Dear Speech-Language Pathology Student:

Welcome to the program in the Department of Speech-Language Pathology in the College of Health Professions at Sacred Heart University! During the next few years you will work together with faculty and peers to become a Speech-Language Pathologist (SLP). You have the opportunity to be a part of an innovative and exciting curriculum, in our beautiful new Center for Healthcare Education building. Your program will include a variety of learning experiences designed to support your progress, including lectures, group discussions, seminars, laboratories, problem-based learning activities, and supervised clinical education. Each of these components contributes to the development of a well-rounded professional. It is the responsibility of all SLP curricula to provide the basic knowledge and skills necessary to for successful practice as an SLP. In addition, our program will build your clinical-decision making skills, promote the acquisition of strong communication and collaboration skills through inter-professional educational experiences, and enhance your ability to use resources effectively as a self-directed learner. The curriculum is designed to provide you with the tools to enter contemporary practice as an SLP.

We appreciate the confidence you have placed in our faculty, the staff, and in Sacred Heart University (SHU) as you join the Department of Speech-Language Pathology. We look forward to your having you in our SLP learning community!

Cordially,

Rhea Paul, Ph.D., CCC-SLP
Prof., Founding Director
Department of Speech-Language Pathology
College of Health Professions
Sacred Heart University, 5151 Park Avenue, Fairfield, CT 06825-1000
Phone: 203 416-3950
Fax: 203 416 3952
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Introduction
PURPOSE OF STUDENT MANUAL

The Student Manual outlines the Sacred Heart University (SHU) Speech-Language Pathology (SLP) Program’s policies and procedures that are in addition to the policies, procedures, and standards outlined in the Sacred Heart University Graduate Catalog. The program’s policies are designed to promote understanding and mutual respect among faculty, staff, and students in the Speech-Language Pathology program. This document is a work in progress and is subject to revision as necessary.

GENERAL POLICIES

The Speech-Language Pathology graduate program at SHU adheres to the standards of the Council of Academic Accreditation (CAA) in Speech-Language Pathology and Audiology, which is affiliated with the American Speech-Language-Hearing Association (ASHA). Operating within the scope of the CAA standards, our program has the responsibility for the selection of students, the design, implementation and evaluation of the curriculum, the evaluation of students’ progress, and the determination as to who should be awarded a degree. Admission and retention decisions are based not only on satisfactory academic achievements, but also on other academic, clinical and professional factors that insure the candidate can accomplish the essential functions of the program required for graduation. The SLP Program has a responsibility to the public to assure that graduates become fully competent speech-language pathologists, capable of delivering quality services and preserving the well-being of clients they serve. As such, it is important that individuals admitted, retained, and graduated possess the cognitive skills, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice speech-language pathology.

The College of Health Professions is committed to the principle of equal opportunity. It is the policy of Sacred Heart University not to discriminate on the basis of sex, physical or mental disability, race, color, national origin, sexual orientation, age, religious preference or veteran status in admission and access to or treatment in employment, educational programs or activities as required by Title IX of the Educational Amendments of 1972, section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, or any other classification protected under state or federal law or city ordinance.
The Speech-Language Pathology faculty and professional staff have the responsibility for the welfare of students in the program. To meet this responsibility, the program has established academic standards as well as essential functions/technical standards (defined in Appendix 1) that must be demonstrated by students with or without reasonable accommodations in order to complete the program successfully. Services and accommodations are available through the Jandrisevits Learning Center (JLC). The University requires documentation of a disability in order to enable students to meet academic standards. Students who require accommodations in any course or clinical activity must contact the JLC and declare their need for accommodation. It is important that students begin this process at the start of the semester. Students are encouraged to work with faculty proactively in developing strategies for accommodation. Reasonable accommodations will be provided for students with disabilities to enable them to meet these standards and ensure they are not denied the benefits of or excluded from participation in the program, or otherwise subjected to discrimination.

COMPLIANCE AGREEMENT

The Program’s Student Manual, together with Sacred Heart University’s Graduate Catalog comprise a working contract between the student and the Program and University. Adherence to the policies, procedures, and standards outlined in these documents is expected of all students, faculty, and staff. The form in Appendix 2 documents your agreement to adhere to the Program’s and University’s policies, procedures, and standards and will be collected during the orientation sessions and filed with your student records. Please keep a copy of the signed form for your own reference.
Chapter 1

Vision, Mission, Ethics
Our departmental mission, vision, philosophy, and curricular design flow from and are aligned with the mission of the American Speech-Language & Hearing Association (ASHA):

In addition, our Department’s Mission is also aligned with that of Sacred Heart University, which states:

Sacred Heart University, rooted in the Catholic Intellectual Tradition and the Liberal Arts, embraces a vision for social justice, educates students in mind, body, and spirit to prepare them personally and professionally to make a difference in the global community, as well as with the Mission of the College of Health Professions.

THE MISSION OF THE SPEECH-LANGUAGE PATHOLOGY DEPARTMENT

The Mission of the Speech-Language Pathology Department states:

The Department of Speech-Language Pathology provides a supportive, inclusive, state-of-the-art learning environment to prepare students to serve effectively the unique needs of individuals across the lifespan with competence and compassion. Students will be equipped with foundational academic and clinical knowledge and skills acquired through innovative classroom, problem-based, and simulation learning experiences; mentored research; guided clinical experiences; and compelling educational domestic and international service opportunities. Focus on cultural competence, holistic, evidence-based and ethical practice, and collaborative learning across professions will inspire our students to communicate effectively with clients from a variety of cultural and linguistic backgrounds, and to lead others through their exemplary adherence to the highest standards of contemporary practice.
PRINCIPLES OF ASHA CODE OF ETHICS

(See Appendix 3 for full code)

The Speech-Language Pathology Program at SHU adheres to the Code of Ethics of the American Speech-Language and Hearing Association. All students are expected to adhere to this Code. The complete document can be found in Appendix 3. Its major principles include:

**Principle of Ethics I**

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

**Principle of Ethics II**

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

**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 the dissemination of research findings and scholarly activities, and the promotion, marketing, and advertising of products and services.

**Principle of Ethics IV**

Individuals shall honor their responsibilities to the professions and their relationships with colleagues, students, and members of other professions and disciplines.
LOCATION

The Department of Speech-Language Pathology is housed with the College of Health Professions at the Center for Healthcare Education (CHE) at 4000 Park Ave. Bridgeport, CT. The mailing address for the program is the main University address:

Graduate Program in Speech-Language Pathology
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06825

BOOKSTORE

The SHU Campus Bookstore carries all required course textbooks and a limited number of recommended textbooks including course related materials such as study guides, etc. In addition, the bookstore offers a selection of school supplies, emblematic clothing and gift items, film developing, special orders, and year-round textbook buyback. Returns are accepted with a receipt within a reasonable time period from the date of purchase. However, all returned merchandise, including textbooks, must be in original purchase condition. Store hours are Monday – Thursday 9-7, Friday 9 – 4, and Saturday, 10 – 1. Hours vary in the summer and are increased at the start of each semester. The bookstore is located in McMahon Student Center on the Fairfield Campus. The bookstore will also order any book that the student requests. Textbooks may be ordered through the bookstore online through the bookstore’s webpage.

CHANGE OF PERSONAL INFORMATION

All changes in a student’s marital status, address, phone number or e-mail address should be reported to the Registrar’s Office and to the Speech-Language Pathology Program Office. In addition, all students are responsible for updating their personal information on Blackboard (online course management system) for each course, each module or semester. Look for Tools to find “Personal Information” on the courses Blackboard home page.

COPY SERVICE

A card swipe operated copy machine and printer is located in the library of the 4000 Park Avenue building and in the Main Academic Center and Ryan-Matura Library at the Fairfield Campus. Please contact the Duplicating/Mail Center if there is a problem with the machines.

FINANCIAL AID

Student Financial Assistance Office (SFAO) is available to all students. The phone number is (203) 371-7980.
LIBRARY

The Ryan-Matura library regular hours are generally Monday - Thursday 8:30 A.M. – midnight, Friday 8:30 A.M. – 6:00 P.M. Saturday 9:00 A.M. - 5:00 P.M. Sunday 1:00 P.M. – Midnight. Hours vary during the summer and holidays. Refer to the library home page for hours, database searches and important library and research information. Select “Ryan Matura Library” on the Quick Link or under Academics of the SHU website.

There is a library resource room staffed with a reference librarian in the CHP building located at 7 Cambridge Drive. Hours for the resource room are posted.

Library phone numbers are

General Information: 371-7700
Circulation: 371-7702
Reference Questions: 371-7726
Fax: 374-9968

OFF-CAMPUS HOUSING

A file which lists area housing rentals is available for students to view in the Student Life Office at no charge.

PARKING

University Parking Regulations are intended to insure safe and orderly movement of vehicular and pedestrian traffic, reduce the potential for accidents, injuries and property damage, and to enforce CT State Motor Vehicle Laws and University policies. All vehicles parked on either the Fairfield or CHCE campus must be registered and have a valid parking decal or permit, obtained at the Cashier's Office located in the Main Academic Building of the Fairfield Campus. Additional information is available at the Public Safety Office located in the main academic building at the 5151 Park Avenue, Fairfield, CT site.

PUBLIC SAFETY

The department of Public Safety’s mission is to provide for the safety and security of students, faculty, staff, and visitors of the University, to provide for the protection of property and to insure the smooth, efficient, timely and professional delivery of Public safety services to the University community. The Department of Public Safety is located in the Main Academic Building of the Fairfield Campus and is staffed 24 hours a day, 7 days a week.

Services include 24 hours emergency response, personal safety escorts from dusk to dawn, vehicle assistance, including jump-starts and vehicle unlocks, and patrols of campus buildings and property.

Students are advised to register for the emergency notification and to carry cell phone phones with you at all times.

The Public Safety phone numbers are 371-7995 and for EMERGENCIES ONLY 371-7911.
SHUTTLE SERVICE

The shuttle service serves as free campus transportation for students, operating 7 days a week, from campus to off-campus University housing sites and selected service sites. The shuttle runs on a predetermined schedule. For more information, stop by the Student Union Office, call 371-7913 or see the Campus Shuttles webpage.

SHU IDENTIFICATION CARDS

All students, faculty, adjunct faculty, and staff must have a SHU ID card. The ID card acts as the SHU Library Card, meal card, access to Blackboard, swipe card for copies and printing, and is used for student events. Additionally, the Speech-Language Pathology program facilities located at CHE building uses the ID card for the “1-card access system;” the ID card is used to obtain access into and inside of the building and allows for use of the copy machine and printers. It is therefore imperative that all faculty, staff, and student possess and carry a SHU ID card when on campus. ID cards are not transferable and cannot be traded or shared. There is a $20.00 fee to replace a lost, damaged (including the magnetic stripe), and/or tampered-with ID card. ID cards are kept from year to year as replacements are not given out annually. To obtain an ID card, students must present a photo ID, their SHU identification number, and a validated registration form to the ID office.

