Graduate Student Handbook

Speech-Language Pathology

Department of Communication Disorders

Auburn University
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Degree options</td>
<td>3</td>
</tr>
<tr>
<td>Academic Policies and Requirements</td>
<td></td>
</tr>
<tr>
<td>Course Credit</td>
<td>4</td>
</tr>
<tr>
<td>Course Loads</td>
<td>4</td>
</tr>
<tr>
<td>Program Length</td>
<td>5</td>
</tr>
<tr>
<td>Research Requirement</td>
<td>6</td>
</tr>
<tr>
<td>Students w/o undergrad Preparation in Communication Disorders</td>
<td>6</td>
</tr>
<tr>
<td>Advising</td>
<td>6</td>
</tr>
<tr>
<td>Plan of Study</td>
<td>7</td>
</tr>
<tr>
<td>Tracking Student Progress</td>
<td>7</td>
</tr>
<tr>
<td>Practicum Requirements</td>
<td>7</td>
</tr>
<tr>
<td>Internship</td>
<td>8</td>
</tr>
<tr>
<td>Additional Graduation Requirements</td>
<td></td>
</tr>
<tr>
<td>Theses</td>
<td>10</td>
</tr>
<tr>
<td>Case Presentations</td>
<td>11</td>
</tr>
<tr>
<td>Comprehensive examination</td>
<td>14</td>
</tr>
<tr>
<td>Exit Interview</td>
<td>18</td>
</tr>
<tr>
<td>Graduation Check</td>
<td>18</td>
</tr>
<tr>
<td>Additional Certification Requirements</td>
<td></td>
</tr>
<tr>
<td>Praxis exam</td>
<td>18</td>
</tr>
<tr>
<td>Clinical Fellowship</td>
<td>19</td>
</tr>
<tr>
<td>Alabama Licensure</td>
<td>20</td>
</tr>
<tr>
<td>Some things every student should know</td>
<td></td>
</tr>
<tr>
<td>Student Services</td>
<td>20</td>
</tr>
<tr>
<td>Student files</td>
<td>21</td>
</tr>
<tr>
<td>Grievance procedures</td>
<td>21</td>
</tr>
<tr>
<td>SHAA</td>
<td>22</td>
</tr>
<tr>
<td>NSSLHA</td>
<td>22</td>
</tr>
<tr>
<td>Appendices</td>
<td></td>
</tr>
<tr>
<td>A. Certification Standards</td>
<td>24</td>
</tr>
<tr>
<td>B. Plan of Study Form</td>
<td>39</td>
</tr>
<tr>
<td>C. RASKL (Knowledge and Skills Tracking Form)</td>
<td>43</td>
</tr>
<tr>
<td>D. ASHA Code of Ethics</td>
<td>55</td>
</tr>
<tr>
<td>E. Exit interview forms</td>
<td>61</td>
</tr>
</tbody>
</table>
INTRODUCTION

All students pursuing the Master's degree in Speech-Language Pathology at Auburn University should obtain a copy of this Handbook. The Handbook is designed for several purposes including:

A. To describe the academic and clinical practicum requirements for obtaining a Master's degree in speech-language pathology from Auburn University.

B. To describe the academic, practicum, and professional requirements for obtaining the Certificate of Clinical Competence (CCC) in Speech-Language Pathology from the American Speech-Language and Hearing Association, and for satisfying Alabama state licensure requirements in speech-language pathology.

C. To provide students with forms to be used at various stages of the program, instructions for completing these forms, a copy of the current standards for the Certificate of Clinical competence in Speech-Language Pathology, and a copy of the Code of Ethics of The American Speech-Language and Hearing Association.

It is expected that all students will obtain and read this Handbook. We understand, however, that the combination of department, university, state and ASHA rules and regulations can occasionally be confusing. Students should consult closely with their advisor regarding course scheduling, practicum requirements and other university, state and ASHA requirements.

Degree Options

The Department of Communication Disorders at Auburn University offers a Master of Science degree (thesis option) and a Master of Communication Disorders degree (non-thesis option). The Master's program in Speech-Language Pathology is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language and Hearing Association(ASHA). This accreditation ensures that, upon completion of the Master's program, the student will meet all academic and practicum requirements for certification as a speech-language pathologist. (See Appendix A)
The **Master of Science (M.S.) degree** requires a minimum of 41 hrs beyond the bachelor’s degree including CMDS 7990 Thesis. The Graduate School stipulates that the student must enroll in CMDS 7990 for a minimum total of four semester hours but no more than six hours may count toward the 41 hour degree requirement. **It is intended that the M.S. student will take all of the required academic courses in the speech-language pathology curriculum.** Under unusual circumstances the student's academic committee may approve some deviation from the required core so long as the 41 hour minimum and all ASHA knowledge and skill requirements are met. All students pursuing the M.S. degree must enroll in clinical practicum each semester, however only two credit hours of practicum may count towards the 41 hour minimum. Students in the thesis option defend their thesis as part of an oral examination toward the end of the program. Although CMDS 7920, Internship, is not required for the M.S. degree, most students enroll in this course to ensure that they meet ASHA knowledge and skill requirements.

The **Master of Communication Disorders (M.C.D.) degree** requires a minimum of 43 semester hours beyond the Bachelor’s degree including five semester hours of CMDS 7920 Internship. **It is intended that the M.C.D. student will take all the required academic courses in the speech-language pathology curriculum.** In unusual circumstances the student's academic committee may approve some deviation from the required core so long as the 43 hour minimum and all ASHA knowledge and skill requirements are met. All students pursuing the M.C.D. degree must enroll in clinical practicum each semester, however only two semester hours of practicum may count towards the 43 hour degree requirement. M.C.D. students must enroll in CMDS 7920, Internship, usually during the last semester of their program. This is a full-time off-campus practicum experience. During the last on-campus semester M.C.D. students sit for a written comprehensive examination. The comprehensive examination is described in more detail later in this handbook.

**ACADEMIC POLICIES AND REQUIREMENTS**

**COURSE CREDIT**

At Auburn University courses numbered 1000, 2000, 3000, and 4000 carry undergraduate credit only. Courses identified by 5000 numbers are for professional degree programs. At Auburn University most courses in the Au.D. program carry 5000 numbers. Courses identified by a 6000 number may be counted for either undergraduate or graduate credit (Communication Disorders offers no 6000 level courses). Courses at the 7000 level are for graduate credit only. In rare instances, with special permission from their Dean and from the Graduate School, undergraduates may enroll in and receive undergraduate credit for a 7000 level course. Also, with special permission from the Dean of the Graduate School, an undergraduate may enroll in and receive graduate credit for a 7000 level course. Such special permission is granted only to students who are within 30 semester hours of graduating and have at least a 3.0 GPA.
COURSE LOADS

University policy states that a full load for a graduate student is nine semester hours. A student may carry a maximum load of 16 semester hours (14 in the summer). In the speech-language pathology program, students typically enroll in three academic courses and one practicum for a total of 11 hours each semester.

PROGRAM LENGTH

Students with an undergraduate degree in Communication Disorders can usually complete the Master's program in Speech-Language Pathology in five semesters (Two academic years + one summer). This includes four semesters of on-campus course work and one semester of off-campus internship. Students without undergraduate preparation in communication disorders must take undergraduate prerequisites. This, of course, adds to the time required to complete the program. Students with no undergraduate coursework in communication disorders usually require about three years of full-time study to complete the Master's degree (including two summers).

Graduate credit taken in residence at another CAA accredited graduate program be transferred to Auburn. The credit transferred must be acceptable to the student's advisory committee and be pertinent to the Plan of Study. A student must earn at least 24 semester hours of the 41 hours required for the MS or 43 required for the MCD from Auburn University. In order to be counted toward ASHA certification requirements, all graduate coursework and practicum must have been completed at a CAA accredited program.

Required Courses and Course Sequence

Typical Graduate Course Sequence - Speech-Language Pathology

<table>
<thead>
<tr>
<th>Fall 1</th>
<th>Spring 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Articulation</td>
<td>CMDS 7510 (3)</td>
</tr>
<tr>
<td>Child Language Dis</td>
<td>CMDS 7520 (3)</td>
</tr>
<tr>
<td>Neurological Bases</td>
<td>CMDS 7800 (3)</td>
</tr>
<tr>
<td>Practicum</td>
<td>CMDS 7500 (2)</td>
</tr>
<tr>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Research</td>
</tr>
<tr>
<td>Augmentative Comm.</td>
</tr>
<tr>
<td>Advanced Voice Dis.</td>
</tr>
<tr>
<td>Practicum</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2</th>
<th>Spring 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleft Palate</td>
<td>CMDS 7560 (3)</td>
</tr>
</tbody>
</table>
GRADUATE RESEARCH REQUIREMENT

All graduate students should be exposed to the research process. The speech-language pathology program allows students to be exposed to the research process in several ways. All students are required to enroll in CMDS 7570, Evaluation of Research in Speech Pathology and Audiology. As part of this course, students study research design, explore the concept of evidence-based practice, and design a research project which may be, but is not required to be, completed later as a thesis. Students who wish to conduct a supervised research project on their own are encouraged to pursue the program’s thesis option. Students are encouraged to volunteer to assist faculty in ongoing research projects. Finally, most of the graduate level courses require students to read, analyze and apply published research as part of the course requirements.

Part-Time Study

Because of the nature of the academic and practicum requirements and the sequence of required courses, Auburn University does not offer part-time study in Speech-Language Pathology.

STUDENTS WITHOUT UNDERGRADUATE PREPARATION IN COMMUNICATION DISORDERS

Students entering the Master’s program in Speech-Language Pathology without undergraduate preparation in Communication Disorders typically must take at least the following “leveling” courses.

CMDS 3400 The Speech and Hearing Mechanism
CMDS 3410 Phonetics
CMDS 3550 Speech and Hearing Science
CMDS 4510 Articulation Disorders
CMDS 4520 Language Acquisition
CMDS 4530 Fluency Disorders
CMDS 4540 Vocal Disorders
CMDS 4560 Child and Adolescent Language Disorders
CMDS 4580 Introduction to Clinical Procedures
CMDS 4600 Introduction to Audiology
CMDS 4620 Hearing Rehabilitation
CMDS 4620 Hearing Rehabilitation

Most people in this situation typically apply to the graduate program and, if accepted, they take these undergraduate prerequisite courses during their first year then take the graduate courses over the next two years. Total time for the degree then is three years.

Advising

The graduate coordinator for speech-language pathology serves as the primary advisor for all graduate students (Leveling students are advised by the undergraduate coordinator until they begin the graduate course sequence). In addition to the primary
advisor, each student will invite two additional members of the graduate faculty to serve with the graduate coordinator as the student’s advising committee. The advising committee reviews the student’s plan of study and meets to discuss unusual situations which do not allow the student to follow the typical sequence of courses.

The Plan of Study

Before the end of the first semester of enrollment in the graduate program each student must meet with his/her advisor to develop a plan of study (See Appendix B). The plan of study is a list of courses which the student must complete prior to graduation. This plan is reviewed by the student’s advising committee and submitted to the Graduate School. No student will be permitted to graduate who fails to submit a plan of study to the graduate school. If a student changes from thesis to non-thesis track or vice-versa, a new plan of study must be submitted.

Tracking Student Progress

The curriculum of both the MCD and MS programs in Speech-Language Pathology are designed to ensure that students meet the knowledge and skills required for the Certificate of Clinical Competence in Speech-Language pathology (CCC-SLP) from the American Speech-Language Hearing Association. The requisite knowledge and skills can be attained through the combination of required academic courses and clinical practicum. For academic courses, the knowledge and skills are attained by meeting specific student learning outcomes designated for each course and tied to a specific knowledge or skill required for the CCC. The student learning outcomes and the certification standards to which they are tied are provided in the syllabus for each CMDS course. Students who fail to adequately demonstrate a student learning outcome associated with a course or practicum will be informed of that fact by the instructor/supervisor. The instructor/supervisor will then work with the student to develop a remediation plan to meet that particular learning outcome. A student’s progress toward meeting the knowledge and skill requirements for the CCC as he/she moves through the program is tracked my means of the Record of Attainment of Skills and Knowledge (RASKL) (See Appendix C). The RASKL is maintained by the Graduate Coordinator for SLP. Students may review their RASKL at any time by making an appointment with the Graduate Coordinator. Knowledge and skills met via clinical practicum are tracked by the clinical faculty and discussed with students at the end of each semester.

