-up week so if a clinician cancels, the session will be made up during the 12-week period. It is important to attend every session during the clinic term. Consistent therapy is beneficial for the client and treating clients is part of the academic and clinical training of our students into becoming licensed Speech-Language-Pathologists.

CLIENT ILLNESS: If the client is ill, please wait at least 24 hours after all symptoms of illness, including fever, have subsided, unless you have a doctor’s note stating the client is no longer contagious, before attending the session.

A client may not be seen for treatment if he/she arrives 15 or more minutes later than the scheduled time. A client may be dismissed from treatment if he/she misses more than one session without notifying the office 24 hours in advance.

Although we try to accommodate individual needs, the Clinic is NOT a nut- or wheat-free environment. If you or the client has an allergy or health condition of any kind that we should know about, please inform the clinical faculty/educator & the clinic director, in writing, prior to the first session.

Note: Because we are a training institution, video/audio/photo recordings of you will be taken while you are a client at the clinic. They will be used for various purposes such as supervision of sessions, clinical teaching, and student training.

Your clinician is XX. The clinical faculty/clinical educator is XX, M.S., CCC-SLP. At some point in treatment, another clinician or supervisor may be assigned. You will be notified if this change is necessary.

☐ I have read and understand the attendance policy set forth by the Elmhurst College Speech-Language-Hearing Clinic and know attendance is important for treatment. I know if I am unable to attend a speech appointment, I must notify the Speech-Language-Hearing Clinic at least 24 hours in advance.

Client/Guardian Signature: _________________________________ Date: __________
Appendix N—AIDS/HIV IMPLICATIONS FOR SPEECH-LANGUAGE PATHOLOGISTS AND AUDIOLOGISTS (ASHA-December 1990)

The Executive Board of the American Speech-Language-Hearing Association (ASHA) approved the first AIDS/HIV Report at its February 1989 meeting. This document, a result of extensive research and consultation on the part of the ASHA Committee on Quality Assurance, was published in ASHA (1989). As might be expected in any attempt to describe the current knowledge of AIDS/HIV, clinician precautions became obsolete soon after they were published. Both AIDS/HIV research and the incidence of the virus itself are advancing rapidly.

Because the impact of this epidemic is far reaching, specialized centers alone will not be able to provide care for all persons with AIDS/HIV. Therefore, all speech-language pathologists and audiologists, regardless of employment setting, must become knowledgeable about the management of persons with AIDS/HIV.

What public and human services professionals knew just 1 year ago about AIDS/HIV is now being reviewed, and in many cases revised. This update is an attempt to keep speech-language pathologists and audiologists current regarding AIDS/HIV precautions for the management of persons with AIDS/HIV infection. The reader is referred to the original ASHA article (1989, pp. 33-38) for background information.

Although AIDS/HIV is the focus of this article, professionals need to be aware there are a host of other contagious diseases that require disease-specific precautions (e.g., the need to wear a mask when working with persons with active tuberculosis). With the exception of rare cases of AIDS/HIV spread by contact with blood products, including accidental needle sticks or when infected blood comes in contact with mucous membranes or skin with open lesions, the risk of the spread of HIV in the practice environments of health care workers is negligible (CDC, 1988; Diamond & Cohen, 1987). In contrast, there is ample evidence that a number of practitioners have been infected with other contagious diseases in the workplace. In fact, there have been few reports of members of any profession having been infected with HIV in the workplace (CDC AIDS Hotline, July 1990). ASHA has had no reports its members having been infected with HIV in the workplace.

This update was prompted by new information regarding Universal Precautions and the Centers for Disease Control’s (CDC) review of the ASHA 1989 tutorial. It is important to recognize, however, that the CDC is a recommending body and not a regulatory body. The regulatory body that is responsible for setting safety standards for all occupations is the Occupational Safety and Health Administration (OSHA). OSHA has proposed AIDS/HIV regulations that, if approved, will not become law until 1992. Hence, all ASHA members are encouraged to become familiar with the most recent CDC AIDS/HIV report (1988) but are required to follow facility specific infection control policies and procedures.