SHU ID cards can be obtained in the student union located near the cafeteria in the main academic building of the Fairfield Campus. Call 371-7913 for details. For more information on obtaining ID cards, hours, and contact information, see the student services web page.

SMOKING

State law prohibits smoking in any building on campus.

WEATHER INFORMATION

There may be occasions when Speech-Language Pathology Program closes or individual classes are delayed, cancelled, or changed to an online format due to weather even if the University is officially open since many faculty and students commute long distances. Students are responsible to check each class’s Blackboard announcements site for cancellations, delays, or format changes if the weather conditions are questionable. If the class is on as scheduled, nothing will be posted. Call (203) 365–SNOW for up-to-date campus info regarding closings/delays. Closings are also announced on the television and radio. If the University as a whole is closed, the SLP program will not post class cancellations on Blackboard.

For classes scheduled to begin before 12 Noon: Cancellations, delays, or format changes will be posted on Blackboard by the course instructor by 7:30 AM

For classes scheduled to begin after 12 Noon: Cancellations, delays, or format changes will be posted on Blackboard by the course instructor by 10:00 AM

Course instructors for morning classes may set up a “phone chain” regarding cancellations due to weather emergencies.
Chapter 3

SLP Graduate Program Overview
PROGRAM ACCREDITATION

SHU’s graduate program in SLP has been accredited by the State of Connecticut Department of Higher Education. Program approval from the Connecticut State Department of Education for preparing students for teacher endorsement as a school-based SLP has also been awarded. The Master’s program in speech-language pathology at Sacred Heart University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Candidacy is a “preaccreditation” status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years. This status is awarded to new programs that demonstrate compliance with the Standards for Accreditation as outlined in CAA’s Standards Compliance Continuum. It allows the program to matriculate and graduate students who, upon successful completion of the program, are eligible for national certification and state licensure as speech-language pathologists.

ESSENTIAL FUNCTIONS/TECHNICAL STANDARDS

Graduate students are required to review the Essential Functions document in Appendix 1, prior to signing the Compliance Agreement for the Program. These Essential functions must be demonstrated, in addition to other academic and clinical requirements, in order to successfully complete the SLP graduate program.

KNOWLEDGE AND SKILLS

Graduate students in Speech-Language Pathology (SLP) will be expected to meet all knowledge and skill competencies required for certification by the Council on Clinical Certification (CFCC) of the American Speech-Language-Hearing Association. The Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology can be found on the ASHA website and also in Appendix 11. The competencies will be met through successful completion of clinical practica, clinical labs that are part of academic coursework, and specialty labs. Clinical competencies to be addressed in the graduate program include:

- Evaluation
  a. Conduct screening and prevention procedures (including prevention activities).
  b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
  c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
  d. Adapt evaluation procedures to meet client/patient needs.
  e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
  f. Complete administrative and reporting functions necessary to support evaluation.
  g. Refer clients/patients for appropriate services.
• Intervention
  a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients’/patients’ needs. Collaborate with clients/patients and relevant others in the planning process.
  b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
  c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
  d. Measure and evaluate clients’/patients’ performance and progress.
  e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
  f. Complete administrative and reporting functions necessary to support intervention.
  g. Identify and refer clients/patients for services as appropriate.

• Interaction and Personal Qualities
  a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
  b. Collaborate with other professionals in case management.
  c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
  d. Adhere to the ASHA Code of Ethics and behave professionally.

EXPECTED STUDENT OUTCOMES

Graduates of the SLP Master’s program will:

• Demonstrate knowledge of basic biological, physical, and social sciences as well as statistics.

• Demonstrate the ability to integrate information pertaining to normal and disordered human development across the lifespan.

• Demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:
  - fluency
  - articulation
  - voice and resonance
  - receptive and expressive language in speaking, listening, reading, writing
  - hearing
  - swallowing
  - cognitive aspects of communication
  - social aspects of communication
  - augmentative and alternative communication modalities

• Demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders.
• Demonstrate knowledge of standards of ethical conduct.
• Demonstrate knowledge of the integration of research principles into evidence-based clinical practice, contemporary professional issues, and professional credentialing.
• Demonstrate skills in oral and written communication sufficient for professional practice.
• Demonstrate skills in evaluation, intervention, and interaction with people with communication disorders and their families.
• Successfully complete a minimum of 375 clock hours of supervised clinical experience (including 25 observation hours) in the practice of speech-language pathology.

**DEGREE REQUIREMENTS**

The Speech-Language Pathology (SLP) graduate program at SHU is designed to prepare students to meet the requirements for the Certificate of Clinical Competence in Speech-Language Pathology set by the Council for Clinical Certification in Audiology and Speech-Language Pathology, for Connecticut Licensure as a speech-language pathologist from the Connecticut Department of Public Health, and for Connecticut teacher endorsement.

Students who wish to practice as speech-language pathologists will need to complete all undergraduate prerequisites (or their equivalents), including 25 hours of observation of ASHA-certified speech-language pathologists’ practice prior to matriculation in the Graduate Program. They must then complete a master’s degree in SLP. The following are required for graduation with an M.S. in SLP:

- Demonstration of the Essential Functions for Admission and Continuance (See Appendix 1);
- Successful completion of all required course work, one elective course, and all clinical practica with a GPA of 3.0 and no grade below B- (See Appendix 5);
- A successfully completed Capstone project;
- Demonstration of all Knowledge and Skill competencies required for certification by the Council on Clinical Certification in Audiology and Speech-Language Pathology.

**GRADUATE CURRICULUM**

The SHU SLP program has two tracks:

- Two-year track for students with completed prerequisite coursework and observation hours in communication disorders. The two-year track requires five semesters of full-time study, over two calendar years, to complete graduate-level coursework and 375 hours of supervised clinical practicum, all of which will be provided as part of SHU’s graduate program.
- Three-year track for students without prerequisite coursework in communication disorders. The three-year track includes a pre-clinical year for completion of all pre-requisite courses and 25 hours of clinical observation. Upon successful completion of the pre-clinical year with a GPA of at least 3.3 and no grade below C, the student moves into the first clinical year of the two-year track program.
The graduate curriculum in SLP consists of 69-83 semester hours of academic coursework and clinical practica. The 2 year program is designed to be completed in five consecutive full-time semesters (Fall, Spring, Late Spring/Summer, Fall Spring), with students starting in the fall semester. Students who do not have the required pre-clinical coursework may be admitted to the 3-year program, during the first year of which they will complete the preclinical coursework listed in Appendix 6. Once these are successfully completed with a GPA of 3.3 and no grade below C, students will follow the curriculum sequence outlined in Appendix 5.

Both the two- and three-year tracks of the SLP program are offered only on a full-time basis to allow for professional socialization, clinical placements, and the integration of clinical and academic work. Both tracks lead to national certification and state licensure as a speech-language pathologist. All students must complete all academic and clinical coursework required for their track with no grade below B- and successfully complete 375 hours of supervised clinical practicum with no grade lower than B-. Students must successfully complete the supervised clinical practicum hours, as well as required coursework, in order to earn the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language Hearing Association. Students will be placed in practicum sites to earn these hours by SHU’s the Director of Clinical Education. All students will complete a Capstone project involving evidence-based practice. An optional second summer semester may be undertaken in order to acquire a Specialty Certificate in one of three specialty areas: autism spectrum disorders, medical speech-language pathology, or Dual language learners-literacy (see Appendix 15 for details). Information on the graduate program sequence, course descriptions and clinical practica can also be found in Appendix 5.

Please refer to the Chapter 4 for a description of the Clinical Program and the Practicum Sequence.

**CLINICAL EDUCATION**

Graduate students will enroll for at least 4 credits of clinical education each term of the clinical program. Students will be assigned to a clinical practicum setting or settings each term, and will spend between 12 and 40 hours per week at each setting, depending upon the placement of the practicum in the program. Each practicum assignment will be accompanied by a clinical seminar, in which students will practice clinical skills, discuss cases, and engage in clinical learning activities. During the first year of the clinical program, students will be placed in field settings in teams, accompanied by a supervisor from SHU. During the first two semesters, students with some previous clinical experience (for example, those who completed practica experiences as an undergraduate) may be assigned a one-on-one experience with a clinician at a field site, at the discretion of the Director of Clinical Education. Field placements later in the program will involve assignment of each student to a clinician at the field site. Please see the SHU SLP Clinical Manual for additional information.

**State Authorization Reciprocity Agreements**

Sacred Heart University has been approved by Connecticut to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of post-secondary education.
CLINICAL PRACTICUM SEQUENCE

Fall Semester I
- Two to three half-days per week at educational or rehabilitation settings
- Speech, language, and hearing screenings and evaluations

Spring Semester I
- Two to three half-days per week at educational or rehabilitation setting
- Speech, language, and hearing screenings and evaluation

Late Spring, Summer Semester A & B
- Intensive clinical workshops: two- to four-week intensive, interprofessional programs for clients with aphasia, Parkinson’s Disease, traumatic brain injury, dysfluency, etc.
- Extended school-year placements: five- to six-week daily placements
- Eight- to twelve-week adult or child externship in medical or private practice settings

Fall/Spring Semester II
- Student teaching OR field placement in medical setting or specialty pediatric/educational setting

Optional Summer II
- Three-day per week placement in autism, English-language learner/literacy, or medical SLP setting, complemented by advanced coursework in specialty area, leading to an optional advanced study certificate.

LICENSURE AND CERTIFICATION.

There are three types of credentials available for SLPs in Connecticut. Students are strongly encouraged to complete requirements for all three credentials during their Master’s program.

ASHA Certification

National certification is available through the American Speech-Language-Hearing Association (ASHA). This Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) is obtained following the awarding of a Master’s degree from an ASHA-accredited program, passing with a score >162 on the Praxis II Speech-Language Pathology Examination, and the completion of a Clinical Fellowship (CF) of mentored professional employment. Upon graduation, an application must be filed with ASHA to begin the process of certification. The last page of this application must be signed by the Program Director. For complete instructions, see http://www.asha.org/Certification/SLPCertification.htm

The application form for ASHA Certification is found at http://www.asha.org/uploadedFiles/2014-SLP-CCC-Application- Standards.pdf
Connecticut Department of Public Health Licensure

In addition to the ASHA credential, practice in CT also requires a License in Speech-Language Pathology from the CT State Department of Health. Upon graduation, the student must submit an application along with requisite fee for CT licensure and submit a transcript to the State Department of Public Health in order to be eligible to complete the Supervised Professional Experience (SPE is same thing as Clinical Fellowship [CF]; the two are completed simultaneously). The candidate will receive a letter from the CT State Dep’t. of Public Health once the application and transcript have been reviewed. (The ORIGINAL of letter needs to be submitted to the Conn. State Department of Education in order to obtain the Initial Educator Certificate). Within six weeks of beginning employment, the candidate must file a Supervised Professional Experience (SPE) plan with the Conn. Department of Public Health. Once the SPE is successfully completed, evidenced by submission of an SPE report after nine months of employment, the candidate becomes eligible for licensure.