Practicum Requirements

In addition to the academic requirements outlined above, students must also meet several clinical practicum requirements. Graduate students in Speech-Language Pathology typically enroll in a clinical practicum (CMDS 7500 or CMDS 7920) every semester. In order to meet ASHA certification requirements students must acquire at least 400 clock hours of supervised practicum in speech-language pathology Twenty-
five hours must be in observation and 375 hours must be in direct client/patient contact. Furthermore, 325 of the 400 clock hours must be completed while the student is enrolled in graduate study at a CAA accredited program. Students should note that these numbers represent the minimum hours required for certification. It is the goal of our program to provide students with more that the minimum number of hours. In addition to clinical clock hours, practicum must also include experience with client/patient populations across the life span and from culturally diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication disorders, differences and disabilities. In order to meet this requirement, Auburn University students are assigned to practicum experiences at a variety of off-campus sites including Project AIM, Alabama Institute for the Deaf and Blind, local school systems, primary care and rehabilitation hospitals, preschool centers/ Head Start programs, residential care facilities, home health care services and private practices. Students are required to provide their own transportation to and from off-campus practicum sites.

Finally, your clinical competence and qualifications for certification will also be determined your attainment of the knowledge and skills outlined in the certification standards. At the end of each semester, the clinical faculty will meet with each student enrolled in practicum to review that student’s progress toward demonstrating the requisite knowledge and skills.

STATEMENT OF ETHICAL PRACTICES
Both student clinicians and fully certified clinicians are under a moral and professional obligation to conduct their professional affairs in an ethical fashion. The American Speech-Language-Hearing Association has developed a Code of Ethics for professionals Speech-Language Pathology and Audiology. This code will be reviewed in practicum courses. A copy of the ASHA Code of Ethics is presented in Appendix D.

THE INTERNSHIP
The Department of Communication Disorders offers 5 – 10 hours credit for internship, five hours of which may be counted toward the Master’s degree. Internship is required for the non-thesis option (M.C.D.) and is usually elected for the M.S. degree. Registration for internship, CMDS 7920, entitles the student to reduced tuition and fees (one-half price).

It is the student’s responsibility to submit an application for internship (Appendix E) to the Internship Coordinator no later than the first week of the semester preceding the internship (earlier, if the site has not been used previously as a practicum site by the CMDS program). A meeting also should be scheduled with the Internship Coordinator.
regarding selection of an internship site; this may be done as much as a year in advance of the internship.

Generally, the student is responsible for identifying an available internship position. There are no restrictions on the geographical location where the internship may be taken. It is the student’s responsibility, together with the Internship Coordinator, to determine if a given internship site will meet his or her clinical practicum needs (types of cases, hour deficiencies) prior to making a commitment with a given facility. Internship sites must be approved by the Chair of the Department of Communication Disorders and must agree to the department’s contract with practicum facilities. Policies regarding internship sites include:

1. The student’s internship supervisor must have CCC in the appropriate area.
2. Direct supervision must be provided according to ASHA minimum requirements.
3. The facility must provide the variety of cases that the student needs toward ASHA certification practicum requirements.
4. The internship supervisor or student is asked to submit to the Internship Coordinator one week prior to the end of the semester a signed cumulative ASHA hours form. A grade for the student’s internship performance and an evaluation of the student’s performance is required.

Responsibilities of the student on internship include:

1. When an Auburn University student is assigned to a practicum facility, it is considered a professional position. This implies that the student is to work according to the facility’s schedule, not the schedule of the University. Absences are to be minimal, but when necessary, the student is to follow the established procedure of the placement facility for reporting such absences.

2. The number of work hours per week is flexible within each facility, however, Auburn’s faculty expect the student to be involved in 30 hours or more work per week. Internship placement generally conforms to the 15-week semester system; hence starting time is the first day of class and the completion date is the last day of class.

3. The student is expected to participate fully in the responsibilities of the professional staff (i.e., paperwork, conferences, meetings, etc.) in addition to direct client contact.
4. The student is expected at all times to behave in a professional manner. This includes interaction with other professionals, relationships with clients and their families, and in matters of personal appearance.

5. The student is responsible for keeping track of all patient contact hours and their tabulation. The student must ensure that all hours are signed by a certified supervisor and received by the Internship Coordinator no later than the last day of final examinations.

6. The student must submit a written report of the internship including a description of the position, schedule of activities, a statement of specific positive and negative aspects of the internship site and samples of copies, if available, of project work completed during the internship. The Internship Coordinator must receive this report one week prior to the end of the semester. Failure to submit this report on time may result in a grade of Incomplete (and possibly delay graduation).

ADDITIONAL GRADUATION REQUIREMENTS

THESES
Students who elect to write a thesis (M.S. degree) are not required to take the written comprehensive examination. Early in the graduate program the student should select a topic for investigation and a thesis chairperson. In addition to the thesis chairperson, Graduate School regulations require at least two additional committee members. They are selected by the student, in consultation with the chairperson, and invited by the student to serve on the committee. A Master's degree student in a thesis program is required by the Graduate School to enroll on CMDS 7990, Research and Thesis, for a minimum if four credit hours. A maximum of six hours can count toward the minimum number of hours required for the degree. The Graduate School requires that students enroll in 7990 for at least one credit per semester enrolled from the time the Plan of Study is filed with the Graduate School until the oral defense is held.

Preparation of the prospectus includes a review of the literature, statement of the problem and procedures to be used in the study. This includes approval of the Institutional Review Board for protection of human subjects. The student should consult the Thesis and Dissertation Guide, available from the University Bookstore or on line at http://www.grad.auburn.edu/cs/thesis_guide.html, in preparation of the prospectus and completed thesis. The written prospectus, following the chairperson's approval, should be submitted to the committee at least two weeks in advance of the scheduled prospectus meeting.

After the prospectus has been circulated to the committee, a formal meeting (2 hour limit) is held. The committee approves or disapproves of the prospectus, indicating permission to begin the research project of the need for revisions.
With prospectus approval, the student engages in data collection and analyses as well as final thesis writing. After the completed thesis has been approved by the chairperson, the student will prepare typewritten copies of the thesis and distribute them to the committee members two weeks before the scheduled oral defense of the thesis. The student is required to schedule a two-hour final oral examination with the committee. The thesis director must distribute a public notice of the oral defense (or invitation to attend) to all faculty and graduate students of the department, at least 7 days prior to the orals.

The final oral examination has the following three possible results and the decision will be made by majority vote of the committee.

1. **Unconditional pass.** The Student is recommended to the Graduate School as having completed the requirements for the degree.

2. **Conditional pass.** This is the most common situation. The committee does not see a need for a second examination, but there are changes to be made in the thesis, which must be completed before the student is graduates. The thesis chairperson is responsible for seeing that the revisions are completed before the thesis is submitted to the Graduate School.

3. **Fail.** The student is required to review some aspect of his/her work and to eliminate serious weaknesses. There will be a second oral examination.

The student should refer to the calendar on the Graduate School’s website for the last date each semester on which a thesis approved by the Thesis Advisory Committee may be accepted by the Graduate School. The Graduate School will also provide a “format check” to ensure that the thesis is in an acceptable form. There is a separate deadline for format checks each semester.

Auburn University graduate students are required to demonstrate competency in electronic publication and must submit their theses/dissertations/projects through AUETD (the Auburn University Electronic Thesis and Dissertation library). AUETD allows a student's work to be viewed freely by anyone on the World Wide Web, or he or she may choose to limit access for up to three years.

If a student completed all graduate degree requirements (including thesis defense) in a given semester but did not meet the deadline for Graduation that semester, the student should register for GRAD 7000 “Clearing Graduation” the following semester in order to comply with the university requirement that one must be registered in the university the semester in which one is graduated. GRAD 7000 is, therefore, a convenience number, which is to be used only in this particular situation. Many students will never have occasion to register for GRAD 7000, and no student should ever register for it more than once.
CASE PRESENTATIONS

Rationale for the case presentation requirement:

Accreditation Issues: The Southern Association of Colleges and Schools (SACS) requires evidence that a training program assesses student competencies in oral and written communication. SACS also wants evidence that students can integrate material from a variety of sources and demonstrate the ability to think logically and solve problems.

Standards for the CCC-SLP require that certain competencies must be demonstrated by students enrolled in accredited programs. Among these competencies are two that specifically relate to the case presentation requirement: 1) demonstrate effective communication, and 2) collaborate with other professionals in case management.

Professional Issues: Professionals in the fields of speech-language pathology and audiology will frequently participate in staffing of cases in a variety of settings (e.g., hospitals, rehabilitation centers, schools, etc.). Professionals are expected to be able to communicate clinical information both verbally and in report formats.

Staffing experiences, such as case presentation, offer an opportunity for clinical problem solving. We are often presented with problematic cases, concerned with lack of treatment progress or perplexed by other issues, and we would like to gain input from our colleagues. To do this, we have to be able to present a case to others and use feedback to improve our clinical work.

Integration of Coursework, Research and Clinical Practice: One of the perennial difficulties in a training program is the isolation of academic courses, research literature and clinical practicum experiences. Ideally, a format would exist where students can integrate academic, research and clinical components and demonstrate their expertise with coordinating relationships among the areas. The case presentation experience will provide a platform for such integration in several ways. First, students will be asked to provide a rationale from their coursework and the literature for the various assessment/treatment approaches used with a client. Second, both the academic and the clinical faculty members will participate in the case presentation experience as audience members and evaluators. In this way, students will be reminded that information from courses and pertinent literature should be, or should have been, reflected in the client’s assessment or treatment plan. It is important that the case presentation experience be attended by representatives of both academic and clinical faculty. If the experience is only attended by either academic or clinical faculty members, the integration between the two areas will not be as effective. While we encourage as many faculty members as possible to attend, there is a revolving
schedule for clinical and academic faculty members who will participate. Thus, the case presentation experience provides a forum for integrating the student’s coursework experience and knowledge of the literature in the context of a single case.

**Conduct of the case presentation**

**Students:** Students on the Master of Communication Disorders (MCD) track must participate in the case presentation requirement. We also encourage students on the Master of Science (MS-Thesis) track to participate in the experience, however, they meet the oral communication requirement by presenting their thesis prospectus and conducting an oral defense of their project.

**The Case:** The case that the student selects for presentation in case presentation should be one in which he/she has been actively involved. This means that the student participated in the evaluation or treatment of the client at some point in their training program.

**Preparing for Case presentation**

Graduate students will be scheduled for their case presentation experience beginning the second semester of their program. This will give the student an opportunity to gain experience with some cases. The student is expected to review all case records, classroom materials related to treatment/assessment approaches used with the client, and relevant literature. The case presentation presentation will be allotted approximately 30 minutes and involve the following:

1. Relevant case history information.
2. Summary of assessment information.
4. Critical evaluation of assessment and treatment information in terms of effectiveness, completeness and appropriateness.
5. Suggested changes in assessment/treatment goals as a result of critical analysis.
6. Facilitating group discussion on the case and fielding questions appropriately.
7. Supporting documentation to aid in presenting the case such as summaries of data, graphs, audio-visual material, etc.

It would be important for the student to become familiar with the rating form prior to the case presentation so that all relevant aspects are considered in preparing the presentation.

**Grading the case presentation**

The case presentation will be rated by the audience members. The student will be rated by academic and clinical faculty members and five randomly selected students who are in the same graduating class as the presenter. To pass the case presentation requirement the student must earn an average rating of at least 3 on a 5 point scale with no individual average scale value being rated below 2. Students failing the case
presentation requirement will be asked to present a different case at a later time making an effort to improve specific abilities receiving low ratings in the first presentation. Students may only have two opportunities to pass the case presentation requirement. The results of case presentation performance are circulated among all departmental faculty and a memorandum is made a part of the student’s permanent file. While failure to pass the case presentation experience will not prevent a student from graduating or affect grades in clinical practicum, this result could certainly have an effect on faculty recommendations and impressions of the student’s ability to communicate clinical information. Once the student has passed the case presentation requirement, a summary of ratings will be placed in his/her file.

Rating patterns across students will be evaluated for the SACS assessment and specific areas of strength and concern will be discussed at the annual faculty retreat to determine how to strengthen weak areas in coursework or clinical instruction.

COMPREHENSIVE EXAMINATIONS
Students who choose the non-thesis option are required to take the comprehensive examination. The comprehensive examination is administered during the semester preceding the internship. In most cases this is the last semester of coursework taken on campus. Students wishing to take the comprehensive examination must petition the Department Chair for permission to do so at least two weeks prior to the scheduled date of the exam.