SUGGESTED PRECAUTIONS

To prevent transmission of blood-borne pathogens and to protect the health of clients receiving speech-language pathology and audiology services, of health and education workers, and of family members and significant others, ASHA’s Committee on Quality Assurance has reviewed the most recent CDC recommendations for Universal Precautions (1988) and has updated general procedures accordingly. The most striking change is a new definition of what constitutes risk. An earlier CDC report suggested that all body fluids be treated as vehicles of the AIDS/HIV virus. Current CDC recommendations regarding Universal Precautions assume that only blood and body fluids containing visible blood be treated as vehicles of the AIDS/HIV virus. Universal Precautions also apply to semen and vaginal secretions. Although both of these fluids have been implicated in the sexual transmission of HIV, they have not been implicated in occupational transmission from client to health care worker (Morbidity & Mortality Weekly Report, 1988). HIV is not transmitted through casual contact, insects, saliva, airborne pathogens, and food products. Except where stated, the following general procedures update those found in the original AIDS/HIV publication (ASHA, 1989).

GENERAL PROCEDURES

In spite of extremely low risk of transmission of HIV infection, even when needle stick injuries occur, speech-language pathologists and audiologists should focus their precautionary efforts on the avoidance of such accidents. Blood and body fluids containing visible blood from all clients should be handled as though they were infectious. Barrier precautions such as gowns and gloves are not necessary unless it is anticipated that skin or mucous membrane may come in contact with blood and other body fluids bearing
blood. Gloves should be worn for touching blood and body fluids containing visible blood, or for handling items or surfaces soiled
with blood or body fluids containing visible blood. [Refer to McMillan & Willette (1988) for a thorough description of procedures for
preventing disease transmission in the practice environment.]

Gowns, masks, and goggles are recommended if a splash of blood or body fluid containing visible blood is anticipated; otherwise, no
barrier precautions are indicated. However, good hand washing before and after client contact is an essential part of any infection
control program and should be specified in institution-specific policies on Universal Precautions. If a splash or spill occurs in spite of
precautions, immediate decontamination is indicated (e.g. a solution of 1 part household bleach to 10 parts water). If in doubt,
contact the local hospital's Infection Control expert, local public health personnel, or one of the AIDS hotlines listed at the end of this
update. The Environmental Protection Agency lists registered products that are known to kill the AIDS virus (EPA, 1989).

CLINICAL EQUIPMENT AND MATERIALS
Decontamination, cleaning, disinfection, and sterilization of multiple-use equipment before reuse should be carried out according to
facility-specific infection control policies and procedures. The materials reuse guidelines found in the original ASHA article were
quite strict but consonant with CDC recommendations at the time. However, based on the most recent CDC information, all clinical
materials (e.g., test items, audiometer earphones) and work surfaces not contaminated by blood or body fluid bearing visible blood
need not be cleaned after each use. Clinical materials may be cleaned with simple soap and water or, according to CDC, a 1:100
solution of household bleach to water. Manufacturer's instructions for cleaning and facility-specific infection control policies and
procedures should always be followed when cleaning assessment and treatment materials. In direct client care, disposable
materials should be used whenever possible, and never reused. It is best to use disposable or washable materials during all
evaluation and treatment procedures.

Whenever possible, use materials that can be disposed in the regular trash. The underlying assumption regarding all testing supplies
is, if there is a likelihood that these items may come in contact with blood or body fluids bearing blood, then Universal Precautions
must be followed. Speech-language pathologists and audiologists who are not associated with any health care institution are
couraged to contact their local health department if there are any questions regarding maintenance of clinical materials.

Dressing and Tissues
Professionals should comply with the standard practices of the facility’s environmental services. Used dressings and tissues may be
disposed in the regular trash. Speech-language pathologists and audiologists are not normally required to use red bags as
receptacles for refuse. Red bags are trash containers for infectious laboratory material, sharp objects, or other material that if
handled casually could be harmful to the individual unaware of the precautions for hazardous waste.

Hand washing
Speech-language pathologists and audiologists should follow the same procedures as outlined in the AIDS/HIV publication (ASHA,
1989). These procedures are summarized below:
- Wash hands immediately if they are potentially contaminated with blood or body fluids containing visible blood.
- Wash hands before and after seeing clients.
- Wash hands after removing gloves.
- Follow the basic hand washing technique:
  - vigorous mechanical action whether or not skin cleanser is used;
  - use of antiseptic or ordinary soap under running water;
  - duration of 30 seconds between clients if not grossly contaminated and in handling client devices;
  - duration of 60 seconds when in contact with clients, devices, or equipment with gross contamination;
  - thorough hand drying with a paper or disposable towel to help eliminate germs.