CT Teaching Endorsement in Speech-Language Pathology

SLPs working in schools in CT must, in addition to obtaining a Master’s Degree from an ASHA-accredited program and Licensure from the Department of Health, obtain Initial Educator Teacher Certification from the Connecticut State Department of Education. This endorsement requires:

- A Master’s Degree from an accredited SLP program;
- CT State Licensure as an SLP;

AND

- The completion of 6 credits of professional education courses (recommended: Child Development, Education in the U.S.);
- The completion of 3 credits of Education of Students with Special Needs;
- The completion of student teaching as part of the Master’s Degree with 100 hours of supervised practice in a public school;
- Documentation of passing the Praxis II Examination in Speech-Language Pathology with a grade >162;
- Filing appropriate forms and paying all fees, prior to beginning work in a school setting.

At the end of their graduate program, students wishing to obtain CT Initial Educator Teacher Certification should complete the following steps:

- Submit a copy the letter received from the State Department of Public Health (see above) and the completed (all of page 1 and the appropriate portions of page 2) Short Form Application for CT Initial Educator Certificate to the State Department of Education Liaison.

The Service Endorsement, Speech and Language Pathologist code is 061.
Those who plan to teach in a state other than CT, must obtain and complete that state’s application. Information on neighboring states’ Departments of Education and certification requirements can be found here:

- Once the students’ application is signed by the Certification Officer at the Farrington College of Education, it will be returned to the student. The student must then submit the signed application along with the letter from the Conn. Dept. of Public Health and their transcript and required fees and to the State Department of Education:

  CONNECTICUT STATE DEPARTMENT OF EDUCATION
  Bureau of Educator Standards and Certification
  P.O. Box 150471 – Room 243
  Hartford, CT 06115-0471

  NB: All students are strongly urged to complete requirements for CT Teacher Endorsement, even if they do not immediately plan to work in CT schools. Students who decline to complete these requirements must sign the form in Appendix 13, and submit it to the SLP office prior to graduation.

Once the candidate completes the Supervised Professional Experience (SPE), which is completed concurrently with the Clinical Fellowship (CF), paperwork for the SPE must be submitted to the Conn. State Department of Public Health to obtain licensure AND to ASHA to obtain the Certificate of Clinical Competence (CCC-SLP).

Submit the Clinical Fellowship Report and Rating Form to:

Please remember for your ASHA CF:

- If you change settings, supervisors, or the number of hours you work per week, please complete a separate CF Report and Rating Form for each change.
- Professional experience of less than 5 hours per week cannot be used to meet the CF requirement.
- The total number of weeks and hours submitted must clearly show that the minimum requirement of 36 weeks, totaling an accumulation of 1,260 total hours, has been fulfilled.
- A full-time CF consists of a minimum of 35 hours worked per week.

The above information is summarized, with links for accessing the relevant instructions, below. Those wishing to work as SLPs in schools outside the state of CT must investigate the requirements for the states in which they want to practice, as requirements for school SLP practice vary from state to state. Students who wish to transfer their certification to another state are advised to consult certification and licensure requirements in that state, as each state has its own certification procedures. Please consult the department of education website in your state or the ASHA Guide to Teacher Credentialing.
# Licensure/Certification Overview of Requirements for Speech-Language Pathology

<table>
<thead>
<tr>
<th>ASHA CCC-SLP*</th>
<th>CT Speech-Language Pathology License</th>
<th>CT School Speech-Language Pathologist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successfully complete six semester hours of credit in professional education: (e.g., Foundations - ED 152/552, Child Development -PS 252); AND three semester hours in Education of Students with Special Needs, including Gifted/Talented education (e.g., ED - 205/569)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Successfully complete 6-9 semester hours of student teaching: at least 100 clock hours of clinical practice supervised by an ASHA Certified clinician for a board of education</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Hold Master’s Degree from an ASHA accredited program in SLP, including 375 hours of supervised clinical practice</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Pass (score&gt; 162) Praxis II Examination in SLP</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Apply for Initiat Educator Certificate as School SLP (061) from CT State Department of Ed., with appropriate forms and fees</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Submit license application to CT Dept. of Health with appropriate forms and fees</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Complete Clinical Fellowship (ASHA)/Supervised Professional Experience (CT)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Complete and submit application for ASHA certification with appropriate forms and fees. For details, click here.</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Detailed information on the following topics is available on the ASHA and CT State Department of Education websites:

ASHA CCC-SLP  
Connecticut Department of Public Health License  
Speech-Language Pathology Praxis Examination  
Clinical Fellowship  
Connecticut licensure as a Speech-Language Pathologist  
Information on Connecticut teacher certification as a School Speech-Language Pathologist

**ELECTIVES AND SPECIALTY CERTIFICATES**

In addition to the required courses listed in Appendix 5, each student is required to successfully complete one of the listed elective courses (printed in bold italics). Students who wish to may also complete one of the three optional Specialty Certificates offered by the SLP Department. The requirements for completing each of these are Appendix 15.

*NB: Completion of a specialty certificate requires spending one summer term immediately following graduation at SHU SLP and completing 4 additional credits during that term, for additional tuition. It should be noted that these Specialty Certificates will NOT entitle these candidates for any state educator certification beyond 061, nor can these courses be used toward cross-endorsment from SLP to any other teaching endorsement. Their sole purpose is to provide the opportunity for additional study in an area of interest to the student.*

**OPTIONAL SPECIALTY CERTIFICATES**

<table>
<thead>
<tr>
<th>Certificate Option</th>
<th>During Fall of Clinical Year 2 take:</th>
<th>During Spring of Clinical Year 2 take:</th>
<th>During Summer following Clinical Year 2 take:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism Spectrum Disorders</td>
<td>SLP 525: Topics in Cultural and Linguistic Diversity (3 cr.)</td>
<td>SLP 680: Education of Students with ASD (3 cr.)</td>
<td>SLP 611: Advanced Topics in Communication Disorders (3 cr.); SLP 509: Specialty Clinical Practicum (1-3 cr.)</td>
</tr>
</tbody>
</table>
| Dual Language Learners’ Literacy | SLP 525: Topics in Cultural and Linguistic Diversity (3 cr.) | Choose ONE (depending on age group interest; All are offered in Fall, Spring, and Summer)  
EDR 505: Success in Early Reading (3 cr.) **OR** EDR 507: Reading Grades 4-6 (3 cr.) **OR**  
EDR 510: Reading Grades 7-12 (3 cr.) | EDR 525: Methods for Teaching Second Language Learners (3 cr.); SLP 509: Specialty Clinical Practicum (1-3 cr.) |
| Medical SLP                 | SLP 525: Topics in Cultural and Linguistic Diversity (3 cr.) | SLP 610: Special Topics in Medical Speech-Language Pathology for Adult Clients (3 cr.) | SLP 699: Medical Speech-Language Pathology for Pediatric Clients (3 cr.); SLP 509: Specialty Clinical Practicum in Medical Speech-Language Pathology (1-3 cr.) |
Chapter 4

Departmental Policies
The goal of the SLP graduate program at SHU is to provide an educational experience through which students may develop as confident, competent, and ethical speech-language pathologists who meet the program’s expectations and the standards established by The American Speech-Language-Hearing Association’s Council for Clinical Certification (CFCC) in Audiology and Speech-Language Pathology. To meet these requirements, students are expected to learn and practice appropriate professional and ethical behaviors. The Department of Speech-Language Pathology reserves the right to define professional competence and behavior, to establish standards of competence, and to evaluate students in regard to them. Agreement to abide by the policies and procedures of the University and the program is implicitly confirmed when students register each term. Students are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in course syllabi. Failure to do so may jeopardize their academic standing and may constitute grounds for probation or dismissal from the program. Students must maintain good standing in the program in order to be eligible for federally funded financial aid or University/College of Education scholarships. Good standing in the College of Health Professions is defined as:

- Continued full-time enrollment
- Satisfactory academic progress
- Satisfactory performance in clinical practica
- Satisfactory performance on knowledge and skill competencies
- Behavior that leads to professional competence and positive interpersonal and professional relations
- Appropriate professional/ethical conduct and attitudes

Students are evaluated regularly in all these areas.

The following are policies and procedures followed by the Department of Speech-Language Pathology at Sacred Heart University.

**ACADEMIC ADVISING**

Graduate students will receive information on course registration during the summer prior to the first semester of graduate study. One week before classes begin, a group advising session for first year graduate students will be held. At this session, the academic and clinical requirements for graduation will be reviewed, and any questions about registration, course selection, and clinical assignments will be discussed. Each student will be assigned an academic advisor at this time, and will be required to meet with the advisor during the first month of their first semester, and at least twice more during each year of graduate study. Students will have the opportunity to meet with their academic advisor on an individual basis throughout their graduate program; additional meetings will be scheduled as needed, at either the student or faculty member’s initiation. It is imperative that students meet with their advisor immediately in the event of academic difficulty or personal issues impacting participation in program.
ACADEMIC INTEGRITY

Students are expected to adhere to Sacred Heart University's academic integrity policy and the American Speech-Language-Hearing Association's Code of Ethics. These documents are available for your review at

- Sacred Heart University Graduate Academic Catalog
- American Speech-Language-Hearing Association's Code of Ethics document (See Appendix 3).
- Department Policy on Plagiarism (See Appendix 14)

Violations of academic integrity, behaviors that result or could have resulted in harm to self or others, dishonesty on examinations or in assignments, falsification of records, plagiarism, and other major offenses may result in failure of a course or dismissal from the program.

Academic Integrity and Plagiarism

Plagiarism means that the work you are turning in is not your own, such as using a paper obtained from the internet as your own, failure to cite material used or quoted, working/consulting with your peers to complete work unless otherwise instructed, or cutting and pasting together work from sources not written by you. Plagiarism is unacceptable for graduate work. All cases of plagiarism will be addressed, initially, between the student and Instructor. If the Instructor believes the violation to warrant it, a formal Report on Violation of Academic Integrity will be submitted to the Dean of the College, who will rule on the consequences. If you have any questions or doubts regarding plagiarism, please ask the faculty. It is your responsibility to ensure that no cases of plagiarism are found in your work. Since it will not be possible to determine whether plagiarism is intentional or unintentional, all instances will be treated the same way. All students are expected to be familiar with the information on plagiarism in Appendix 14, and adhere to these guidelines.

ACADEMIC PROBATION

Academic and clinical faculty will evaluate academic performance, practicum skills, and professional behavior demonstrated in both classes and clinical settings by each student each semester. A student who is not performing adequately will receive notification, either in person or in writing. Any student whose GPA is below 3.0 or who receives a grade in any required course or clinic below B- will be notified by the Professional Performance Committee (PPC) of the SLP program via email and will be considered to be on academic probation. Students on probation are required to develop and implement a Contract of Remediation with the academic advisor (See Remediation; Appendix 7). Return to good standing will be contingent upon the PPC’s decision that the Contract of Remediation has been fulfilled.