The comprehensive examination is a written examination designed to assess the student’s ability to integrate and apply the knowledge gained through his/her course of professional study. To achieve this purpose, the examination questions are broadly based and require the student to apply information from several courses. The specific procedures for the comprehensive examination are as follows:

1. The department utilizes the College of Liberal Arts Computer Lab for all written comprehensive exam questions so they can be typed.

2. The exam consists of six questions which are broadly based and designed to cover the student's coursework of professional study in SLP. Students are responsible for studying all the nine major areas identified in the certification standards for speech-language pathology. Those areas are articulation, fluency, voice and resonance, receptive and expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication and communication modalities. Students will also be responsible for professional issues and research methodology within the field.

3. Questions will be requested from each academic faculty member and the comprehensive examination committee will meet to select six questions from the pool of
write additional questions so that the examination reflects the professional coursework. A first and second reader will be identified for each question. No faculty member will be asked to be first reader for more than one question.

3. The comprehensive exam typically will be scheduled during the last week of September.

4. If Lab space permits, the examination takes place on a single day with three questions scheduled over three hours in the morning, a break for lunch and three additional questions scheduled over three hours in the afternoon.

5. Students' responses to questions will be graded by the first reader within 5 business days and by the second reader within 2 business days. Responses will be graded as “Satisfactory” or “Unsatisfactory.”

6. Students who receive one or more grades of “Unsatisfactory” will be required to rewrite in the content area of those questions two weeks after students are notified of their examination results.

7. Rewrite examinations will cover the same general content area as the original question and the student will be encouraged to contact the faculty member who served as the first reader for feedback on the areas in need of revision.

8. Both the first and the second reader of the original question will have one week to grade the rewrite exam. This will again be graded as “satisfactory” or “unsatisfactory.”

10. A student who receives a grade of “unsatisfactory” on a rewrite will be scheduled for an oral examination with the first and second reader within one week of the grade notification letter to the student.

11. Oral examinations will be graded as “pass” or “fail.” Any oral exam receiving a “fail” will be sent forward to the graduate school as a failure of the comprehensive examination. The student will not be permitted to go on internship in the next semester and graduation will be postponed for at least one semester.

12. Any student who fails the first comprehensive examination must petition the Graduate School for permission to take a second exam. Following permission from the graduate school to have a second attempt to pass the comprehensive examinations in SLP, the graduate student will rewrite in the same general area(s) where the deficiencies were noted.

13. The comprehensive examination committee will meet to review the selected question(s) for the formal reexamination. Again, specific first and second readers will be identified for each question.
14. One day in mid-to-late March will be designated as the day all students in this category will take the reexamination.

14. The first and second reader will have one week to grade the reexamination. Any split decisions or any failures at this point will be reviewed by the SLP Comprehensive Examination Committee and a majority vote of fail or pass will be reached for each case.

15. **Students who fail any question on their formal reexamination will not be permitted to complete their Master’s degree at Auburn University.**

A flow chart representing the comprehensive examination procedure is presented on the following page of this handbook.
Comprehensive Exam

- Pass
  - Begin Externship
- Unsatisfactory
  - Rewrite
    - Pass
      - Begin Externship
    - Unsatisfactory
      - Orals
        - Pass
          - Begin Externship
        - Fail
          - No Field Experience & Reexamination Next Semester
            - Pass
              - Begin Externship Summer
            - Fail
              - No Graduation
EXIT INTERVIEWS
Exit interviews must be scheduled with the graduate coordinator in SLP and with the clinical faculty late in the semester prior to beginning the internship. At this time, the advisor will verify that the courses on the plan of study have been completed, verify that the student has demonstrated attainment of the knowledge and skills appropriate to this point in the program and confirm that a graduation check has been performed through the graduate school. The Exit Interview Form will be completed at this time (See Appendix F).

In addition, graduation requirements, state licensure requirements, and the guidelines for the clinical fellowship (CF) will be reviewed. Also student will be provided with information regarding application for ASHA membership and certification.

In the meeting with the clinical faculty, all clinical practicum hours will be audited to assure compliance with minimum requirements and to verify the minimum number of hours, which the student must accrue during internship.

GRADUATION CHECK
The Graduate School requires each student to notify them of intentions to graduate at the end of a particular semester and to request that a “graduate check” be done on the student’s record. This must be done prior to the end of the semester preceding the semester of anticipated graduation. Students who do not complete the graduation check at the appropriate time will have their graduation delayed until the next semester.

The graduation check may be submitted via the graduate school website at http://graduate.auburn.edu/GAAAP/. The graduate school will then respond to the students indicating if any graduation requirements are unmet. Any problems and work to be completed are identified. This procedure provides sufficient time for a student to address any problems or needs to meet graduation deadlines. This procedure also facilitates the final graduation clearance.

ADDITIONAL CERTIFICATION REQUIREMENTS
PRAXIS EXAMINATIONS IN SPEECH PATHOLOGY
The PRAXIS Examination in Speech-Language Pathology is administered by Educational Testing Service (ETS) and is designed to assess mastery of professional concepts. The multiple-choice format (passing score currently 600) covers all areas of academic and clinical preparation, including but not limited to, normal communication, disordered communication, instrumentation, and research methodology. The exam may be taken before, during, or after the CFY. Typically the exam is given a minimum of twice yearly. Testing sites are nation-wide. It should be noted that Auburn University is
not a testing site. Tuskegee University, Alabama State University in Montgomery, and Columbus College in Georgia typically are nearby sites.

Information about the PRAXIS may be obtained by contacting ETS at www.http://www.ets.org. Additional information about preparing for the PRAXIS and reporting scores may be found at www.asha.org/students/praxis/.

Students must request that their PRAXIS exam scores be sent to ASHA and to the CMDS Department. These scores are an important part of the department’s self study and accreditation process. It is important that all students have scores sent to the department.

CLINICAL FELLOWSHIP

After completion of academic course work and practicum, in most cases, graduation from the University the applicant then must successfully complete a Speech-Language Pathology Clinical Fellowship (SLPCF). The clinical fellowship is not part of the program’s educational program. This is between the clinical fellow, his/her employer, the mentoring slp and ASHA.

The Clinical Fellow may be engaged in clinical service delivery or clinical research that fosters the continued growth and integration of the knowledge, skills, and tasks of clinical practice in speech-language pathology consistent with ASHA’s current Scope of Practice. At least 80% of the Clinical Fellow’s major responsibilities during the CF experience must be in direct client/patient contact, consultations, record keeping, and administrative duties. For example, in a 5-hour work week, at least 4 hours must consist of direct clinical activities; in a 15-hour work week, at least 12 hours must consist of direct clinical activities; in a 35-hour work week, at least 28 hours must consist of direct clinical activities.

The SLPCF may not be initiated until completion of the graduate course work and graduate clinical practicum required for ASHA certification.

It is the Clinical Fellow's responsibility to identify a mentoring speech-language pathologist (SLP) who holds a current Certificate of Clinical Competence in Speech-Language Pathology to provide the requisite on-site and other monitoring activities mandated during the SLPCF experience. Before beginning the SLPCF, the Clinical Fellow must contact the ASHA National office to verify the mentoring SLP's certification status. The mentoring SLP must hold ASHA certification throughout the SLPCF period. Should the certification status of the mentoring SLP change during the experience, the Clinical Fellow will be awarded credit only for that portion of time during which the mentoring SLP held certification. It is, therefore, incumbent on the Fellow to verify the mentoring SLP's status not only at the beginning of the experience but also at the beginning of each new year.
A family member or individual related in any way to the clinical fellow may not serve as a mentoring SLP. For additional information on the CF see the membership and certification handbook available at http://www.asha.org/about/membership-certification/handbooks

The student is reminded that, in Alabama, state licensure enrollment applies to Clinical Fellows. (Refer to the section on ABESPA.)

**ABESPA/ALABAMA LICENSURE**

Alabama law requires that persons presenting themselves as speech-language pathologists and/or audiologists, or providing such services to the public, be licensed. The law (Act 90 of the 1975 Legislature) applies to everyone providing services including those working in their supervised professional experience year (CFY). Excluded are those under a physician’s supervision and those employed by Alabama’s public schools or the United States Government, provided the services are performed solely within the confines or under the jurisdiction of those organizations.

Eligibility requirements for state licensure are equivalent to ASHA certification standards. Licensure information and application forms may be obtained from:

Alabama Board of Examiners for Speech Pathology and Audiology (ABESPA)

400 South Union Street,
Suit 397
P.O. Box 304760
Montgomery, AL 36130-4760
(334) 269-1434
1-800-219-8315 (in AL)
*Fax: (334) 834-9618*

Or via the ABESPA website www.abespa.org/

**SOME THINGS EVERY CMDS STUDENT SHOULD KNOW**

**STUDENT SERVICES**

**Program for Students with Disabilities:** Any student with a qualifying special needs condition which requires accommodations should contact the office of the Program for Students with Disabilities at 1244 Haley Center (844-2096 V/TTY). Academic and
clinical instructors in CMDS will work with the student and the Program for Students with Disabilities to accommodate the needs of qualifying students.

**Other Student Services:** Auburn University offers many and varied student services. A description of these services and contact information if provided in the *Tiger Cub*, Auburn University’s student handbook.

**STUDENTS’ DEPARTMENTAL FILES**
Throughout the student’s program, the student and the advisor must insure that proper documentation is maintained to verify in the future compliance with ASHA regulations and state licensure. The Exit Interview with the graduate advisor is the time to check that all such paperwork is contained in the student’s departmental file.

At a minimum, the completed file must contain the following:
- Undergraduate transcripts;
- Plan of Study signed by advisory committee and the Dean of the Graduate School
- Documentation of 25 hours of supervised observation
- Signed clock hours showing compliance with contact hours in the appropriate categories and verifying the sites at which the hours were acquired. (Note: obtain copies of clinical hours from other institutions, if necessary.)
- A completed Form 8 for non-thesis students or form 9 (for thesis students)
- A tracking form (RASKL) showing how students demonstrated the knowledge and skills required for CCC-SLP

**GRIEVANCE PROCEDURE**
General complaints and/or suggestions regarding the daily operation of the department or curricular issues may be submitted to a suggestion/complaint box located in the Student Clinicians’ Room. A more formal process exists for more substantive individual or group grievances. This formal procedure is outlined below:

Students in the Department of Communication Disorders are encouraged to resolve any grievance issues first with their academic/clinical instructor. If the issue cannot be resolved with the instructor, students should then communicate the complaint to the Department Chair. The Department Chair will make every attempt to resolve the issue in a fair and equitable manner between the faculty member and the student. If the concern cannot be resolved within the department, the student is advised to pursue the
University’s Academic Grievance Procedure as detailed in *The Tiger Cub Student Handbook*. This publication contains a well-defined Academic Grievance Policy designed to address student grievances, which result from actions of the faculty or administration. The grievance policy emphasizes that, “The resolution should by achieved at the lowest level” referring to a progression from instructor through department chair, academic dean, University student Academic Grievance Committee and possibly higher levels of university administration.

If the student complaint concerns a student with a disability, the Office of Students with Disabilities (1244 Haley Center; 844-2906) may become involved in the process. If the student complaint concerns discrimination issues, the Office of EEO-Affirmative Action (005 Quad Center; 844-4794) may become involved.

The Department of Communication Disorders is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language Hearing Association (ASHA). Students who have questions or complaints regarding the department’s adherence to accreditation standards are encouraged to contact the Council at:

Council on Academic Accreditation  
American Speech-Language Hearing Association  
2200 Research Boulevard  
Rockville, MD 20850-3289  

Phone (301) 296-5700, Fax (301) 296-5777

More details regarding the complaint procedure against a CAA accredited program may be found at:

www.asha.org/about/credentialing/accreditation/accredmanual/section8.htm#complaint

**SPEECH AND HEARING ASSOCIATION OF ALABAMA**

The Speech and Hearing Association of Alabama (SHAA) is a professional organization geared to continuing education. Yearly meetings, workshops and conventions are offered. Speech-language pathologists, audiologists, and deaf educators are urged to join SHAA and keep abreast of happenings in the field and within the state. Application for membership and other information about SHAA may be obtained from their web site http://www.alabamashaa.org/

**National Student Speech-Language-Hearing Association (NSSLHA)**

The National Student Speech Language Hearing Association (NSSLHA) is a pre-professional membership association for students interested in the study of communication sciences and disorders.
National membership is available to undergraduate, graduate, or doctoral students enrolled full- or part-time in a communication sciences program or related major. NSSLHA. NSSLHA has over 300 chapters on college and university campuses in the United States, Canada, and Greece.