Gloves
- Wear gloves when touching blood or other body fluids containing visible blood.
- Wear gloves when performing invasive procedures on all clients. This includes performing an examination of the oral
  speech mechanism, managing tracheotomy tubes, using laryngeal mirrors, conducting intraoperative monitoring, and using
  needle electrodes associated with EMG testing.
- Change gloves after contact with each client.
• If a glove is torn or a needle stick or other injury occurs, remove the glove and use a new glove as promptly as client safety permits.
• After removing gloves, wash hands immediately.
• Discard gloves in the client's room or examination room before exiting. No special disposal containers are necessary unless gloves are contaminated with blood or bloody fluids.
• Wear gloves if client has nonintact skin or open cuts, sores, or scratches.

Begin all audiometric procedures with an otoscopic inspection of the circumaural region and ear canal. If the patient's skin is intact and no blood is present, gloves are not required for industrial audiometry and fitting hearing protectors. If blood or lesions are found, then 1 minute of vigorous hand washing followed by use of gloves is required.

Urine and Feces
Speech-language pathologists and audiologists do not routinely have contact with urine and feces. However, the following guidelines should be adhered to when there is risk of contamination by blood:
• Flush urine and feces down the toilet. If you handle urinals or empty catheter bags or bedpans, wear gloves. If it is necessary to use a portable urinal, bedpan, or commode, empty it into the toilet and thoroughly clean and sanitize before replacing it at the client's bedside or returning it to storage.
• When changing diapers, wear gloves. Dispose of soiled diapers. Linens including towels, sheets, washcloths, etc.)
• No special precautions are required unless soiled with blood or body fluids containing visible blood.
• Laundry and linen disposal procedures shall be followed as per facility policy and procedure.

Food Utensils and Containers
• No special food or disposal precautions are required unless the food has been contaminated with blood or body fluids containing visible blood.
• No special precautions are required, except for proper disposal/disinfection of the cup/straw.

Clothing and Personal Effects
• No special precautions are required unless contaminated - lab coats, smocks, washable clothing should be cleaned regularly.
• Launder all contaminated clothing and effects.

Observation and Significant Other/Family Participation
• Ensure compliance with Universal Precautions when family members and others are present to observe any procedure where they may be exposed to client's blood or body fluid containing visible blood.
• Ensure family training in Universal Precautions when a significant other is being trained to conduct follow-up procedures where he/she may be exposed to client's blood or body fluid containing visible blood.

Daily Cleaning and Terminal Disinfection Procedures
• Daily cleaning procedures should be clearly specified in the facility's policies and procedures. These should detail any waste disposal procedures as well as procedures to inform housekeeping, if applicable. If speech-language pathologists and audiologists dispose of needles and infectious waste, special cleaning protocols are indicated.

Cleaning and Decontaminating Spills and/or Splashes of Blood or Other Body Fluids Containing Visible Blood
• Wear a pair of gloves, goggles, and a gown.
• Remove visible materials first.
• Use disposable toweling.
• Decontaminate areas of flooding with liquid germicide.
• Clean surface with a freshly prepared 1:10 hydrochloride (household bleach) solution (1 part bleach to 10 parts water).

CPR
Although saliva has not been implicated in HIV transmission, to minimize the need for emergency mouth to mouth resuscitation, mouthpieces, resuscitation bags, or other ventilation devices should be strategically located and available for use in areas where the
need for resuscitation is predictable. The American Heart Association (1989) has recently provided supplemental guidelines for CPR Training and Rescue and discourages even individuals who are CPR certified from administering mouth to mouth resuscitation without benefit of some barrier device. CPR should be administered only by trained individuals who have benefit of a barrier or ventilation device.

SUMMARY
Great strides have been made in the past year in uncovering the pathogenesis of AIDS/HIV, in administering certain drugs to retard the course of AIDS/HIV, in allaying the concerns of the general public, and in dispelling the many myths regarding AIDS/HIV. ASHA’s Committee of Quality Assurance has provided this update as a result of obtaining the most current information from CDC and related AIDS/HIV literature. Human services providers are not at high risk of getting AIDS/HIV as a result of their work with clients, even if they regularly care for persons with AIDS/HIV (American College Health Association Task Force on AIDS, 1987). The risk is associated with coming in contact with blood and body fluids containing visible blood and from needle stick injuries. Guidelines for prevention of transmission of the AIDS virus to care givers are similar to those of transmission of Hepatitis B. All practitioners should be aware of these guidelines and diligently observe them.