Probation and Return to Good Standing

When a student falls into probationary status (GPA< 3.0; or receives a grade in a required course or clinic below B-) a probation letter will be issued by the PPC, following the faculty review of student progress, at the end of each semester. When the student receives the probation letter, the PPC will call a meeting with the student and remedial team, consisting of the Academic advisor, clinical advisor, instructor/clinical educator involved in the student’s performance.
This group will draft a remediation plan with the student. The PPC will sign off on the plan. The student will be instructed to meet with the advisor at a specified date to review progress. At this meeting, the advisor will review progress with the student and sign off with a comment on the student’s implementation of the remedial plan, with a date specified to report to the PPC to pursue return to good standing. At the specified date, the student, PPC, and remedial team meet to determine whether student will receive a return to good standing letter. Students who fail to return to good standing within one semester of being placed on probation may be dismissed from the program, or placed on probation for the following semester. Any student who does not return to good standing after two semesters on probation may be dismissed from the program.

ACADEMIC REGULATIONS

Students should refer to Sacred Heart University’s Graduate Catalog for the University’s academic standards, policies, and procedures.

ACADEMIC WARNINGS

Students for whom faculty evaluation suggests that there is a danger of falling below the academic and professional performance standards of the Department may receive a Letter of Warning. Those who receive Warnings will be required, within two weeks, to meet with their academic advisor and/or clinical advisor and/or course instructor to discuss the issues that led to the warning. A plan of remediation will be generated, which the student must fulfill by the end of the semester in order to return to good standing. If the academic advisor does not recommend, in writing, return to good standing before the beginning of the next semester, the student may be placed on probation.

ACREDITATION

SHU’s graduate program in SLP has been accredited by the State of Connecticut Department of Higher Education. Program approval from the Connecticut State Department of Education for teacher endorsement as a school-based SLP has also been awarded. The Master’s program in speech-language pathology at Sacred Heart University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Candidacy is a “preaccreditation” status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years. This status is awarded to new programs that demonstrate compliance with the Standards for Accreditation as outlined in CAA’s Standards Compliance Continuum. It allows the program to matriculate and graduate students who, upon successful completion of the program, will be eligible for national certification and state licensure as speech-language pathologists.

ADVANCING WITHIN CURRICULUM

SLP Students in the pre-clinical year of the 3-year program must maintain a GPA of 3.3 or better in each of the two pre-clinical semesters, with no grade below C.
SLP students in the 2-year program must demonstrate the following criteria in order to advance in the SLP program:

- Demonstration of all essential functions and professional behaviors (See Appendix 1 and Appendix 8)
- Satisfactory completion of all required SLP courses in a given term with a cumulative GPA of at least 3.0 throughout the graduate program.
- The SLP GPA is calculated from all required SLP courses.
- All required courses completed with no grade less than B-. Any course in which a grade below B- is earned must be repeated and a grade of B- or better earned in the first repetition.
- Complete clinical practica satisfactorily, with no grade less than B-. Any clinical practicum in which a grade below B- is earned must be repeated and a grade of B- or better earned in the first repetition.

NB: Clinical practica are a part of the curriculum, and will be graded using the normal academic grading standards for graduate students:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA points</th>
<th>Numerical Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-76%</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0-72%</td>
</tr>
</tbody>
</table>

In addition to grades and clinical ratings, students will be evaluated by means of faculty review following each fall and spring semester. Students identified by faculty review as in need of remediation or on academic probation will be notified and a Remediation Contract developed in collaboration between the student and faculty advisor (Student Manual, Appendix 7). Progress in these situations will be monitored by the Department Professional Performance Committee. Students will have one semester to successfully complete the Remediation Contract and/or be removed from academic probation. Failure to fulfill the terms of the Remediation Contract or to be removed from academic probation in this time period may result in dismissal from the program.
ASSIGNMENTS/EXAMS

All assignments are to be individual work unless otherwise specifically stated by the instructor. Each assignment listed on the syllabus or in a learning contract is due at the beginning of the class period. Any assignments turned in after the instructor has collected them in class are considered late. Materials left under office doors will be considered “received” when they are discovered. Emailed assignments must be emailed to the course instructor by the time they are listed as due. Assignments emailed after the posted time due are considered late. Unless arrangements were made in advance or in the event of an emergency, all late assignments will receive a reduction of one portion of letter grade for each day late (for example an A paper will drop to an A- and so on). Advance arrangements must be made in writing.

Writing Criteria for all written assignments, unless otherwise specified, includes handing in assignments word-processed, double-spaced and in 11 or 12 point font. All papers must have 1” margins, use APA style for formatting and bibliographic citation, person-first and nonsexist language. If assignments do not meet these criteria, the grade will drop one increment, for example, A to A- Papers not in APA format will be returned to be rewritten and the grade for the paper will drop at least one increment.

All exams and quizzes are to be taken independently and honestly. Books, notes, Blackboard resources, and communications with peers, in person verbally, or via email, instant messaging, cell phone, text messaging, or any other technology are not allowed during exams whether they are taking place on site or via Blackboard, unless otherwise specified by the course instructor.

ATTENDANCE AND PUNCTUALITY POLICY.

Attendance at all classes, tutorials, laboratories, special events, and practica is mandatory. Faculty will take attendance at the beginning of all classes per University policy. Individual course requirements for attendance and participation may vary according to course syllabi but missing class sessions will result in grade reductions. Generally more than one unexcused absence will impact the student’s grade in any course or clinical assignment.

- Students are expected to attend, arrive on time, come prepared, and participate in scheduled activities, both the regularly scheduled class time and scheduled Problem-Based Learning (PBL) sessions (e.g.; Wednesdays, 5-6:30).
- More than one unexcused absence from class or PBL will impact the student’s grade.
- Absences due to illness: One excused absence will be granted due to illness per semester. For more than one absence due to illness, a doctor’s note documenting that the student was too ill to attend class or clinic is required. This note must be provided on the next scheduled day of class or practicum. If a note is not provided, the absence will be considered unexcused.
- For each unexcused absence, the student’s overall final grade will be decreased by 5%
If a student has three or more absences (excused or unexcused) overall in the course of a single semester, the student may receive a grade of F for the course, may be unable to advance to the next level of practicum, and will be at risk for losing their place in the graduate program. Rationale: The Program uses multiple active and engaged learning strategies in all courses. Workshops, laboratories, problem-based learning, and group experiences cannot be made up or replicated in the event of an absence. Clinical and professional behavior skills critical for practice are learned during in-class experiences.

**Lateness**

Students are expected to arrive on time to class.

- For classes lasting less than 1.5 hours, arriving between the class start time and 15 minutes is considered tardy. Arrival after 15 minutes will be considered absent. For classes between 1.5 and 3 hours, arriving up to 30 minutes after class start is tardy; after 30 minutes is absent.

- Tardy arrivals to class, beyond twice, will result in a 1% deduction of the student’s overall grade per tardy arrival.

In the case of a severe or chronic illness on the part of a student or their dependent over the course of a semester, notify the Program Director and the Director of Clinical Education (DCE) as soon as possible, to determine if accommodations can be made or if a leave of absence from the program will be required. Failure to notify the Program Director and DCE in a timely manner may result in unexcused absences being counted against the student’s grade.

Absence or tardiness related to illness or other emergency situation should be discussed with the course instructor as soon as possible. Documentation from a physician will be required for more than one day of absence due to illness, and other types documentation may be required for absences or late arrivals due to reasons other than illness.

In the event of absence or lateness, it is the responsibility of the student to obtain and learn missed materials from another student or from the instructor.

In the event of an illness or emergency causing the student to miss an exam or quiz, the student must provide documentation of illness or other emergency. It is the student’s responsibility to provide the professor with a doctor’s note or copy of Discharge Summary from Student Health Services, and to contact the instructor within 24 hours order to make arrangements for a rescheduling the exam or quiz. Instructor has total discretion if and when a missed exam or quiz will be rescheduled.

- Unexcused absences from an examination may result in a failing grade for that exam.

**CLINICAL ADVISING**

Advising for the clinical aspect of the program will begin during Graduate Student Orientation week. Group advising sessions will be scheduled throughout the graduate program to inform student of policies and procedures relating to the clinical practica. Students will also have the opportunity to schedule individual appointments with the Director of Clinical Education or other supervisory staff throughout their graduate program.
**CODE OF CONDUCT**

In addition to displaying professional behavior in all settings, graduate students at Sacred Heart must be governed at all times by the Sacred Heart University Code of Student Conduct & Community Standards.

**COMPLAINT PROCEDURES**

Students are urged first to bring concerns/complaints to the party(s) involved (e.g. faculty member, facilitator, supervisor, classmate etc.). If concerns/complaints cannot be addressed in this manner, students are encouraged to seek guidance and resolution first through their academic advisor, then the program director, and the Dean of the College if resolution failed at previous levels. All formal complaints must be made in writing and must be signed, dated, and submitted within the time period designated in the Graduate Catalog or written communication with the student. Students are advised to append any documentation supporting the appeal. Complaints and/or suggestions are recognized as an opportunity for improvement and should be expressed with this end in mind.

**Complaints Regarding Accreditation by the Council on Academic Accreditation (CAA)**

A complaint about any accredited program or program in candidacy status may be submitted by any individual(s). Criteria for Complaints Complaints about programs must meet all of the following criteria:

a. be against an accredited graduate education program or program in candidacy status in audiology or speech-language pathology;

b. relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech-Language Pathology [PDF], including the relationship of the complaint to the accreditation standards;

c. be clearly described, including the specific nature of the charge and the data to support the charge;

d. be within the timelines specified below:

   i. if the complaint is being filed by a graduate or former student, or a former faculty or staff member, the complaint must be filed within one year of separation* from the program, even if the conduct occurred more than 4 years prior to the date of filing the complaint;

   ii. if the complaint is being filed by a current student or faculty member, the complaint must be filed as soon as possible, but no longer than 4 years after the date the conduct occurred;

   iii. if the complaint is being filed by other complainants, the conduct must have occurred at least in part within 4 years prior to the date the complaint is filed

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

a. include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA;

b. include the complainant’s name, address, and telephone contact information and the complainant’s relationship to the program in order for the Accreditation Office staff to verify the source of the information;

c. be signed and submitted in writing via U.S. mail, overnight courier, or hand delivery—not via e-mail or as a facsimile—to: Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology American Speech-Language-Hearing Association 2200 Research Boulevard, #310 Rockville, MD 20850.

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

**Students concerns may also relate to accreditation standards of the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology. This accreditation is an assurance that the program is abiding by all required standards for academic content and following approved procedures in the delivery of this content. In the event of a serious concern, students may contact the CAA directly for information.**

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**CLASS CANCELLATIONS**

Official cancellations of classes or campus closing due to weather are broadcast on a broad range of radio stations listed in the Graduate Catalogue, including WICC 600 AM and WELI 960 AM. Practicum education cancellations are determined by the practicum facility, and are not dependent upon campus closing. Practicum education time missed because of official closing of the clinical site is subject to makeup at the discretion of the practicum educator. Call 365-SNOW or consult the Public Safety section of the SHU website for up to date campus info regarding closings/delays. Individual course instructors may cancel class due to inclement weather. Individual class cancellations will be posted on the course’s Blackboard page at least one hour prior to the class start time.