The Auburn University chapter of NSSLHA is quite active. The group sponsors an annual symposium, performs philanthropic acts such as donating an artificial larynx to a needy client and providing the AU speech and hearing clinic with needed materials and equipment. Each year the A.U. chapter of NSSLHA sends selected members to the ASHA convention and recognizes outstanding academic and service achievement at an annual spring banquet. Graduate students are encouraged to join NSSLHA at both the chapter and national level. Additional information about national NSSLHA can be found at http://www.nsslha.org/nsslha/
Appendix A

Standards for the Certificate of Clinical Competence in Speech-Language Pathology including the Clinical Fellowship and Maintenance of Certification

To ensure you have the latest version of these standards you should check the ASHA website at www.asha.org/about/membership-certification/handbooks/slp/slp_standards.htm
Standards and Implementation for the Certificate of Clinical Competence in Speech-Language Pathology

Standard I: Degree

Effective January 1, 2005, the applicant for certification must have a master's or doctoral or other recognized post-baccalaureate degree. A minimum of 75 semester credit hours must be completed in a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology.

Implementation:

Verification of the graduate degree is required of the applicant before the certificate is awarded. Degree verification is accomplished by submitting (a) an application signed by the director of the graduate program indicating the degree date, and (b) an official transcript showing that the degree has been awarded. Individuals educated in foreign countries must show official transcripts and evaluations of their degrees and courses to verify equivalency.

All graduate course work and graduate clinical practicum required in the professional area for which the Certificate is sought must have been initiated and completed at an institution whose program was accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association in the area for which the Certificate is sought.

Automatic Approval. If the graduate program of study is initiated and completed in a CAA-accredited program and if the program director or official designee verifies that all knowledge and skills requirements have been met, approval of the application is automatic provided that the application for the Certificate of Clinical Competence is received in the National Office no more than three years after the degree is awarded.

Evaluation Required. The following categories of applicants must submit a completed application for certification that includes the Knowledge and Skills Acquisition (KASA) summary form for evaluation by the Council For Clinical Certification (CFCC):

a. those who apply more than three years after the completion of the graduate degree from a CAA-accredited program

b. those who were graduate students and were continuously enrolled in a CAA-program that had its accreditation withdrawn during the applicant's enrollment

c. those who satisfactorily completed graduate course work, clinical practicum, and knowledge and skills requirements in the area for which certification is sought in a program that held candidacy status for accreditation
d. those who satisfactorily completed graduate course work, clinical practicum, and knowledge and skills requirements in speech-language pathology in a CAA-program, but: 1) received a graduate degree from a program not accredited by CAA; 2) received a graduate degree in a related area, or 3) received a graduate degree from a non-U.S. institution of higher education.

The graduate program director must verify satisfactory completion of both undergraduate and graduate academic course work, clinical practicum, and knowledge and skills requirements.

**Standard II: Institution of Higher Education**

The graduate degree must be granted by a regionally accredited institution of higher education.

Implementation:

The institution of higher education must be accredited by one of the following: Commission of Higher Education, Middle States Association of Colleges and Schools; Commission on Institutions of Higher Education, New England Association of Schools and Colleges; Commission on Institutions of Higher Education, North Central Association of Colleges and Schools; Commission on Colleges, Northwest Association of Schools and Colleges; Commission on Colleges, Southern Association of Colleges and Schools; or Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges.

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

**Standard III: Program of Study – Knowledge Outcomes**

The applicant for certification must complete a program of study (a minimum of 75 semester credit hours overall, including at least 36 at the graduate level) that includes academic course work sufficient in depth and breadth to achieve the specified knowledge outcomes.

Implementation:

The program of study must address the knowledge and skills pertinent to the field of speech-language pathology. The applicant must maintain documentation of course work at both undergraduate and graduate levels demonstrating that the requirements in this standard have been met. The minimum 75 semester credit hours may include credit earned for course work, clinical practicum, research, or thesis/dissertation. Verification is accomplished by submitting an official transcript showing that the minimum credit hours have been completed.
Standard III-A: The applicant must have prerequisite knowledge of the biological sciences, physical sciences, mathematics, and the social/behavioral sciences.

Implementation:

The applicant must demonstrate through transcript credit (which could include course work, advanced placement, CLEP, or examination of equivalency) for each of the following areas: biological sciences, physical sciences, mathematics, and the social/behavioral sciences. Appropriate course work in biological sciences could include, among others, biology, general anatomy and physiology, neuroanatomy and neurophysiology, and genetics. Course work in physical sciences could include, among others, physics and chemistry. Course work in behavioral sciences could include, among others, psychology, sociology, and cultural anthropology. Course work in math could include, among others, statistics and non-remedial mathematics. The intent of this standard is to require students to have a broad liberal arts and science background. Courses in biological and physical sciences specifically related to communication sciences and disorders (CSD) cannot be applied for certification purposes in this category. In addition to transcript credit, applicants may be required by their graduate program to provide further evidence of meeting this requirement.

Standard III-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.

Implementation:

This standard emphasizes the basic human communication processes. The applicant must demonstrate the ability to integrate information pertaining to normal and abnormal human development across the life span, including basic communication processes and the impact of cultural and linguistic diversity on communication. Similar knowledge must also be obtained in swallowing processes and new emerging areas of practice. Program documentation may include transcript credit and information obtained by the applicant through clinical experiences, independent studies, and research projects.

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

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

Implementation:

The applicant must demonstrate the ability to integrate information delineated in this standard. Program documentation may include transcript credit and information obtained by the applicant through clinical experiences, independent studies, and research projects. It is expected that course work addressing the professional knowledge specified in Standard III-C will occur primarily at the graduate level. The knowledge gained from the graduate program should include an effective balance between traditional parameters of communication (articulation/phonology, voice, fluency, language, and hearing) and additional recognized and emerging areas of practice (e.g., swallowing, upper aerodigestive functions).

Standard III-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.

Implementation:

The applicant must demonstrate the ability to integrate information about prevention, assessment, and intervention over the range of differences and disorders specified in Standard III-C above. Program documentation may include transcript credit and information obtained by the applicant through clinical experiences, independent studies, and research projects.

Standard III-E: The applicant must demonstrate knowledge of standards of ethical conduct.

Implementation:

The applicant must demonstrate knowledge of, appreciation for, and ability to interpret the ASHA Code of Ethics. Program documentation must reflect course work, workshop participation, instructional module, clinical experiences, and independent projects.
Standard III-F: The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.

Implementation:

The applicant must demonstrate comprehension of the principles of basic and applied research and research design. In addition, the applicant should know how to access sources of research information and have experience relating research to clinical practice. Program documentation could include information obtained through class projects, clinical experiences, independent studies, and research projects.

Standard III-G: The applicant must demonstrate knowledge of contemporary professional issues.

Implementation:

The applicant must demonstrate knowledge of professional issues that affect speech-language pathology as a profession. Issues typically include professional practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures. Documentation could include information obtained through clinical experiences, workshops, and independent studies.

Standard III-H: The applicant must demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.

Implementation:

The applicant must demonstrate knowledge of state and federal regulations and policies related to the practice of speech-language pathology and credentials for professional practice. Documentation could include course modules and instructional workshops.

Standard IV: Program of Study—Skills Outcomes

Standard IV-A: The applicant must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in Standard IV-G.

Implementation:

The applicant's program of study should follow a systematic knowledge- and skill-building sequence in which basic course work and practicum precede, insofar as possible, more advanced course work and practicum.

Standard IV-B: The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.

Implementation:
The applicant must demonstrate communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. For oral communication, the applicant must demonstrate speech and language skills in English, which, at a minimum are consistent with ASHA’s most current position statement on students and professionals who speak English with accents and nonstandard dialects. For written communication, the applicant must be able to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence.

Individuals educated in foreign countries must meet the criteria required by the International Commission of Healthcare Professionals (ICHP) in order to meet this standard.

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

**Implementation:**

Observation hours general precede direct contact with clients/patients. However, completion of all 25 observation hours is not a prerequisite to begin direct client/patient contact. For certification purposes, the observation and direct client/patient contact hours must be within the scope of practice of speech-language pathology.

For certification purposes, observation experiences must be under the direction of a qualified clinical supervisor who holds current ASHA certification in the appropriate practice area. Such direction may occur simultaneously with the student's observation or may be through review and approval of written reports or summaries submitted by the student. Students may use videotapes of the provision of client services for observation purposes. The applicant must maintain documentation of time spent in supervised observation, verified by the program in accordance with Standards III and IV.

Applicants should be assigned practicum only after they have acquired sufficient knowledge bases to qualify for such experience. Only direct contact with the client or the client's family in assessment, management, and/or counseling can be counted toward practicum. Although several students may observe a clinical session at one time, clinical practicum hours should be assigned only to the student who provides direct services to the client or client's family. Typically, only one student should be working with a given client. In rare circumstances, it is possible for several students working as a team to receive credit for the same session depending on the specific responsibilities each student is assigned. For example, in a diagnostic session, if one student evaluates the client and another interviews the parents, both students may receive credit for the time each spent in providing the service. However, if one student works with the client for 30 minutes and another student works with the client for the next 45 minutes, each student receives credit for the time he/she actually provided services—that is, 30 and 45 minutes respectively, not 75 minutes. The applicant must maintain documentation of time spent in supervised practicum, verified by the program in accordance with Standards III and IV.
Standard IV-D: At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

Implementation:

A minimum of 325 clock hours of clinical practicum must be completed at the graduate level. The remaining required hours may have been completed at the undergraduate level, at the discretion of the graduate program.

Standard IV-E: Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate area of practice. The amount of supervision must be appropriate to the student's level of knowledge, experience, and competence. Supervision must be sufficient to ensure the welfare of the client/patient.

Implementation:

Direct supervision must be in real time and must never be less than 25% of the student's total contact with each client/patient and must take place periodically throughout the practicum. These are minimum requirements and should be adjusted upward if the student's level of knowledge, experience, and competence warrants. A supervisor must be available to consult as appropriate for the client's/patient's disorder with a student providing clinical services as part of the student's clinical education. Supervision of clinical practicum must include direct observation, guidance, and feedback to permit the student to monitor, evaluate, and improve performance and to develop clinical competence.

All observation and clinical practicum hours used to meet Standard IV-C must be supervised by individuals who hold a current CCC in the professional area in which the observation and practicum hours are being obtained. Only the supervisor who actually observes the student in a clinical session is permitted to verify the credit given to the student for the clinical practicum hours.

Standard IV-F: Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

Implementation:

The applicant must demonstrate direct client/patient clinical experiences in both diagnosis and treatment with both children and adults from the range of disorders and differences named in Standard III-C.

Standard IV-G: 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:

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, relevant others, and other professionals.

c. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.

d. Adapt evaluation procedures to meet client/patient needs.

e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.

f. Complete administrative and reporting functions necessary to support evaluation.

g. Refer clients/patients for appropriate services.

2. Intervention

a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.

b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).

c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.

d. Measure and evaluate clients'/patients' performance and progress.

e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.

f. Complete administrative and reporting functions necessary to support intervention.

g. Identify and refer clients/patients for services as appropriate.

3. Interaction and Personal Qualities

a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
b. Collaborate with other professionals in case management.

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

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

Implementation:

The applicant must document the acquisition of the skills referred to in this Standard applicable across the nine major areas listed in Standard III-C. Clinical skills may be developed and demonstrated by means other than direct client/patient contact in clinical practicum experiences, such as academic course work, labs, simulations, examinations, and completion of independent projects. This documentation must be maintained and verified by the program director of official designee.

For certification purposes, only direct client/patient contact may be applied toward the required minimum of 375 clock hours of supervised clinical experience.

**Standard V: Assessment**

The applicant for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard III and Standard IV by means of both formative and summative assessment.

**Standard V-A: Formative Assessment**

The applicant must meet the education program's requirements for demonstrating satisfactory performance through on-going formative assessment of knowledge and skills.

Implementation:

Formative assessment yields critical information for monitoring an individual's acquisition of knowledge and skills. Therefore, to ensure that the applicant pursues the outcomes stipulated in Standard III and Standard IV in a systematic manner, academic and clinical educators must have assessed developing knowledge and skills throughout the applicant's program of graduate study. Applicants may also be part of the process through self-assessment. Applicants and program faculties should use the on-going assessment to help the applicant achieve requisite knowledge and skills. Thus, assessments should be followed by implementation of strategies for acquisition of knowledge and skills.