This update has relaxed a more stringent approach to guidelines for practitioners when coming into contact with all body fluids since the most recent CDC recommendations caution practitioners to adhere to Universal Precautions if it is anticipated that they might be exposed to blood or body fluids containing visible blood. Also, disposal of materials need not be extraordinary, because only needles, lab waste and infectious material require the use of hazardous waste red bag container. When practitioners have a question regarding cleaning and maintenance of equipment, it is suggested that they consult manufacturer’s instructions. Materials that may come in contact with blood or body fluids should ideally be disposable. Routine testing and treatment materials and furniture should be washable with a cleaning solution of 1:100 water to household bleach. Simple soap and water is adequate for most surfaces under most circumstances. When in doubt, it is suggested that local infection control professionals or public health officials be consulted.

As new research and AIDS/HIV data become available, updates will be provided. The one constant is that speech-language pathologists and audiologists will continue to provide high-quality and compassionate care to persons with AIDS/HIV.

HOTLINE NUMBERS
CDC Hotline: 1-800-342-AIDS
Public Health Service Hotline: 1-800-447-AIDS
National Gay Task Force and AIDS Crisis Hotline: 1-800-221-7044

References


Appendix O – Seizure Protocol

Elmhurst College Speech-Language-Hearing Clinic (ECSLHC)

Spring 2019

Seizure Plan for: xx
Date of Birth: xx/xx/xxxx
Chronological Age: xx
Emergency Contact 1: xx (xxx) xxx-xxxx – xx
Emergency Contact 2: xx (xxx) xxx-xxxx – xx
Current Medical Conditions: xx
Past Medical Conditions: xx
Current Medications: xx

The clinic administrator, session supervisor, session clinician, and administrative office staff will be provided with the following written procedural sequences, as well as education regarding what to do in the event that xx experiences seizure activity while xx is in the ECSLHC for speech therapy. The following sequences have been discussed with xx via email and in person, and has been approved for the Spring 2019 Term.
ELMHURST COLLEGE

I hereby grant to Elmhurst College and its legal representatives and assigns, the irrevocable, unrestricted and perpetual right to take and use visual/audio recordings of me for editorial, trade, advertising and any other purpose in any media relating to Elmhurst College. Visual/audio recordings are any type of recording, including but not limited to photographs, digital images, drawings, renderings, voices, sounds, video recordings, and/or audio clips. I understand that Elmhurst College owns these recordings and all rights related to them and that Elmhurst College may edit and use these recordings in any manner or media (including electronic usages such as websites and e-mail) without notifying me and that Elmhurst College may use or not use any of the recordings in its sole discretion. I hereby agree to waive any right to inspect or approve the finished product or use, or to receive any remuneration for their use. I hereby release Elmhurst College and its legal representatives and assigns from all claims and liability relating to or arising from the creation and use of said recordings.

I am 18 years or older. By signing below, I represent that I have read and understood this document and agree to be bound by its terms.

Name (Print) ________________________________ Date ________________

Address _____________________________________________________________

Signature ________________________________ Phone ________________

Witness _____________________________________________________________
**Appendix Q – Student Exit Survey Form**

**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

<table>
<thead>
<tr>
<th>Knowledge or Skill</th>
<th>Self-Rating (4, 3, 2, 1, 0)</th>
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</thead>
<tbody>
<tr>
<td>1. Basic human communication processes.</td>
<td></td>
</tr>
<tr>
<td>a. Biological and Neurological Bases</td>
<td></td>
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<tr>
<td>b. Acoustic Bases</td>
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<tr>
<td>c. Psychological and Developmental</td>
<td></td>
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<tr>
<td>d. Cultural and Linguistic</td>
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<tr>
<td>2. Basic Feeding and swallowing processes.</td>
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<tr>
<td>a. Articulation and phonological disorders.</td>
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<tr>
<td>b. Fluency disorders.</td>
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<td>c. Voice and resonance disorders.</td>
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<tr>
<td>d. Receptive and Expressive Language disorders—Developmental</td>
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<td>e. Receptive and Expressive Language disorders—Acquired</td>
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<td>f. The impact of hearing disorders on speech and language</td>
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<td>g. Feeding and swallowing disorders</td>
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<td>h. Cognitive-communication disorders.</td>
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<td>i. Social communication disorders.</td>
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<tr>
<td>4. Augmentative and alternative communication assessment and intervention.</td>
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<td>5. Methods of assessment for communication and swallowing disorders.</td>
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<td>8. Knowledge of the processes of research and the integration of research into evidence-based clinical practice.</td>
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<td>10. Writing and spoken professional and academic communication.</td>
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| 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