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**CLASSROOM AND DEPARTMENTAL ACCESS**

Classroom/labs will be open for students’ self-directed learning at different times during the week. Students may access all labs during off hours and weekends through the Public Safety Office at hours determined by the Program and Public Safety. Students must have their student ID cards to access labs through Public Safety.
CLINICAL PROGRAM REQUIREMENTS

Graduate students must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five of these hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact. Students must complete 25 hours of observation prior to beginning the graduate program and any direct clinical experience. Up to 50 hours of supervised clinical experience may be completed at the undergraduate level. Student clinicians will be assigned to clinical practicum only after they have sufficient coursework to qualify for such experience. Clock hours can be obtained only for the time during which the student clinician is providing direct evaluation or treatment services for clients who present communication disorders or with the client’s family. Ancillary activities such as writing lesson plans, scoring tests, transcribing language samples, preparing treatment activities, and meetings with practicum supervisors may not be counted as clock hours. Details of the SHU SLP Clinical Education program can be found in SLP Student Clinical Manual.

COMPETENCIES AND REMEDIATION

Graduate students in the Department of Speech-Language Pathology must achieve a level of mastery established by faculty for designated ASHA knowledge and skill competencies. Mastery is achieved when markers of competency are reached in related coursework and clinical activities. For coursework, competency is defined as a grade of B- or above. When a student does not demonstrate competency in a given area or course, the method for resolving the missed competency will be at the instructor’s discretion. Methods for resolving a competency may include, but are not limited to:

- Re-taking an entire exam or a portion of an exam
- Re-doing an assignment
- Completing an alternative assignment
- Re-taking an entire course when the grade earned is below a B-. Only one retaken course is allowed; further need to retake courses automatically places a student on academic probation.

Remedial activities intended to address unmet competencies do not alter the student’s grade for an assignment. Remedial activities are conducted only to demonstrate competencies that are required for ASHA professional certification. When a student does not successfully complete an activity that is tied to a competency, the course instructor will create a remediation plan. The plan will be specified using the Contract for Remediation of ASHA Competencies located in Appendix 7.
CLINICAL NON-DISCRIMINATION AND PRIVACY POLICY

It is the policy of SLP Program at Sacred Heart University not to discriminate on the basis of sex, physical or mental disability, race, color, national origin, sexual orientation, age, religious preference or disabled veteran or Vietnam Era status in provision of clinical services, as required by Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, or any other classification protected under state or federal law, or city ordinance. No agency that discriminates in service provision in any way will be contracted as a clinical site for SLP students. All clinical service provided by SHU SLP students will conform to HIPAA requirements. All students will be required to complete HIPAA training prior to clinical placement, and no agency that fails to comply with HIPAA requirements will be contracted as a clinical site for SLP students.

CONFIDENTIALITY OF STUDENT RECORDS

Departmental student records are available for review by that student in accordance with federal law and University policy. The records are released to third parties only with the written consent of the student. Third parties include parents/guardians and spouses for graduate students. Departmental faculty members, designated members of pertinent committees, and College officials will have access to student records as necessary for the performance of their duties.

Off-campus clinical supervisors do NOT have access to academic records. Because medical records and immunization histories are considered to be confidential information, it is the student’s responsibility to provide this information to the clinical facility prior to clinical practica, if required. Consistent with SHU FERPA policies (See Appendix 9), students will be asked to sign a written waiver for records and references to be given to off-campus sites (See Appendix 10).

CONTINUOUS ENROLLMENT POLICY

Graduate students in the master’s degree program in must maintain continuous full-time enrollment in the program.

COURSE VISITORS

Students will be expected to be attentive and respectful of all guest lecturers. A professional appearance when there is a guest faculty member or an official visitor is expected. Respectful behavior includes turning off all cell phones, and closing laptops to demonstrate interest. Attendance at regularly scheduled classes is limited to students currently enrolled or guests invited by the instructor. All other guests require prior approval from the course instructor.
COURSE WITHDRAWALS

Students may withdraw from a course without penalty (grade of “W”) within the first five weeks of the semester or within the first two weeks of a practicum experience. Withdrawals after five weeks for a semester course or two weeks for practicum will earn the grade of “F” or “W” at the discretion of the course instructor or supervisor. Students are advised that withdrawal from any course or practicum within the program may impede progression in the curriculum due to its “lock-step” sequence. When a student withdraws from a course, the Professional Performance Committee will consider the academic performance of the student in those courses when considering the possibility of permitting the student to resume the curriculum. If a student withdraws from a course or practicum, s/he (a) will be responsible for officially withdrawing from the course or practicum through the University Registrar, and, (b) must re-register for that course or practicum in order to proceed with the curriculum. The student is responsible for all subsequent University fees and may be responsible for additional per credit tuition for that course or practicum. Please refer to Sacred Heart University's Graduate Catalog for the University's policy on Course Withdrawal. Students will be responsible for any and all University fees associated with withdrawing from or resuming a course.

DISMISSAL

The Dean of the College of Health Professions will consider on an individual basis a recommendation for dismissal if a student fails to sustain satisfactory progress toward completion of the degree or if any of the following occur:

- Indications of poor academic performance
- Insufficient progress in meeting knowledge and skills competencies
- Failure to comply with College rules or procedures
- Unprofessional conduct, unethical conduct, or illegal conduct
- Evidence of behavior that may hinder professional competence and interpersonal or professional relations
- Refusal for a second time by a practicum setting due to results of criminal background checks, drug or fingerprint screening.

Ordinarly, a student will have received warnings that his or her work is less than satisfactory before dismissal. However, a student may, for adequate cause, be dismissed without previous warning. Per university policy, a student can appeal the decision.

Clinical practica are considered a part of the academic program. Specific procedures apply when students are unable to meet the demands of the practicum placement. Those procedures are described in SLP Student Clinical Manual.
ENGLISH LANGUAGE PROFICIENCY

As the Essential Skills/Technical Standards document (Appendix 1) states, students must be able to communicate proficiently in all languages of service delivery. This means at minimum, students should be able to:

- Communicate proficiently in both oral and written English. Prior to admission, international students must complete TOEFL-IBT (Test of English as a Foreign Language Internet Based Test) with an overall score of 79 or higher, and a total score of 26 or higher on the spoken English subtest of the TOEFL-IBT. International students who do not have access to the TOEFL-IBT may take the TOEFL paper-or computer-based tests for admission into a graduate program; however, they must also take the Test of Spoken English (TSE) and pass with a score of 50 or higher.

- Communicate professionally and intelligibly with clients, colleagues, other healthcare professionals, community or professional groups, and others.

- Perceive and demonstrate appropriate verbal and nonverbal communication effectively and respectfully in one-on-one and group settings in academic, community and clinical environments.

- Effectively, confidently, and sensitively converse with clients and their families. This includes the ability to modify communication style to meet the communication needs of clients, caregivers, and other persons served.

- Possess reading and writing skills sufficient to meet curricular and clinical demands. This includes the ability to:
  - read course texts, journal articles, test manuals, clinical protocols, and client charts.
  - write effectively, and legibly, completing client documentation, clinical reports, and scholarly papers and assignments required as a part of course work and professional practice.

- Be able to model correctly all syntactic and articulatory targets of English.

English language proficiency will be evaluated as part of the admissions process. In addition, every student will be required to demonstrate essential communication skills in English during the first semester of graduate study by engaging in oral and written clinical and academic activities at a level deemed acceptable by faculty. Students whose English communication skills are judged inadequate will be recommended for remediation, and offered tutoring and/or accent modification help. Procedures will be the same as those for other clinical deficiencies are identified; i.e.,

- The need for clinical remediation will be identified by the scheduled midterm evaluation week. Student clinicians whose English language proficiency is below expectations will be identified and referred to the Professional Performance Committee for remediation as soon as possible.

- A meeting will be scheduled with the student clinician and supervising faculty member and/or Professional Performance Committee to discuss the need for an English Language proficiency remediation plan. The site supervisor may also be involved in the meeting.

- A remediation procedure will be recommended.

- If deficiencies are not remediated by the end of the second semester of graduate study, the student may be dismissed from the program.
ENROLLMENT

The SHU SLP graduate program is a full-time program. All graduate students are required to enroll as full-time students and full-time tuition is required for each of the five terms of the Master’s program.

EQUIPMENT SIGN-OUT

Students are permitted to sign assessment tools, videos, books, and or equipment etc. by express permission of the faculty only. All books, equipment, assessments, and other resources may be signed out for use in the CHE building ONLY and are not to be removed from the building. Students needing to use specific equipment for research or other academic projects to be conducted outside the program are to request that a faculty member sign out the equipment for them. Students are fully responsible for the entire replacement cost of the instrument, equipment or book, if damaged or lost. Evaluation instruments used by students must be returned to their appropriate storage location in its original condition. Students, who do not return the item within the designated time, will lose the privilege of signing out equipment.

FACULTY ROLES AND RESPONSIBILITIES

The duties of faculty members at SHU are defined in the Faculty Manual. Both academic and clinical faculty in the Department of Speech-Language Pathology are dedicated to the education of students in the program. Their obligations are to design and teach courses at appropriate levels of challenge, clearly communicate expectations regarding student performance and grading criteria, provide timely feedback on student assignments, model and communicate expectations for professional behavior and ethics, and warn students when their performance or professional behavior is less than satisfactory as soon as it becomes apparent. Assignments and tests will be designed to allow a determination of students’ understanding of course material, of their ability to apply what they have learned in authentic clinical settings, and the determination of need for further instruction or remediation.

FEES AND EXPENSES

All expenses that are incurred by students for meeting course, practicum, and Capstone, certification and licensure requirements are the responsibility of the student and are NOT reimbursable by the SLP Department. These expenses may include gas mileage, transportation costs, laboratory materials, copying costs, printing costs, criminal background checks, drug screening, and/or fingerprint checks for practicum.
FERPA

Students should be aware of the University’s policy of Privacy Rights of students, which states: “No one outside the institution shall have access to nor will the institution disclose any information from any students’ education records, without the written consent of students.”

Educational records refer to:
   a. The records and information contained in each student’s file, and
   b. Anecdotal information that a faculty or staff member may possess regarding a student’s academic standing or performance which may include, but is not limited to, a student’s knowledge, skills and attributes.

NB: Refer to the Academic Standing section of the Graduate Catalog for further clarification regarding what constitutes a student’s academic performance.

In accordance with University policy, the College may not release any records or information regarding a student’s academic performance without the expressed written consent of the student. For example, unless written permission is provided by a student, faculty and staff members may not provide recommendations for scholarships, consult with practicum educators, or provide written or verbal employment references. Therefore, it is necessary for the Department to have student’s written consent to release such information. Each student will be requested to sign, as appropriate, the form titled Student Consent For Release of Information (Appendix 10). The consent will remain in effect until written notification is received rescinding the request.