The applicant must adhere to the academic program's formative assessment process and must maintain records verifying on-going formative assessment. The applicant shall make these records available to the Council for Clinical Certification upon its request. Documentation of formative assessment may take a variety of forms, such as checklists of skills records of progress in clinical skill development, portfolios, and statements of achievement of academic and practicum course objectives, among others.

**Standard V-B: Summative Assessment**
The applicant must pass the national examination adopted by ASHA for purposes of certification in speech-language pathology.

Implementation:

Summative assessment is a comprehensive examination of learning outcomes at the culmination of professional preparation. Evidence of a passing score on the ASHA-approved national examination in speech-language pathology must be submitted to the National Office by the testing agency administering the examination.

**Standard VI: Speech-Language Pathology Clinical Fellowship**

After completion of academic course work and practicum (Standard IV), the applicant **then must successfully complete a Speech-Language Pathology Clinical Fellowship (SLPCF).**

Implementation:

The Clinical Fellow may be engaged in clinical service delivery or clinical research that fosters the continued growth and integration of the knowledge, skills, and tasks of clinical practice in speech-language pathology consistent with ASHA's current Scope of Practice. At least 80% of the Clinical Fellow's major responsibilities during the CF experience must be in direct client/patient contact, consultations, record keeping, and administrative duties. For example, in a 5-hour work week, at least 4 hours must consist of direct clinical activities; in a 15-hour work week, at least 12 hours must consist of direct clinical activities; in a 35-hour work week, at least 28 hours must consist of direct clinical activities.

The SLPCF may not be initiated until completion of the graduate course work and graduate clinical practicum required for ASHA certification.

It is the Clinical Fellow's responsibility to identify a mentoring speech-language pathologist (SLP) who holds a current Certificate of Clinical Competence in Speech-Language Pathology to provide the requisite on-site and other monitoring activities mandated during the SLPCF experience. Before beginning the SLPCF, the Clinical Fellow must contact the ASHA National office to verify the mentoring SLP's certification status. The mentoring SLP must hold ASHA certification throughout the SLPCF period. Should the certification status of the mentoring SLP change during the experience, the Clinical Fellow will be awarded credit only for that portion of time during which the mentoring SLP held certification. It is, therefore, incumbent on the Fellow to verify the mentoring SLP's status not only at the beginning of the experience but also at the beginning of each new year.

A family member or individual related in any way to the clinical fellow may not serve as a mentoring SLP.

**Standard VI-A: The mentoring speech-language pathologist and Speech-Language Pathology Clinical Fellow will establish outcomes and performance levels to be achieved during the Speech-Language Pathology Fellowship (SLPCF), based on the Clinical Fellow's academic experiences, setting-specific requirements, and professional interests/goals.**
Implementation:

The Clinical Fellow and mentoring SLP will determine outcomes and performance levels in a goal-setting conference within four weeks of initiating the SLPCF. It is the Clinical Fellow's and the mentoring SLP's responsibility to each retain documentation of agreed-upon outcomes and performance levels. The mentoring SLP's guidance should be adequate throughout the SLPCF to permit the CF to achieve the stated outcomes, and to ensure that the Clinical Fellow can function independently by the completion of the SLPCF. At the conclusion of the experience, the Clinical Fellow will submit the Clinical Fellowship Report and Rating Form to the Council For Clinical Certification (CFCC). Prior to submitting documentation to the CFCC, the Clinical Fellow and mentoring SLP should make copies of all forms for their files.

Standard VI-B: The Clinical Fellow and mentoring SLP must engage in periodic assessment of the Clinical Fellow's performance, evaluating the Clinical Fellow's progress toward meeting the established goals and achievement of the clinical skills necessary for independent practice.

Implementation:

Assessment of performance may be both formal and informal means. The Clinical Fellow and mentoring SLP should keep a written record of assessment processes and recommendations. One means of assessment must be the Clinical Fellowship Report and Rating Form.

The mentoring SLP must engage in no fewer than 36 supervisory activities during the clinical fellowship experience. This supervision must include 18 on-site observations of direct client contact at the clinical fellow's work site (1 hour = 1 on-site observation; a maximum of 6 on-site observations may be accrued in one day). At least six on-site observations must be conducted during each third of the CF experience. On-site observations must consist of the clinical fellow engaged in screening, evaluation, assessment, and/or habilitation/rehabilitation activities.

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

On very rare occasions the CFCC may allow the supervisory process to be conducted in other ways. However, a request for other supervisory mechanisms must be submitted in written form to the CFCC before the CF is initiated. The request must include the reason for the alternative supervision and a description of the supervision that would be provided. At a minimum, such a request must outline the type, length, and frequency of the supervision that would be provided. If the request is to use videotapes instead of direct observations, the outline must indicate how many hours will be videotaped, how often the tapes will be made, and how feedback from the mentoring SLP will be provided. Whenever possible, the mentoring SLP and the Clinical Fellow should make arrangements to view the tapes together so that communication about the feedback being provided is immediate.
Standard VI-C: The Speech-Language Pathology Clinical Fellowship (SLPCF) will consist of the equivalent of 36 weeks of full-time clinical practice.

Implementation:

Full-time clinical practice is defined as a minimum of 35 hours per week in direct client/patient contact, consultations, record keeping, and administrative duties relevant to a bona fide program of clinical work. The Clinical Fellowship experience must total no less than 1,260 hours, accumulated within 48 months of the beginning date of the experience.

Professional experience of less than five hours per week does not meet the requirement and may not be counted toward the SLPCF. Similarly, experience of more than 35 hours per week cannot be used to shorten the SLPCF to less than 36 weeks. NOTE: Clinical Fellows are strongly urged to contact their state regulatory agency/state licensing board to determine licensure requirements for the Clinical Fellowship. State licensure requirements may differ from those for ASHA certification. Failure to comply with state requirements may lead to fellowship experience that is considered invalid for licensure.

Once initiated, the Clinical Fellowship experience must be completed within four years (48 months). Clinical Fellows working less than full-time should be aware that they will need to extend their experience for a longer period of time to meet the CF requirement of 1,260 hours. If the CF is not completed within 48 months of initiation, the Clinical Fellow will be required to reapply for certification and must meet the standards in effect at the time of reapplication.

Standard VI-D: The Clinical Fellow must submit evidence of successful completion of the Speech-Language Pathology Clinical Fellowship (SLPCF) to the Council For Clinical Certification.

Implementation:

Once the Clinical Fellow has accumulated the requisite 1,260 hours, the SLPCF Report and Rating Form [PDF], which includes the Clinical Fellowship Skills Inventory (CFSI), must be submitted. This report must be completed by both the Clinical Fellow and mentoring speech-language pathologist.

Standard VII: Maintenance of Certification

Demonstration of continued professional development is mandated for maintenance of the Certificate of Clinical Competence in Speech-Language Pathology. The renewal period will be three years. This standard will apply to all certificate holders, regardless of the date of initial certification.

Implementation:

Individuals who hold the Certificate of Clinical Competence (CCC) in Speech-Language Pathology must accumulate 30 contact hours of professional development over the 3-year period in order to meet this standard. Individuals will be subject to a random review of their professional development activities.
If renewal of certification is not accomplished within the 3-year period, certification will lapse. Reinstatement of certification will be required, and certification standards in effect at the time of submission of the reinstatement application must be met.

In preparation, accrual and submission of the professional development activities during the certification maintenance interval, all activities must be guided by adherence to the ASHA Code of Ethics.

Continued professional development may be demonstrated through one or more of the following options:

- Accumulation of 3 Continuing Education Units (CEUs) (30 contact hours) from continuing education providers approved by ASHA. ASHA CEUs may be earned through group activities (e.g., workshops, conferences), independent study (e.g., course development, research projects, internships, attendance at educational programs offered by non-ASHA CE providers), and self-study (e.g., videotapes, audiotapes, journals).

- Accumulation of 3 CEUs (30 contact hours) from a provider authorized by the International Association for Continuing Education and Training (IACET).

- Accumulation of 2 semester credit hours (3 quarter-hours) from a college or university that holds regional accreditation or accreditation from an equivalent nationally recognized or governmental accreditation authority.

- Accumulation of 30 contact hours from employer-sponsored in-service or other continuing education activities that contribute to professional development.

The ASHA Clinical Certification Standards define professional development as an instructional activity

- where the certificate holder is the learner;

- that is related to the science or contemporary practice of speech-language pathology, audiology, and/or the speech/language/hearing sciences;

- that results in the acquisition of new knowledge and skills or the enhancement of current knowledge and skills necessary for independent practice in any practice setting and area of practice;

- where the certificate holder is responsible for determining that the professional development activity is appropriate, relevant and meaningful to any practice setting and area of practice;
in which the certificate holder's attendance can be documented by a third party such as an employer, educational institution, or sponsoring organization.
Appendix B

Plan of Study
PLEASE TYPE

THE GRADUATE SCHOOL

Date___________________________ Auburn University Degree________________________

PROPOSED PLAN OF STUDY

Curriculum______________________ for MASTER'S DEGREE

SSN/SID _______ _____ _______ SEMESTER VERSION

Name___________________________________________

Last   First            M.I.

ADVISORY COMMITTEE (Minimum of 3 for thesis option)

________________________________________

Major Professor (typed)                                 Major

Professor (signature)

________________________________________

Committee Member #1 (typed)

Committee Member #1 signature)

________________________________________

Committee Member #2 (typed)

Committee Member #2 (signature)

________________________________________

Committee Member #3 (typed)

Committee Member #3 (signature)

________________________________________

Head of Department Signature

Dean of Graduate School

Signature

<table>
<thead>
<tr>
<th>Dept. &amp; Course No.</th>
<th>Course Title</th>
<th>Year &amp; Sem</th>
<th>Credit Hours</th>
<th>Dept. &amp; Course No.</th>
<th>Course Title</th>
<th>Year &amp; Sem</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

AUBURN UNIVERSITY SEMESTER GRADUATE COURSES

S E M E S T E R

40
TRANSFER CREDIT, including credits from senior year, if any. See Bulletin for regulations concerning transfer of graduate credit. No credit will be approved without an official transcript.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Course Title</th>
<th>Dept. &amp; Course No.</th>
<th>Year &amp; Term of Course</th>
<th>Qtr Credit Hours</th>
<th>Sem Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL SEMESTER CREDIT HOURS _________
(Auburn semester credit hours plus transfer semester credit hours)

FOUNDATION COURSES
(Do not count in total semester credit hours required for degree minimum)

<table>
<thead>
<tr>
<th>Department &amp; Course Number</th>
<th>Course Title</th>
<th>Year &amp; Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

41
<table>
<thead>
<tr>
<th>Department &amp; Course Number</th>
<th>Course Title</th>
<th>Year &amp; Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix C

Record of Attainment of Skills and Knowledge
# Record of Attainment of Knowledge and Skills

**Student**

**Year entered Graduate Program**

**Expected Graduation Date**

## Standards

### Standard IIIA

The applicant must demonstrate knowledge of the principles of:

<table>
<thead>
<tr>
<th>Biological Sciences</th>
<th>Course Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1000 Intro to Biology</td>
<td></td>
</tr>
<tr>
<td>BIOL 10101 A survey of life</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Sciences</th>
<th>Course Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 1000 Foundations of Physics</td>
<td></td>
</tr>
<tr>
<td>OR GEOL 1100 Physical Geology</td>
<td></td>
</tr>
<tr>
<td>OR PHYS 1150 Astronomy</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Course Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1100 Finite Math and Applications</td>
<td></td>
</tr>
<tr>
<td>OR MATH 1120 Pre Calc. Algebra</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social/Behavioral Sciences</th>
<th>Course Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 2010 Intro to Psychology</td>
<td></td>
</tr>
<tr>
<td>OR GEOG 1010 Global Geography</td>
<td></td>
</tr>
<tr>
<td>OR SOCY 1000 Sociology: Global Perspectives</td>
<td></td>
</tr>
<tr>
<td>OR UNIV 2710 Human Odyssey</td>
<td></td>
</tr>
</tbody>
</table>