FOOD AND BEVERAGES

Food and beverages are permitted during classes at the discretion of the course instructor. Students are expected to clean up after themselves and use appropriate trash and recycling containers for disposable items.

FAILING GRADES FOR GRADUATE STUDENTS

Any grade below a B- requires repeating the course or clinical experience for graduate students, due to CFCC standards, which state that certification requires demonstration of at least 80% competence (i.e., a grade of B- or better) in any knowledge or skill area of SLP practice. Students who receive a grade below B- in any academic course or clinical activity in the SLP program will be allowed to repeat the course or activity once, and will develop a Remediation Contract with the course instructor and/or academic advisor to support success in the repeated experience. It is a University policy that when a course is repeated, only the most recent of the two grades will be counted in the computation of the grade point average (GPA). The original grade, however, will remain on the transcript. This policy is limited to the first repeated course or clinical practicum during graduate study. Any student who received two grades below B-, in the same course/clinical activity or in two different courses/clinical activities, will be dismissed from the program. If a below B- grade was the result of a violation of the University’s policy on academic integrity, the grade will remain in the computation of the grade point average (GPA). A student who has repeated a course and wants to make an adjustment to his or her transcript must submit the Repeated Course form to the Registrar’s Office.
INCOMPLETES

Students who do not complete assignments by the last day of classes or who miss the final exam due to an emergency must make advance arrangements with the course instructor to receive a grade of “I” (“Incomplete”). If prior arrangements are not made with the course instructor, missed assignments or exams will receive a zero. Program policy is that “I” (Incomplete) grades must be changed by completing the deficient coursework no later than three weeks after the beginning of the following semester. All “I” (Incomplete) grades not changed within the three-week period will revert to F’s.

Please see the University’s Graduate Catalog for policies and procedures regarding incomplete grades. Students who receive an “I” for their Capstone Project must register for and pay tuition for 3 credits the next semester for continued research advisement. Students who receive an “I” for any clinical practicum must make up the entire practicum experience and requirements as determined by the Professional Performance Committee and must register and pay the University per credit rate and appropriate University fees.

LEAVE OF ABSENCE FROM PROGRAM

Students needing to take a leave of absence from the program must apply, in writing, to the Program Director. Final approval for leave of absence will be given by the program’s Professional Performance Committee. A maximum of a 12-month leave of absence may be granted upon review of the student’s request. Depending on the student’s academic performance in the program, the student may be required to do remedial work prior to resuming the program. If the student’s request is denied, or if the student fails to enroll for the next consecutive semester in the program, the student must apply for readmission. Students who are readmitted must adhere to the guidelines and curriculum in effect at the date of re-enrollment.

METHODS OF EVALUATION

The SLP program at SHU is designed to provide students with the knowledge and skills necessary to meet the Standards for the Certificate of Clinical Competence in Speech-Language Pathology set by the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC). These standards are listed in Appendix 11. In order to progress through the curriculum, students must be able to demonstrate acquisition of the relevant knowledge and skills identified by the CFCC, which are necessary to assume increasing responsibility for the range of roles that SLPs assume. The student’s ability to achieve these established objectives and to develop the necessary competence and proficiency for safe and effective practice of speech-language pathology is measured on a regular and progressive basis, including but not limited to written assignments, papers, oral and practical examinations, written and online exams and quizzes, and supervised clinical practice. Additionally, students’ professional behaviors, essential functions, and integration of professional values and ethics are critical to students’ successful completion of the program.
Two major assessment formats are utilized:

*Formative Assessment*—ongoing measurement throughout educational preparation for the purpose of monitoring acquisition of knowledge and skills and improving student learning. Formative assessments include quizzes and exams used to assess basic knowledge of assigned material and the application of that knowledge to speech-language pathology practice. Unless specifically directed by the course instructor, all quizzes and other assessments are to be completed individually without the use of class notes, books, online resources, discussion with peers, or other materials. Unauthorized use of these resources is considered a violation of the University’s academic integrity policy.

*Summative Assessment*—comprehensive evaluation of learning outcomes, including acquisition of knowledge and skills, at the culmination of an educational experience (e.g., course, program). Summative assessments will be carried out for each course and clinical activity. Students should be aware that all final examinations will be comprehensive over the entire semester. Summative assessment formats include but are not limited to written tests, student presentations, papers, portfolios, posters, and laboratory examinations. Application and analysis of newly learned information will typically be assessed in these summative evaluations. A final summative assessment will take place through the program Capstone. Synthesis and evaluation of knowledge will be evaluated in the Capstone, which will require students to integrate and extend the knowledge acquired throughout the course of the SLP Program.

**NON-DISCRIMINATION POLICY**

It is the policy of Sacred Heart University not to discriminate on the basis of sex, physical or mental disability, race, color, national origin, sexual orientation, age, religious preference or disabled veteran or Vietnam Era status in admission and access to, or treatment in employment, educational programs or activities as required by Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, or any other classification protected under state or federal law, or city ordinance.

**OUTSTANDING PRE-REQUISITES**

Accepted students must complete all pre-requisite SLP courses for graduate study (See Appendix 6) and 25 hours of observation of certified SLP practice prior to the first day of Fall semester of the first year of graduate study. Students with deficits may complete courses in the SHU on-line post-baccalaureate series (OPS), if they wish, in the summer prior to enrollment in the graduate program. Students are strongly encouraged to complete CT State Department of Education teacher endorsement requirements, with Psychology of Child Development (3 cr.), Professional Education (3cr.), and Education of Students with Special Needs (3 cr.), prior to beginning the graduate program if at all possible. Students may take these courses during the graduate program, but may experience heavy course loads if they do so. Official transcripts must be provided to the Program Coordinator verifying completion of all pre-requisites taken prior to program entry.
PLANNED PROGRAM OF GRADUATE STUDY.

The Planned Program of Graduate Studies indicates the courses students must complete in order to satisfy certification, licensing and degree requirements. The planned program is developed with the advisor during the program planning meeting during the student’s first semester in the graduate program. Student and advisor approve and sign the completed Planned Program of Graduate Studies.

Each student will be assigned to Cohort 1 or Cohort 2 at entry into the 2-year graduate program. The student is required to follow the planned program for the assigned Cohort throughout the two clinical years of graduate study (See Appendix 5a).

Changing the Planned Program of Graduate Study

If Department, University or personal conditions arise which require that the Planned Program of Graduate Studies be changed, an official University “Change in Planned Program” form must be completed, signed by the student, advisor and Department Chairperson, and sent to the Graduate Dean’s Office for signature. The planned program information must also be revised in Department records. The student must make an appointment with the graduate advisor in order to complete the planned program change process. If this process is not followed, graduate records will be inaccurate, potentially delaying graduation.

Two- and Three-Year Graduate Programs

The SHU SLP program provides two options for graduate study. Both require full-time enrollment.

Two-Year Graduate Program. Students who have successfully completed an undergraduate major or minor in Communication Disorders or Speech-Language Pathology, or who have completed all pre-requisite courses listed in Appendix 6, as well as 25 hours of certified SLP observation may apply for acceptance to the Two-Year Graduate SLP program at SHU if they meet the following eligibility requirements:

- Undergraduate GPA of at least 3.0
- Pre-requisite GPA of at least 3.3 with no grade below C
- Submission of Personal Statement
- Submission of two letters of recommendation from an academic source
- Submission of GRE scores

Those accepted will be expected to follow the assigned Cohort planned program of study (Appendix 5a), which includes full-time enrollment in the Fall, Spring, Late Spring, Summer A and B of their first year, and full-time enrollment in the Fall and Spring of the second year with optional second Summer term enrollment in order to complete a certificate of advanced study, if desired.
**Three-Year Graduate Program.** Students who have graduated with a Bachelor’s Degree but have not completed an undergraduate major or minor in Communication Disorders or Speech-Language Pathology may apply for acceptance to the Three-Year Graduate SLP program at SHU. Students applying to this program must have completed the basic science requirements listed in Appendix 6, and may have taken no more than 6 credits in SLP prior to enrollment in SHU, if they meet the following eligibility requirements:

- Undergraduate GPA of at least 3.0
- Completion of basic science pre-requisites (See Appendix 6) with a GPA of at least 3.3 with no grade below C
- Submission of Personal Statement
- Submission of two letter of recommendation from an academic source
- Submission of GRE scores

Those accepted will be expected to follow the planned program of study, which includes full-time enrollment in the Fall and Spring of the first, pre-clinical, year, Fall, Spring, Late Spring, Summer A and B of the second, clinical year, and full-time enrollment in the Fall and Spring of the third year with optional second Summer term enrollment in order to complete a certificate of advanced study. Pre-requisite courses may be taken as part of the Three-Year Graduate Program in SLP in the pre-clinical year by full-time graduate students accepted into the Three-Year Program. If a student fails to complete any outstanding prerequisites with documentation, or earns a grade of less than B- in any prerequisite course taken during the graduate program, the student will not be allowed to begin the clinical two years of the program.

Students who enter the three-year program with up to 3-6 credits in SLP pre-requisite courses may enroll as part-time graduate students during their first semester, but must pay for any courses taken as a part-time student at the graduate rate. Following the first semester of the pre-clinical year, all students in the Three-Year Graduate Program must enroll full-time. In order to progress to the clinical 2 years of the program, 3 year students must complete the preclinical year courses with a GPA of 3.3 or better and no grade below B-.. Once in the clinical two year program, all students must follow the assigned Cohort planned program of study.

**PRAXIS EXAM**

ASHA, as well as the Connecticut State Department of Education and the Connecticut Department of Public Health, require candidates for licensure and certification to pass the Praxis II Examination in Speech-Language Pathology with a score of 162 or higher. The Praxis II is taken at the end of the graduate program.
PROFESSIONAL BEHAVIORS

Professionals, including health care practitioners, earn the trust and respect of their clients and the community by demonstrating high levels of ethics and self-discipline rather than following detailed, imposed rules of behavior. The process of becoming an effective speech-language pathologist involves attaining competency, not only in knowledge and skills, but in professional behavior as well. Students are expected to demonstrate professionalism by projecting a professional image, displaying continuous regard for all clients, their families/caregivers, students and other individuals, and demonstrating responsibility for actions and outcomes. Professional Behaviors and Essential Functions/Technical Standards (Appendix 1, Appendix 3) will be discussed during orientation week and throughout the Program. These include:

Attitude

Students are expected to possess personal qualities of integrity, honesty, dedication, responsibility, commitment to learning, and strong ethical values; recognize the worth and dignity of all persons; and demonstrate sensitivity to others and a positive outlook. Students are expected to work cooperatively with others; to participate and share information; treat faculty and staff, peers, students and mentors with respect; display a willingness to learn and accept constructive criticism; be punctual; and demonstrate behavior that contributes to a positive learning environment.