### Standard III-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:

#### Basic Human Communication Processes

<table>
<thead>
<tr>
<th>Biological</th>
<th>Course Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMDS 3000 Intro</td>
<td></td>
</tr>
<tr>
<td>CMDS 3400 Anatomy of the Sp. And Hear. Mech</td>
<td></td>
</tr>
<tr>
<td>CMDS 4510 Articulation</td>
<td></td>
</tr>
<tr>
<td>CMDS 7560 Cleft Palate</td>
<td></td>
</tr>
<tr>
<td>CMDS 7810 Motor Speech Disorders</td>
<td></td>
</tr>
<tr>
<td>CMDS 7820 Swallowing and Medical aspects</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Neurological</th>
<th>Course Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMDS 7800: Neuroanatomy</td>
<td></td>
</tr>
<tr>
<td>CMDS 7820: Medical Aspects</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acoustic</th>
<th>Course Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMDS 3550U Speech and Hearing Science</td>
<td></td>
</tr>
<tr>
<td>CMDS 4510 Articulation</td>
<td></td>
</tr>
<tr>
<td>CMDS 4540 Voice</td>
<td></td>
</tr>
<tr>
<td>CMDS 7860 Experimental Phonetics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Psychological</th>
<th>Course Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMDS 3000U Introduction to Communication disorders</td>
<td></td>
</tr>
<tr>
<td>CMDS 7820: Medical Aspects</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Developmental/Lifespan</th>
<th>Course Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMDS 4510 Articulation</td>
<td></td>
</tr>
<tr>
<td>CMDS 4520: Language Acquisition</td>
<td></td>
</tr>
<tr>
<td>CMDS 7510 Advanced Articulation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Linguistic</th>
<th>Course Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMDS 4510 Articulation</td>
<td></td>
</tr>
<tr>
<td>CMDS 4520: Language Acquisition</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cultural</th>
<th>Course Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMDS 4510 Articulation</td>
<td></td>
</tr>
<tr>
<td>CMDS 4520: Language Acquisition</td>
<td></td>
</tr>
</tbody>
</table>

### Standard III-C

The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge

<table>
<thead>
<tr>
<th>Biological</th>
<th>Course Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMDS 7820: Swallowing and Medical Aspects</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Neurological</th>
<th>Course Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMDS 4520: Language Acquisition</td>
<td></td>
</tr>
<tr>
<td>CMDS 7800: Neuroanatomy</td>
<td></td>
</tr>
<tr>
<td>CMDS 7820: Swallowing and Medical Aspects</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Psychological</th>
<th>Course Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMDS 7820: Swallowing and Medical aspects</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Developmental/Lifespan</th>
<th>Course Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMDS 4520: Language Acquisition</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cultural</th>
<th>Course Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMDS 4520: Language Acquisition</td>
<td></td>
</tr>
</tbody>
</table>
must be demonstrated in the following areas:

| Articulation | Etiologies | CMDS 4510 Articulation  
| CMDS 7510 Adv. Artic  
| CMDS 7560 Cleft Palate  
| CMDS 7810: Motor Speech Disorders  
| Characteristics | CMDS 4510 Articulation  
| CMDS 7510 Adv. Artic  
| CMDS 7560 Cleft Palate  
| CMDS 3000: Introduction to CMDS  
| CMDS 4580: Introduction to Clinic  
| CMDS 7810: Motor Speech Disorders  

| Fluency | Etiologies | CMDS 4530: Fluency Disorders  
| CMDS 7530: Advanced Fluency Disorders  
| Characteristics | CMDS 3000: Introduction to CMDS  
| CMDS 4530: Fluency Disorders  
| CMDS 7530: Advanced Fluency Disorders  

| Voice and resonance (respiration and phonation) | Etiologies | CMDS 4540 Vocal Disorders  
| CMDS 7540 Adv. Voice Dis  
| CMDS 7560 Cleft Palate  
| CMDS 7810: Motor Speech Disorders  
| Characteristics | CMDS 4540 Vocal Disorders  
| CMDS 7540 Adv. Voice Dis  
| CMDS 7560 Cleft Palate  
| CMDS 3000: Introduction to CMDS  
| CMDS 7810: Motor Speech Disorders  

| Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing and manual modalities | Etiologies | CMDS 4510: Articulation  
| CMDS 7510 Adv. Articulation  
| CMDS 4560: Language Disorders  
| CMDS 7520: Language Disorders  
| CMDS 7550: Aphasia  
| Characteristics | CMDS 4510: Articulation  
| CMDS 7510 Adv. Articulation  
| CMDS 4560: Language Disorders  
| CMDS 3000: Introduction to CMDS  
| CMDS 4580: Introduction to Clinic  
| CMDS 7520: Language Disorders  
| CMDS 7550: Aphasia  

| Hearing, including the impact on speech and language | Etiologies | CMDS 3000 Introduction to Audiology  
| CMDS 4600 Introduction to Audiology  
| CMDS 7560 Cleft Palate  
| Characteristics | CMDS 3000 Introduction to Audiology  
| CMDS 4600 Introduction to Audiology  
| CMDS 4620 Hearing Rehabilitation  

| Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction) | Etiologies | CMDS 7810: Motor Speech Disorders  
| CMDS 7820: Medical Aspects  
| Characteristics | CMDS 7520: Language Disorders  
| CMDS 7810: Motor Speech Disorders  
| CMDS 7820: Medical Aspects  

| Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning) | Etiologies | CMDS 7550: Aphasia  
| CMDS 7820: Medical Aspects  
| Characteristics | CMDS 4560: Language Disorders  
| CMDS 7520: Language Disorders  
| CMDS 7550: Aphasia  
| CMDS 7820: Medical Aspects  

| Social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities) | Etiologies | CMDS 3000 Introduction to Communication Disorders  
| CMDS 4510 Articulation  
| CMDS 4530 Fluency  

45
| Communication modalities (including oral, manual, augmentative and alternative communication techniques and assistive technologies) | CMDS 4560: Language Disorders  
CMDS 4620 Hearing Rehabilitation  
CMDS 7510 Advanced Articulation Disorders  
CMDS 7520: Language Disorders  
CMDS 7530 Advanced Fluency Disorders  
CMDS 7550 Lang. and Speech Disorders in Adults  
CMDS 7810 Motor Speech Disorders  
CMDS 7820 Swallowing and Medical Aspects  
CMDS 7840 Augmentative and Alternative Communication |
|---|---|
| Characteristics | CMDS 3000 Introduction to Communication Disorders  
CMDS 4510 Articulation  
CMDS 4530 Fluency  
CMDS 4560: Language Disorders  
CMDS 4620 Hearing Rehabilitation  
CMDS 7510 Advanced Articulation Disorders  
CMDS 7520: Language Disorders  
CMDS 7530 Advanced Fluency Disorders  
CMDS 7550 Lang. and Speech Disorders in Adults  
CMDS 7810 Motor Speech Disorders  
CMDS 7820 Swallowing and Medical Aspects  
CMDS 7840 Augmentative and Alternative Communication |
| Etiologies | CMDS 7840 Augmentative and Alternative Communication |
| Characteristics | CMDS 7840 Augmentative and Alternative Communication |
| Standard III-D The applicant must 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 disorder | CMDS 4510: Articulation  
CMDS 4530: Fluency Disorders  
CMDS 7510 Advanced Articulation  
CMDS 7520: Language Disorders  
CMDS 7530 Advanced Fluency Disorders  
CMDS 7550 Lang. and Speech Disorders in Adults  
CMDS 7810 Motor Speech Disorders  
CMDS 7820 Swallowing and Medical Aspects  
CMDS 7840 Augmentative and Alternative Communication |
| Articulation | CMDS 4510: Articulation  
CMDS 4530: Fluency Disorders  
CMDS 7510 Advanced Articulation  
CMDS 7520: Language Disorders  
CMDS 7530 Advanced Fluency Disorders  
CMDS 7550 Lang. and Speech Disorders in Adults  
CMDS 7810 Motor Speech Disorders  
CMDS 7820 Swallowing and Medical Aspects  
CMDS 7840 Augmentative and Alternative Communication |
| Prevention | CMDS 4510: Articulation  
CMDS 4530: Fluency Disorders  
CMDS 7510 Advanced Articulation  
CMDS 7520: Language Disorders  
CMDS 7530 Advanced Fluency Disorders  
CMDS 7550 Lang. and Speech Disorders in Adults  
CMDS 7810 Motor Speech Disorders  
CMDS 7820 Swallowing and Medical Aspects  
CMDS 7840 Augmentative and Alternative Communication |
| Assessment | CMDS 4510: Articulation  
CMDS 4530: Fluency Disorders  
CMDS 7510 Advanced Articulation  
CMDS 7520: Language Disorders  
CMDS 7530 Advanced Fluency Disorders  
CMDS 7550 Lang. and Speech Disorders in Adults  
CMDS 7810 Motor Speech Disorders  
CMDS 7820 Swallowing and Medical Aspects  
CMDS 7840 Augmentative and Alternative Communication |
| Intervention | CMDS 4510: Articulation  
CMDS 4530: Fluency Disorders  
CMDS 7510 Advanced Articulation  
CMDS 7520: Language Disorders  
CMDS 7530 Advanced Fluency Disorders  
CMDS 7550 Lang. and Speech Disorders in Adults  
CMDS 7810 Motor Speech Disorders  
CMDS 7820 Swallowing and Medical Aspects  
CMDS 7840 Augmentative and Alternative Communication |
| Fluency | CMDS 4510: Articulation  
CMDS 4530: Fluency Disorders  
CMDS 7510 Advanced Articulation  
CMDS 7520: Language Disorders  
CMDS 7530 Advanced Fluency Disorders  
CMDS 7550 Lang. and Speech Disorders in Adults  
CMDS 7810 Motor Speech Disorders  
CMDS 7820 Swallowing and Medical Aspects  
CMDS 7840 Augmentative and Alternative Communication |
| Prevention | CMDS 4510: Articulation  
CMDS 4530: Fluency Disorders  
CMDS 7510 Advanced Articulation  
CMDS 7520: Language Disorders  
CMDS 7530 Advanced Fluency Disorders  
CMDS 7550 Lang. and Speech Disorders in Adults  
CMDS 7810 Motor Speech Disorders  
CMDS 7820 Swallowing and Medical Aspects  
CMDS 7840 Augmentative and Alternative Communication |
| Assessment | CMDS 4510: Articulation  
CMDS 4530: Fluency Disorders  
CMDS 7510 Advanced Articulation  
CMDS 7520: Language Disorders  
CMDS 7530 Advanced Fluency Disorders  
CMDS 7550 Lang. and Speech Disorders in Adults  
CMDS 7810 Motor Speech Disorders  
CMDS 7820 Swallowing and Medical Aspects  
CMDS 7840 Augmentative and Alternative Communication |
| Intervention | CMDS 4510: Articulation  
CMDS 4530: Fluency Disorders  
CMDS 7510 Advanced Articulation  
CMDS 7520: Language Disorders  
CMDS 7530 Advanced Fluency Disorders  
CMDS 7550 Lang. and Speech Disorders in Adults  
CMDS 7810 Motor Speech Disorders  
CMDS 7820 Swallowing and Medical Aspects  
CMDS 7840 Augmentative and Alternative Communication |
| Voice and resonance, including respiration and phonation | CMDS 4510: Articulation  
CMDS 4530: Fluency Disorders  
CMDS 7510 Advanced Articulation  
CMDS 7520: Language Disorders  
CMDS 7530 Advanced Fluency Disorders  
CMDS 7550 Lang. and Speech Disorders in Adults  
CMDS 7810 Motor Speech Disorders  
CMDS 7820 Swallowing and Medical Aspects  
CMDS 7840 Augmentative and Alternative Communication |
| Prevention | CMDS 4510: Articulation  
CMDS 4530: Fluency Disorders  
CMDS 7510 Advanced Articulation  
CMDS 7520: Language Disorders  
CMDS 7530 Advanced Fluency Disorders  
CMDS 7550 Lang. and Speech Disorders in Adults  
CMDS 7810 Motor Speech Disorders  
CMDS 7820 Swallowing and Medical Aspects  
CMDS 7840 Augmentative and Alternative Communication |
| Assessment | CMDS 4510: Articulation  
CMDS 4530: Fluency Disorders  
CMDS 7510 Advanced Articulation  
CMDS 7520: Language Disorders  
CMDS 7530 Advanced Fluency Disorders  
CMDS 7550 Lang. and Speech Disorders in Adults  
CMDS 7810 Motor Speech Disorders  
CMDS 7820 Swallowing and Medical Aspects  
CMDS 7840 Augmentative and Alternative Communication |
| Intervention | CMDS 4510: Articulation  
CMDS 4530: Fluency Disorders  
CMDS 7510 Advanced Articulation  
CMDS 7520: Language Disorders  
CMDS 7530 Advanced Fluency Disorders  
CMDS 7550 Lang. and Speech Disorders in Adults  
CMDS 7810 Motor Speech Disorders  
CMDS 7820 Swallowing and Medical Aspects  
CMDS 7840 Augmentative and Alternative Communication |
| Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities | CMDS 4560: Language Disorders  
CMDS 4580: Introduction to Clinic  
CMDS 4910: Clinical Practicum in SLP  
CMDS 7500: Clinical Problems in Speech  
CMDS 7520: Language Disorders |
| --- | --- |
| Prevention | CMDS 4560: Language Disorders  
CMDS 4580: Introduction to Clinic  
CMDS 4910: Clinical Practicum in SLP  
CMDS 7500: Clinical Problems in Speech  
CMDS 7520: Language Disorders |
| Assessment | CMDS 4560: Language Disorders  
CMDS 4580: Introduction to Clinic  
CMDS 4910: Clinical Practicum in SLP  
CMDS 7500: Clinical Problems in Speech  
CMDS 7520: Language Disorders |
| Intervention | CMDS 4560: Language Disorders  
CMDS 4580: Introduction to Clinic  
CMDS 4910: Clinical Practicum in SLP  
CMDS 7500: Clinical Problems in Speech  
CMDS 7520: Language Disorders |
| Hearing, including the impact on speech and language | CMDS 3000: Introduction to CMDS  
CMDS 4600 Introduction to Audiology  
CMDS 4620 Hearing Rehabilitation |
| Prevention | CMDS 3000: Introduction to CMDS  
CMDS 4600 Introduction to Audiology  
CMDS 4620 Hearing Rehabilitation |
| Assessment | CMDS 3000: Introduction to CMDS  
CMDS 4600 Introduction to Audiology  
CMDS 4620 Hearing Rehabilitation |
| Intervention | CMDS 3000: Introduction to CMDS  
CMDS 4600 Introduction to Audiology  
CMDS 4620 Hearing Rehabilitation |
| Swallowing (oral pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction) | CMDS 7820 Swallowing and Medical Aspects |
| Prevention | CMDS 7820 Swallowing and Medical Aspects |
| Assessment | CMDS 7820 Swallowing and Medical Aspects |
| Intervention | CMDS 7820 Swallowing and Medical Aspects |
| Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning) | CMDS 4560: Language Disorders  
CMDS 4580: Introduction to Clinic  
CMDS 4910: Clinical Practicum in SLP  
CMDS 7500: Clinical Problems in Speech  
CMDS 7520: Language Disorders |
| Prevention | CMDS 4560: Language Disorders  
CMDS 4580: Introduction to Clinic  
CMDS 4910: Clinical Practicum in SLP  
CMDS 7500: Clinical Problems in Speech  
CMDS 7520: Language Disorders |
| Assessment | CMDS 4560: Language Disorders  
CMDS 4580: Introduction to Clinic  
CMDS 4910: Clinical Practicum in SLP  
CMDS 7500: Clinical Problems in Speech  
CMDS 7520: Language Disorders |
| Intervention | CMDS 4560: Language Disorders  
CMDS 4580: Introduction to Clinic  
CMDS 4910: Clinical Practicum in SLP  
CMDS 7500: Clinical Problems in Speech  
CMDS 7520: Language Disorders |
| Social Aspects of Communication | CMDS 3000 Introduction to Communication Disorders  
CMDS 4510 Articulation  
CMDS 4530 Fluency  
CMDS 4560: Language Disorders  
CMDS 4620 Hearing Rehabilitation  
CMDS 7510 Advanced Articulation Disorders  
CMDS 7520: Language Disorders  
CMDS 7530 Advanced Fluency Disorders  
CMDS 7550 Lang. and Speech Disorders in Adults  
CMDS 7560: Language Disorders  
CMDS 7560: Language Disorders  
CMDS 7560: Language Disorders  
CMDS 7600: Language Disorders  
CMDS 7810 Motor Speech Disorders  
CMDS 7820 Swallowing and Medical Aspects  
CMDS 7840 Augmentative and Alternative Communication |
| Prevention | CMDS 3000 Introduction to Communication Disorders  
CMDS 4510 Articulation  
CMDS 4530 Fluency  
CMDS 4560: Language Disorders  
CMDS 4620 Hearing Rehabilitation  
CMDS 7510 Advanced Articulation Disorders  
CMDS 7520: Language Disorders  
CMDS 7530 Advanced Fluency Disorders  
CMDS 7550 Lang. and Speech Disorders in Adults  
CMDS 7560: Language Disorders  
CMDS 7560: Language Disorders  
CMDS 7600: Language Disorders  
CMDS 7810 Motor Speech Disorders  
CMDS 7820 Swallowing and Medical Aspects  
CMDS 7840 Augmentative and Alternative Communication |
| Assessment | CMDS 3000 Introduction to Communication Disorders  
CMDS 4510 Articulation  
CMDS 4530 Fluency  
CMDS 4560: Language Disorders  
CMDS 4620 Hearing Rehabilitation  
CMDS 7510 Advanced Articulation Disorders  
CMDS 7520: Language Disorders  
CMDS 7530 Advanced Fluency Disorders  
CMDS 7550 Lang. and Speech Disorders in Adults  
CMDS 7810 Motor Speech Disorders  
CMDS 7820 Swallowing and Medical Aspects  
CMDS 7840 Augmentative and Alternative Communication |
### Standard IV-G

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.

#### 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, relevant others, and other professionals
- **C.** Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures
- **D.** Adapt evaluation procedures to meet client/patient needs
- **E.** Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
- **F.** Complete administrative and reporting functions necessary to support evaluation
- **G.** Refer clients/patients for appropriate services

### Communication modalities (including oral, manual augmentative, and alternative communication techniques and assistive technologies)

- **CMDS 7840 Augmentative and Alternative Communication**

### Assessment

- **CMDS 7840 Augmentative and Alternative Communication**

### Intervention

- **CMDS 7840 Augmentative and Alternative Communication**

### Articulation

- **CMDS 4510 Articulation**
- **CMDS 4580: Introduction to Clinic**
- **CMDS 4910: Clinical Practicum in SLP**
- **CMDS 7500: Clinical Problems in Speech**

### Fluency

- **CMDS 4500: Introduction to Clinic**
- **CMDS 4910: Clinical Practicum in SLP**
- **CMDS 7500: Clinical Problems in Speech**

### Voice and resonance, including respiration and phonation

- **CMDS 4540 Vocal Disorders**
- **CMDS 4580: Introduction to Clinic**
- **CMDS 4910: Clinical Practicum in SLP**
- **CMDS 7500: Clinical Problems in Speech**
| Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities | CMDS 4560: Language Disorders  
CMDS 4580: Introduction to Clinic  
CMDS 4910: Clinical Practicum in SLP  
CMDS 7500: Clinical Problems in Speech  
CMDS 7520: Language Disorders |
|---|---|
| Hearing, including the impact on speech and language | CMDS 4580: Introduction to Clinic  
CMDS 4910: Clinical Practicum in SLP  
CMDS 7500: Clinical Problems in Speech |
| Swallowing (oral pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction) | CMDS 4910: Clinical Practicum in SLP  
CMDS 7500: Clinical Problems in Speech |
| Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning) | CMDS 4560: Language Disorders  
CMDS 4910: Clinical Practicum in SLP  
CMDS 7500: Clinical Problems in Speech  
CMDS 7520: Language Disorders |
| Social aspects of communication | |
| Communication modalities (including oral, manual augmentative, and alternative communication techniques and assistive technologies) | CMDS 4910: Clinical Practicum in SLP  
CMDS 7500: Clinical Problems in Speech |
| Intervention | |
| a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients’/patients’ needs | |
| b. Implement intervention plans. Involve clients/patients and relevant others in the intervention process | |
| c. Select or develop and use appropriate materials and instrumentation for prevention and intervention | |
| d. Measure and evaluate clients’/patients’ performance and progress | |
| e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients | |
| f. Complete administrative and reporting functions necessary to support intervention | |
| g. Identify and refer clients/patients for appropriate services | |
| Articulation | CMDS 4510: Articulation  
CMDS 4580: Introduction to Clinic  
CMDS 4910: Clinical Practicum in SLP  
CMDS 7510: Adv. Articulation  
CMDS 7500: Clinical Problems in Speech |
| Fluency | CMDS: 4530 Fluency Disorders  
CMDS 4580: Introduction to Clinic  
CMDS 4910: Clinical Practicum in SLP  
CMDS 7500: Clinical Problems in Speech  
CMDS: 7530 Advanced Fluency Disorders |
| Voice and resonance, including respiration and phonation | CMDS 4540 Vocal Disorders  
CMDS 7540 Adv. Voice Disorders  
CMDS 7560 Cleft Palate  
CMDS 4580: Introduction to Clinic  
CMDS 4910: Clinical Practicum in SLP |
<table>
<thead>
<tr>
<th>Topic</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptive and expressive language</td>
<td>CMDS 4560: Language Disorders</td>
</tr>
<tr>
<td></td>
<td>CMDS 4580: Introduction to Clinic</td>
</tr>
<tr>
<td></td>
<td>CMDS 4910: Clinical Practicum in SLP</td>
</tr>
<tr>
<td></td>
<td>CMDS 7500: Clinical Problems in Speech</td>
</tr>
<tr>
<td></td>
<td>CMDS 7520: Language Disorders</td>
</tr>
<tr>
<td>Hearing</td>
<td>CMDS 4580: Introduction to Clinic</td>
</tr>
<tr>
<td></td>
<td>CMDS 4910: Clinical Practicum in SLP</td>
</tr>
<tr>
<td></td>
<td>CMDS 7500: Clinical Problems in Speech</td>
</tr>
<tr>
<td>Swallowing</td>
<td>CMDS 4910: Clinical Practicum in SLP</td>
</tr>
<tr>
<td></td>
<td>CMDS 7500: Clinical Problems in Speech</td>
</tr>
<tr>
<td>Cognitive aspects of communication</td>
<td>CMDS 4560: Language Disorders</td>
</tr>
<tr>
<td></td>
<td>CMDS 4580: Introduction to Clinic</td>
</tr>
<tr>
<td></td>
<td>CMDS 4910: Clinical Practicum in SLP</td>
</tr>
<tr>
<td></td>
<td>CMDS 7500: Clinical Problems in Speech</td>
</tr>
<tr>
<td></td>
<td>CMDS 7520: Language Disorders</td>
</tr>
<tr>
<td>Social aspects of communication</td>
<td>CMDS 4560: Language Disorders</td>
</tr>
<tr>
<td></td>
<td>CMDS 4580: Introduction to Clinic</td>
</tr>
<tr>
<td></td>
<td>CMDS 4910: Clinical Practicum in SLP</td>
</tr>
<tr>
<td></td>
<td>CMDS 7500: Clinical Problems in Speech</td>
</tr>
<tr>
<td></td>
<td>CMDS 7520: Language Disorders</td>
</tr>
<tr>
<td>Communication modalities</td>
<td>CMDS 4580: Introduction to Clinic</td>
</tr>
<tr>
<td></td>
<td>CMDS 4910: Clinical Practicum in SLP</td>
</tr>
<tr>
<td></td>
<td>CMDS 7500: Clinical Problems in Speech</td>
</tr>
<tr>
<td></td>
<td>CMDS 7840: AAC</td>
</tr>
<tr>
<td>Communication modalities</td>
<td>CMDS 4580: Introduction to Clinic</td>
</tr>
<tr>
<td></td>
<td>CMDS 4910: Clinical Practicum in SLP</td>
</tr>
<tr>
<td></td>
<td>CMDS 7500: Clinical Problems in Speech</td>
</tr>
</tbody>
</table>

### 3. Interaction and Personal Qualities

- **a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others**
  - CMDS 4560: Language Disorders
  - CMDS 4580: Introduction to Clinic
  - CMDS 4910: Clinical Practicum in SLP
  - CMDS 7500: Clinical Problems in Speech
  - CMDS 7520: Language Disorders

- **b. Collaborate with other professionals in case management**
  - CMDS 4560: Language Disorders
  - CMDS 4580: Introduction to Clinic
  - CMDS 4910: Clinical Practicum in SLP
  - CMDS 7500: Clinical Problems in Speech
  - CMDS 7520: Language Disorders

- **c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others**
  - CMDS 4560: Language Disorders
  - CMDS 4580: Introduction to Clinic
  - CMDS 4910: Clinical Practicum in SLP
  - CMDS 7500: Clinical Problems in Speech
  - CMDS 7520: Language Disorders