Attendance and Punctuality

Please see Department Policy on Attendance and Punctuality.

Ability to work with others

Cooperation and collegiality are required to be an effective professional. Students are therefore expected to cooperate, participate, share information, and show respect for others, including peers, faculty, staff, clients, and families, while enrolled in the program. Strong interpersonal and communication skills are essential to the success of an SLP.

Ability to work independently

Initiative, perseverance, effective time management, and self-discipline provide the foundation for professional performance. Students are expected to initiate and pursue study independently and to accept responsibility for their own learning and behavior. They are expected to complete all assigned reading prior to coming to class, complete all assignments on time, solve problems independently without constant direction from faculty and supervisors, use critical thinking skills to address complex clinical problems, and to manage the stress of coursework and clinical assignments, seeking appropriate supports when unusual circumstances occur.
**Professional Appearance**

Students are asked to present a neat and well-groomed appearance at all times when they are in the community representing Sacred Heart University and the Department of Speech-Language Pathology, as well as the College of Health Professions. Specific facilities and sites may have requirements for clothing, jewelry, and shoe types that must be followed by all student clinicians and visitors. Please be aware that perfume and lotions or soaps can be offensive to some clients and may need to be avoided for some sites. Graduate student clinicians are expected to abide by the dress code established by each clinical facility in which they are placed. Detailed information on appropriate dress and dress codes is available in the Clinical Manual.

**Research**

Students are required to abide by the ethical principles of research with human participants as defined by the American Psychological Association. All students must complete the module on conduct of research involving human subjects at the CITI website prior to the end of their first semester of graduate study.

**Citizenship**

Students are expected to display those attributes expected of a member of a clinical profession; promote democratic citizenship; demonstrate social awareness and a sense of social responsibility; and exemplify good citizenship in all social and community interactions.

To facilitate development of competency in professional behaviors, academic and clinical faculty provide formal and informal feedback to all students. Professional behavior will be assessed throughout the graduate program. Students are encouraged to recognize the importance of self-assessment, and to seek feedback from fellow students, clinical educators, and faculty.

Students are expected to demonstrate and embody professional behaviors and ethical conduct throughout all aspects of the program. Students who do not demonstrate acceptable professional behaviors will meet with their academic advisor to complete a Professional Behaviors Contract if deemed appropriate (see Appendix 8a). The Professional Behaviors Rating Scale is used by course instructors to rate professional behavior throughout the clinical program.

If concerns with professional behaviors continue, the student, faculty, and advisor will then complete the Professional Behaviors Contract (Appendix 8a). The Professional Behaviors Contract will be reviewed by the student and academic advisor on an agreed upon date. If the stipulations of the contract are not met by the student, the student will be recommended for review by the Professional Performance Committee (PPC). The PPC will make recommendations at that time which may include continuation of the existing contract with re-evaluation date, modification of the contract, or recommendation to the Dean for probation or dismissal from the program. In addition, students in the Department of Speech-Language Pathology are expected to follow all rules set forth by Sacred Heart University, including those on smoking, parking, and alcohol use on campus.
Critical Thinking

Coursework will emphasize the acquisition of higher-level thinking skills throughout the curriculum. Bloom’s (1976) taxonomy will guide the organization of experiences provided to encourage the acquisition of these skills. In general, the curriculum will support the acquisition of basic Knowledge and Comprehension of assigned material through lectures, question-answer sessions, quizzes and informal assessments of assigned readings. Application and Analysis of newly learned information will typically be supported through guided in-class activities and projects, including problem-based learning, student presentations, and inverse teaching strategies. Synthesis and Evaluation of knowledge will usually be encouraged in group projects and outside of class assignments that require the integration and extension of new knowledge following the classroom activities described. The program Capstone experience will emphasize the demonstration of these higher-level thinking skills.
Professional Communication

E-mail is designated as the “official” form of communication among the Sacred Heart University community. Students are responsible to check their Sacred Heart University emails regularly and to maintain their mailboxes to assure they are not full. Students, faculty and staff are expected to establish and maintain their email accounts so that they will receive important communications in a timely manner. The email policy requires that email be checked on a regular basis. The email policy can be accessed on the SHU website.

Please be aware that faculty will respond to all email within two working days during semester periods. During weekends and vacation periods response times may vary. Part-time faculty will respond within this interval during times in which they are employed. Please be aware that some faculty are part-time, have other employment or may not be employed at SHU every semester.

Remediation for Professional Behavior

Student professional behavior will be considered each grading period by the faculty. If a student's professional behavior is found to be deficit, faculty actions on professional behavior may include the development of a remediation contract (See Appendix 7). Remediation contracts may include the development of professional behaviors.

PROGRAM AND CURRICULUM EVALUATION

In order to ensure the quality of the education provided at Sacred Heart University, the faculty maintains an ongoing program and curricular evaluation. Students will be required to participate in these efforts via end of term reviews, course evaluations, and surveys after graduation. The SLP Program Assessment Plan and Outcomes are available on the SHU Website.

PROGRAM WITHDRAWAL

Students wishing to withdraw from the SLP program must complete all requisite paperwork for both the program and for the University. The student must officially withdraw from a course, practicum, or the program through the University Registrar. Failure to complete official withdrawal through the University's Registrar will result in receiving failing grades for all applicable courses and/or practicum. Additionally, the student is advised to contact his/her advisor and the program director regarding the procedure for withdrawal.

RECOMMENDATION POLICY

Academic and clinical educators are often requested to serve as references for students and graduates seeking employment and/or scholarships. Each student may ask one Faculty from SLP for a recommendation to graduate school or for employment per year. If the Faculty member has been asked by 25% of the current class, that faculty member will refer the student to another Faculty in the department for a recommendation.

All requests for references should be submitted in writing. Students will be asked to sign a release of information granting permission for the reference.
When asking the department Chairperson or a faculty member for a letter of recommendation, please include the following information in an email so the writer includes accurate and sufficiently detailed information:

- Full name; first, birth name, married name if applicable
- Dates in program: start and graduation
- The position you are applying for & the name of the organization.
- How you are known to the letter writer (i.e. Chair, Capstone mentor, academic advisor, course instructor etc.)
- Roles you took in program and special accomplishments (e.g., NSSLHA officer, GPA, other accomplishments & contributions to program)
- University level service, if any; e.g., research assistant, peer mentor, etc.
- Community and Professional service: State association, NSSLHA service etc.
- Scholarly and Creative activities: presentations & publications (include full APA style reference for both); specialized programs developed, equipment invented
- Explain why you are a good fit for this position, the organization, and what you will bring to the position.

**REMEDICATION**

Student progress will be reviewed at the end of each grading period by the faculty. Students with a semester or overall grade point average below a 3.0 or a course grade below a B- at any time throughout the program will be referred to the Professional Performance Committee for review. The Professional Performance Committee will make a recommendation to the Dean for probationary status, dismissal from the program, or remediation of a course failure. This process may include the development of a remediation contract (See Appendix 7). Student and faculty members, fieldwork supervisors, and/or the Clinical Faculty may negotiate remediation contracts in response to specific remedial learning situations. Remediation contracts may include course work, development of professional behaviors, special projects, and/or fieldwork experiences.

Remediation may require the student to repeat a course when it is next offered. Probationary status continues until the student successfully completes all remedial work and meets all the conditions of probation. Once the student meets all the conditions of the probation, the Professional Performance Committee will recommend to the Dean that the student return to “academic good standing”. Students may be placed on probationary status for one semester within the curriculum sequence. Poor academic performance or professional behaviors that would result in a recommendation for a second module or semester of probation may result in the recommendation that the student be dismissed from the program.

Any course or clinical practicum in which a semester grade below B- is earned will have to be repeated. The grade must be brought up to B- or better the first time it is retaken. Any student who fails to bring a grade in a repeated course to B- or better, or who earns B- in more than one course or clinical practicum may be dismissed from the program.
REQUIREMENTS FOR GRADUATION

In order to graduate from the SLP Program, all academic and clinical coursework and Capstone projects must be successfully completed with an overall grade point average of 3.0 and no single course grade below a B-. Additionally, students must complete the pre-graduation paperwork required by University Registrar. You can register for graduation through Web Advisor at least two semesters prior to your graduation date, or by the date and deadline posted by the University Registrar.

SAFETY

The SLP Program makes every effort to insure the safety and well being of its students, faculty and staff, patients, and others with whom we share our space within the University. Students should be aware of the following issues related to safety in the clinical laboratories:

• Students are asked to report any malfunctions of equipment immediately and to tag suspected items “out of order” in order to promote safety.

• Horseplay, distracting behavior or other unsafe practice is not appropriate in the classroom or clinic. Faculty members may ask students whose behavior is unsafe or disruptive to leave the classroom.

• Universal precautions are to be practiced. Handwashing is required in all clinical situations, simulations, or lab activities. Appropriate protective gear is readily available and authorized for use to clean any body fluids that may contaminate equipment or supplies. Sudden attacks of “flu”, skin scrapes and other minor incidents are anticipated.

• Chemicals used for cleaning are in original containers with full labels. OSHA Regulations for posting hazardous chemicals are followed.

• Unusual occurrences are to be reported to the instructor immediately; completion of a written “incident report” will usually be necessary, just as it is in the clinical setting. Any personal injury should be attended by personnel in the Student Health Center.

• All safety precautions exercised in clinical situations are to be strictly observed during laboratory practice. This includes routine inquiries regarding possible pregnancy, allergies and all other contraindications or precautions for a given procedure. Laboratory subjects are cautioned to be knowledgeable about precautions and to be proactive about protecting themselves. It is the responsibility of the student to volunteer relevant information when appropriate.

• Laboratory practice on subjects is restricted to consenting members of a given class, more advanced students, or standardized patients. This safety precaution is posted because less advanced students, family members, friends, etc. are not knowledgeable about precautions.

• Traffic areas should be kept free of equipment, supplies, personal belongings, spills and other traffic hazards.
SEATING ASSIGNMENTS

Faculty may, at their discretion assign seating for full courses or specific activities within a course. If assigned seats, students are required to adhere to seat assignments.

STRESS MANAGEMENT

Both SHU and the SLP Department provide resources to assist students in managing the stress of graduate study. The SLP Department will organize mentoring and social activities to help students connect and recreate with other students and faculty. Faculty advisors and Clinical Educators will provide opportunities for students to discuss their stressors and plan strategies for managing them during ongoing advising and supervision. SHU provides counseling services to assist with stress management, which are available to all students through the University Wellness Center.

SOCIAL MEDIA, E-MAIL AND ON-LINE ETIQUETTE

Professional courtesy and professional behaviors are expected of students in the classroom, in practicum and site visits, and in online communications. In the online learning environment, you are not face-to-face with classmates and instructors and your primary method of communication will be e-mail or online discussion boards. These vehicles of communication are convenient but it is easy to forget that even though you are not looking at a living, breathing classmate or professor, you still are communicating with a real person. The Office of Instructional Technology points student to some online etiquette guidelines.