- **d. Adhere to the ASHA Code of Ethics and behave professionally**
  - CMDS 3000: Introduction to CMDS
  - CMDS 4560: Language Disorders
  - CMDS 4580: Introduction to Clinic
  - CMDS 4910: Clinical Practicum in SLP
  - CMDS 7500: Clinical Problems in Speech
  - CMDS 7520: Language Disorders
**Standard IV-G:**
The applicant for certification must complete a program of study that includes supervised clinical experience sufficient in breadth and depth to achieve the following skills and outcomes:

<table>
<thead>
<tr>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is able to:</td>
</tr>
<tr>
<td>Conduct screening and prevention procedures</td>
</tr>
<tr>
<td>Articulation</td>
</tr>
<tr>
<td>Fluency</td>
</tr>
<tr>
<td>Voice &amp; resonance</td>
</tr>
<tr>
<td>Receptive &amp; expressive language</td>
</tr>
<tr>
<td>Hearing</td>
</tr>
<tr>
<td>Swallowing</td>
</tr>
<tr>
<td>Cognitive aspects</td>
</tr>
<tr>
<td>Social aspects</td>
</tr>
<tr>
<td>Communicative modalities</td>
</tr>
<tr>
<td>Collect case history information &amp; integrate information from clients, relevant others, &amp; professionals</td>
</tr>
<tr>
<td>Articulation</td>
</tr>
<tr>
<td>Fluency</td>
</tr>
<tr>
<td>Voice &amp; resonance</td>
</tr>
<tr>
<td>receptive &amp; expressive language</td>
</tr>
<tr>
<td>Hearing</td>
</tr>
<tr>
<td>Swallowing</td>
</tr>
<tr>
<td>Cognitive aspects</td>
</tr>
<tr>
<td>Social aspects</td>
</tr>
<tr>
<td>Communicative modalities</td>
</tr>
<tr>
<td>Select &amp; administer appropriate evaluation procedures</td>
</tr>
<tr>
<td>Articulation</td>
</tr>
<tr>
<td>Fluency</td>
</tr>
<tr>
<td>Voice &amp; resonance</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>receptive &amp; expressive language</td>
</tr>
<tr>
<td>Hearing</td>
</tr>
<tr>
<td>Swallowing</td>
</tr>
<tr>
<td>Cognitive aspects</td>
</tr>
<tr>
<td>Social aspects</td>
</tr>
<tr>
<td>Communicative modalities</td>
</tr>
</tbody>
</table>

**Adapt evaluation procedures to meet client needs**

| Articulation |  |
| Fluency |  |
| Voice & resonance |  |
| receptive & expressive language |  |
| Hearing |  |
| Swallowing |  |
| Cognitive aspects |  |
| Social aspects |  |
| Communicative modalities |  |

**Interpret, integrate, & synthesize all information to develop diagnosis & make appropriate intervention recommendations**

| Articulation |  |
| Fluency |  |
| Voice & resonance |  |
| receptive & expressive language |  |
| Hearing |  |
| Swallowing |  |
| Cognitive aspects |  |
| Social aspects |  |
| Communicative modalities |  |

**Complete administrative & reporting functions necessary to support evaluations**

| Articulation |  |

<table>
<thead>
<tr>
<th>Fluency</th>
<th>Voice &amp; resonance</th>
<th>receptive &amp; expressive language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing</td>
<td>Swallowing</td>
<td>Cognitive aspects</td>
</tr>
<tr>
<td>Social aspects</td>
<td>Communicative modalities</td>
<td></td>
</tr>
</tbody>
</table>

**Refer clients for appropriate services**

<table>
<thead>
<tr>
<th>Articulation</th>
<th>Fluency</th>
<th>Voice &amp; resonance</th>
<th>receptive &amp; expressive language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing</td>
<td>Swallowing</td>
<td>Cognitive aspects</td>
<td>Social aspects</td>
</tr>
<tr>
<td>Social aspects</td>
<td>Communicative modalities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Student is able to:</th>
<th>Course</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard III-E: Knowledge of Standards and Ethical Conduct</strong></td>
<td>The student will identify ethical and unethical behavior</td>
<td></td>
</tr>
<tr>
<td><strong>Standard III-G: Knowledge of Professional Issues</strong></td>
<td>The student will demonstrate clinical safety and infection control procedures</td>
<td></td>
</tr>
<tr>
<td><strong>Standard IV-B: Oral and Written Skills</strong></td>
<td>The student will write a complete treatment plan that is accurate in style, format and grammar.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student will write a SOAP or progress note that is accurate in style, format and grammar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student will write appropriate measurable objectives that are accurate in style, format and grammar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student will write a complete diagnostic</td>
<td></td>
</tr>
</tbody>
</table>
report that is accurate in style, format and grammar
Appendix D

Code of Ethics of the American Speech-Language Hearing Association

Also available from www.asha.org/policy.

**Preamble**

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by speech-language pathologists, audiologists, and speech, language, and hearing scientists. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose.

Every individual who is (a) a member of the American Speech-Language-Hearing Association, whether certified or not, (b) a nonmember holding the Certificate of Clinical Competence from the Association, (c) an applicant for membership or certification, or (d) a Clinical Fellow seeking to fulfill standards for certification shall abide by this Code of Ethics.

Any violation of the spirit and purpose of this Code shall be considered unethical. Failure to specify any particular responsibility or practice in this Code of Ethics shall not be construed as denial of the existence of such responsibilities or practices.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics as they relate to the conduct of research and scholarly activities and responsibility to persons served, the public, and speech-language pathologists, audiologists, and speech, language, and hearing scientists.

Principles of Ethics, aspirational and inspirational in nature, form the underlying moral basis for the Code of Ethics. Individuals shall observe these principles as affirmative obligations under all conditions of professional activity.

Rules of Ethics are specific statements of minimally acceptable professional conduct or of prohibitions and are applicable to all individuals.

---

**Principle of Ethics I**

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

**Rules of Ethics**

1. Individuals shall provide all services competently.

2. Individuals shall use every resource, including referral when appropriate, to ensure that high-quality service is provided.
3. Individuals shall not discriminate in the delivery of professional services or the conduct of research and scholarly activities on the basis of race or ethnicity, gender, age, religion, national origin, sexual orientation, or disability.

4. Individuals shall not misrepresent the credentials of assistants, technicians, or support personnel and shall inform those they serve professionally of the name and professional credentials of persons providing services.

5. Individuals who hold the Certificates of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, and judgment that are within the scope of their profession to assistants, technicians, support personnel, students, or any nonprofessionals over whom they have supervisory responsibility. An individual may delegate support services to assistants, technicians, support personnel, students, or any other persons only if those services are adequately supervised by an individual who holds the appropriate Certificate of Clinical Competence.

6. Individuals shall fully inform the persons they serve of the nature and possible effects of services rendered and products dispensed, and they shall inform participants in research about the possible effects of their participation in research conducted.

7. Individuals shall evaluate the effectiveness of services rendered and of products dispensed and shall provide services or dispense products only when benefit can reasonably be expected.

8. Individuals shall not guarantee the results of any treatment or procedure, directly or by implication; however, they may make a reasonable statement of prognosis.

9. Individuals shall not provide clinical services solely by correspondence.

10. Individuals may practice by telecommunication (for example, telehealth/e-health), where not prohibited by law.

11. Individuals shall adequately maintain and appropriately secure records of professional services rendered, research and scholarly activities conducted, and products dispensed and shall allow access to these records only when authorized or when required by law.

12. Individuals shall not reveal, without authorization, any professional or personal information about identified persons served professionally or identified participants involved in research and scholarly activities unless required by law to do so, or unless doing so is necessary to protect the welfare of the person or of the community or otherwise required by law.

13. Individuals shall not charge for services not rendered, nor shall they misrepresent services rendered, products dispensed, or research and scholarly activities conducted.

14. Individuals shall use persons in research or as subjects of teaching demonstrations only with their informed consent.
15. Individuals whose professional services are adversely affected by substance abuse or other health-related conditions shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.

**Principle of Ethics II**

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

**Rules of Ethics**

1. Individuals shall engage in the provision of clinical services only when they hold the appropriate Certificate of Clinical Competence or when they are in the certification process and are supervised by an individual who holds the appropriate Certificate of Clinical Competence.

2. Individuals shall engage in only those aspects of the professions that are within the scope of their competence, considering their level of education, training, and experience.

3. Individuals shall continue their professional development throughout their careers.

4. Individuals shall delegate the provision of clinical services only to: (1) persons who hold the appropriate Certificate of Clinical Competence; (2) persons in the education or certification process who are appropriately supervised by an individual who holds the appropriate Certificate of Clinical Competence; or (3) assistants, technicians, or support personnel who are adequately supervised by an individual who holds the appropriate Certificate of Clinical Competence.

5. Individuals shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's competence, level of education, training, and experience.

6. Individuals shall ensure that all equipment used in the provision of services or to conduct research and scholarly activities is in proper working order and is properly calibrated.

**Principle of Ethics III**

Individuals shall honor their responsibility to the public by promoting public understanding of the professions, by supporting the development of services designed to fulfill the unmet needs of the public, and by providing accurate information in all communications involving any aspect of the professions, including dissemination of research findings and scholarly activities.

**Rules of Ethics**

1. Individuals shall not misrepresent their credentials, competence, education, training, experience, or scholarly or research contributions.
2. Individuals shall not participate in professional activities that constitute a conflict of interest.

3. Individuals shall refer those served professionally solely on the basis of the interest of those being referred and not on any personal financial interest.

4. Individuals shall not misrepresent diagnostic information, research, services rendered, or products dispensed; neither shall they engage in any scheme to defraud in connection with obtaining payment or reimbursement for such services or products.

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

6. Individuals' statements to the public—advertising, announcing, and marketing their professional services, reporting research results, and promoting products—shall adhere to prevailing professional standards and shall not contain misrepresentations.

---

**Principle of Ethics IV**

Individuals shall honor their responsibilities to the professions and their relationships with colleagues, students, and members of allied professions. Individuals shall uphold the dignity and autonomy of the professions, maintain harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.

**Rules of Ethics**

1. Individuals shall prohibit anyone under their supervision from engaging in any practice that violates the Code of Ethics.

2. Individuals shall not engage in dishonesty, fraud, deceit, misrepresentation, sexual harassment, or any other form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.

3. Individuals shall not engage in sexual activities with clients or students over whom they exercise professional authority.

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

5. Individuals shall reference the source when using other persons' ideas, research, presentations, or products in written, oral, or any other media presentation or summary.

6. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
7. Individuals shall not provide professional services without exercising independent professional judgment, regardless of referral source or prescription.

8. Individuals shall not discriminate in their relationships with colleagues, students, and members of allied professions on the basis of race or ethnicity, gender, age, religion, national origin, sexual orientation, or disability.

9. Individuals who have reason to believe that the Code of Ethics has been violated shall inform the Board of Ethics.

10. Individuals shall comply fully with the policies of the Board of Ethics in its consideration and adjudication of complaints of violations of the Code of Ethics.

Rev. 2003-
Exit Interview

Student_________________________________________ Advisor M. Moran

The above student met with his/her advisor on ______________________ to conduct an exit interview. The student and advisor reviewed the RASKL form and agreed that the student had acquired the following supervised practicum hours prior to beginning the field experience:

A review of your Record of Attainment of Skills and Knowledge indicates that all knowledge outcomes have been verified as met.

______________Yes ________________No

If the answer to the above is No, list below the knowledge outcomes which must still be demonstrated:

Plan for demonstrating the unmet knowledge outcomes:
Departmental Graduation Checklist
MCD/MS Speech-Language Pathology

Student __________________________
Admitted to Master's program  Fall  20____
Expected to graduate  __Spring  20________

Graduation Requirements

__ Plan of Study Completed and sent to Grad School
__ Courses on Plan of Study completed as filed
__ Comprehensive exam passed or Thesis defended
__ Form 8 or Form 9 Completed and sent to Graduate School
__ Internship site approved, all paperwork and contractual matters for the field placement completed with Internship coordinator
__ Graduation check completed with graduate school. Response received
__ Registered for CMDS 7920 Internship

Certification Requirements

__ Have taken or scheduled PRAXIS
__ Had (will have) Praxis scores sent to AU and ASHA
___ Have completed an hours/skills audit with clinical faculty and have been informed of how many (if any) hours needed on field experience to meet the minimum of 400/325 hrs required for certification.
__ Have been informed of any unmet knowledge or skill areas
___ Have received a copy of Recommended Sequence for ASHA Membership and Certification
___ Have received a copy of The Clinical Fellowship Experience: What You Need to Know
____ Asked to inform the Department when employed

____ Are aware of CFY requirements in Alabama

____ Are aware of continuing education requirements for maintenance of CCC and state license