Please check email at least twice daily and check Blackboard daily for announcements, deadline reminders, and new course materials. Your professors will contact you using email through the Blackboard system. Professors will usually respond to emails within 24 hours. However, please be aware that during weekends and vacation periods response times may vary. Part-time faculty will respond within this interval during times in which they are employed. Please be aware that some faculty are part-time, have other employment or may not be employed at SHU every semester.

The Graduate SLP Program at Sacred Heart University wishes to thank the University of Kansas for sharing their social medial policy with us and granting permission to use it as a basis for forming our own policy:

The Program recognizes that social networking websites and applications, including but not limited to Facebook, Instagram, Twitter and blogs, are an important and timely means of communication. Upon entry into a professional program, students, staff, and faculty members must be aware that one's personal life and behavior can and will effect one's professional life and credibility. Students, faculty, and staff should have no expectation of privacy on social networking sites and care needs to be taken as to how one uses social media even with regards to one's personal life. Students, faculty, and staff must be aware that posting certain information is illegal. Violation may expose the offender to criminal and civil liability. Offenses may be considered non-academic misconduct and be subject to the appropriate policies and procedures.
The following actions are strictly forbidden:

- You may not reveal the personal health information of other persons. Removal of an individual’s name does not constitute proper confidentiality or protection of health information. Inclusion of any information that may identify a person such as date of birth, age, gender, race, or diagnosis, evaluation date, type of intervention, or highly specific medical photographs such as a before/after photographs of a patient’s treatment may still allow the reader to recognize or identify a specific person.

- You may not report private (protected) academic information of another student including but not limited to course, exam, or assignment grades, narrative evaluations, adverse academic actions, professional behaviors checklists or contracts, or practicum performance evaluations.

- When posting information on social networking sites, you may not present yourself as an official representative or spokesperson for Sacred Heart University or the Graduate Program in Speech-Language Pathology or any affiliate organization.

- You may not represent yourself as another person, real or fictitious, or otherwise attempt to obscure your identity as a means to circumvent the prohibitions listed above and below.

- You may not threaten or word statements that imply threat to a fellow student, faculty, peers, staff, clients, caregivers, or practicum supervisors.

Additionally, the actions listed below may be considered a violation of professional behaviors and may be the basis for disciplinary action.

- Display of vulgar language.

- Display of language or photographs that imply disrespect for any person or group because of age, race, gender, ethnicity, ability status, or sexual orientation.

- Presentation of personal photographs or photographs of others that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse, sexual promiscuity, or extreme or violent political/activist groups.

- Presentation of personal engagement in illegal activities including use of recreational drugs.

- Posting of potentially inflammatory or unflattering material on another individual’s website, e.g. on the “wall” of that individual’s Facebook site.

When using these social networking websites/applications, students are strongly encouraged to use a personal e-mail address, rather than their SHU email address, as their primary means of identification. Sacred Heart University faculty, students, and staff should make every effort to present themselves in a mature, responsible, and professional manner. Conversation should always remain respectful.
STUDENT EVALUATION AND GRADING POLICIES

Students are graded for a variety of purposes, and different methods of evaluation will be used depending upon the purpose of the specific assessment. The graduate program faculty do not “give” grades, rather students earn grades that faculty assign in order to document student’s knowledge and skill within the content required to become an entry level clinician. In addition to developing knowledge, skill, and adopting professional values, ethics, and behaviors, students must demonstrate entry-level critical reasoning skills. Within the program, a passing grade on any individual course is a B- (representing mastery of 80% of the course content, as per CFCC guidelines) or above. Any course with a grade below a B- will result in the need to retake that course. In addition, a course grade below a B- will result in the student’s being referred to the PPC. The PPC will review the student’s academic and professional behaviors performance and make a recommendation relative to the student’s continuation in the program.

Although a grade of B- is considered passing within the program, there is a requirement that all graduate students have a cumulative GPA of a 3.0 in order to receive a graduate degree from Sacred Heart University. Therefore, course grades of B- may result in a GPA too low to graduate. If a students’ GPA dips below a 3.0 overall, that student will be referred to the PPC.

The grading scale used for determination of course grades in the Program in Speech-Language Pathology at Sacred Heart University is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA points</th>
<th>Numerical Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-76%</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0-72%</td>
</tr>
</tbody>
</table>

Each course will provide rubrics for specific assignments that designate grade level standards and expectations in regards to performance.
Within the SLP graduate program a grade of A indicates exceptional mastery of course objectives, knowledge, and skills above and beyond the standards. A grade of A does not indicate perfection, but does indicate exceptional and exemplary work. Additionally, a course grade of A indicates student creativity and curiosity for learning above and beyond what is required. As all students bring a variety of skills and abilities to their academic work, students should not expect to receive an A in every course, or in every term.

A grade of B indicates solid mastery of the course objectives, knowledge, and skills that meet standards. The B indicates a student has met expectations of the course, and is able to apply knowledge and reasoning skills to the clinical process. Additionally, a course grade of B indicates a student with solid commitment to learning what is required. A course grade of B indicates that the student is demonstrating emerging to competent abilities in inductive, deductive, analytic, inferential, and/or evaluative reasoning in relation to the clinical process.

A grade of C indicates the student has only partially met the standards of the course. Because certification standards dictate that 80% of course material must be mastered in order to have achieved a given competence, a grade of C indicates that a student has mastered less than 80% of the required material and is not consistently using clinical reasoning in consideration of clinical process at a level necessary to achieve a required standard.

Students will be provided with regular feedback about their progress in acquiring the expected knowledge and skills competencies in all academic and clinical components of the program, including all off-site experiences. In addition to grades and clinical ratings, students will be evaluated -- by means of faculty review of student grades, performance, and clinical evaluations -- and provided with an email message following each fall and spring semester, if they are failing to make satisfactory progress in the academic and clinical aspects of the program. Students identified by faculty review as in need of remediation or on academic probation will be notified and a Remediation Contract developed in collaboration between the student, faculty advisor and Department Professional Performance Committee (Appendix 7). Students will have one semester to successfully complete the Remediation Contract and/or be removed from academic probation. Failure to fulfill the terms of the Remediation Contract or to be removed from academic probation in this time period may result in dismissal from the program.
STUDENTS WITH DISABILITIES

The Program in Speech-Language Pathology at Sacred Heart University is committed to its moral, educational and legal responsibilities with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. If you have a disability or believe you may have a disability, please contact the Jandrisevits Learning Center (JLC) at 203-371-7820, who will assist you with documenting your disability and identifying the necessary accommodations. Our faculty will work with you, upon your disclosure of an identified disability, to establish the appropriate and reasonable accommodations recommended by the JLC. The JLC also provides an Adaptive Technology Lab for students with visual, auditory, physical or learning disabilities, and an online writing center to assist students with academic writing. Specialized tutoring for students with learning disabilities and English as a second language is available. All information provided by students is strictly confidential and will not be released without the written consent of the student. Sacred Heart University faculty do not disclose a student’s declared disability status or need for accommodations to practicum supervisors or to ASHA without your written permission. All students who wish accommodations at practicum sites or for taking the Praxis examinations are responsible for documenting their disability with the JLC, establishing the necessary accommodations there, and disclosing this information directly to the practicum supervisor and/or instructor. Students may enlist the assistance and support of the JLC or faculty in this process. Students who have an identified disability requiring special accommodations must inform the Program Director of the nature of the accommodations needed as soon as they have been agreed upon by the student and JLC office. Students needing special accommodations for exams must notify the JLC one to two weeks in advance of the test/exam date to arrange for accommodations. The course instructor will establish the date by which the student must take the test/exam, and will be responsible for getting the exam/test to the JLC office, if the test is to be taken there. The JLC and the student are responsible for setting the exact date and time the exam will be given within the parameters directed by the course instructor. All tests and exams not taken during the regular exam time must be taken at the Jandrisevits Learning Center. No accommodations can be made without the involvement and guidance of the JLC.

STUDENT GRIEVANCES AND APPEALS

A student’s dissatisfaction with a course grade is in general not sufficient grounds for warranting a grievance, convening a committee, or meriting a hearing. Grounds for a grievance exist upon presentation of written documented evidence indicating: discriminatory treatment; the process determining the grade differs from that outlined in the course syllabus; or the process determining the grade was not presented in writing to the students.

A documented grievance associated with a grade must be presented within six (6) months after the original grade was issued. The procedure for a documented grievance is as follows:

The student is ordinarily expected to resolve the issue at hand with the faculty member.

If the solution as provided by the faculty member is unacceptable to the student, the student may present the case in writing with supporting evidence to the Program Chairperson of the faculty member involved. The Program Chairperson will then make a judgment, after consultation with the faculty member and the student, in an attempt to bring the matter to resolution.
If the Department Chairperson is unable to bring the matter to resolution or the judgment is unacceptable to the student, the student may present a formal appeal in writing to the Dean of the College in which the course was taken or to his/her designee. If the Dean of the College or his/her designee finds that the appeal has merit, he or she will convene a grievance committee. This committee will consist of one faculty member selected by the student, one by the faculty member concerned, and one by the Dean of the College or his/her designee. After reviewing all documented evidence, the grievance committee will then propose a solution that the grade either stands or should be reviewed by the faculty member. This concludes the process.

See the University’s Graduate Academic Catalog section on grievance and appeal processes for further guidance.

**STUDENT MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

**NSSLHA**

The National Student Speech-Language-Hearing Association is the national organization of students in SLP and audiology. All students are required to join NSSHLA, and are invited run for office in the SHU NSSLHA chapter.

**CSHA**

The Connecticut Speech-Language & Hearing Association is the state professional association for SLPs and audiologists. Membership is free for students, and all SHU students are required to join CSHA and participate in its activities.

**VIOLATIONS OF ACADEMIC AND PROFESSIONAL CONDUCT**

The Department of Speech-Language Pathology assigns great importance to self-discipline, the ability to work with others, and the ability to conduct oneself in a professional manner. Violations of academic or professional conduct can result in the dismissal of the student without previous warning at any time in his or her academic career. If such a violation occurs while a student is involved in a clinical practicum, the student may be removed from the practicum pending an investigation.
APPENDIX 1

Essential Functions/ Technical Standards for the Practice Of Speech-Language Pathology

Technical standards are the fundamental skills or essential functions related to the cognitive, physical, social and behavioral abilities needed for successful completion of the academic and clinical competencies required SLP practice. These technical standards align with the essential functions (2007) needed to meet the standards of practice established by the American Speech-Language-Hearing Association (ASHA, 2014). Graduate degrees in Speech-Language Pathology from Sacred Heart University signify that the holder will be able satisfy the academic and clinical requirements for practice in the profession of Speech-Language Pathology. As such, graduate students enrolled in the master’s program in Speech-Language Pathology are required to complete onsite and external clinical practicum experiences as well as didactic requirements. Graduate students must have the knowledge and skills to function in a broad variety of clinical, community, medical, and educational environments and to render a wide spectrum of speech-language pathology services. These skills enable a student to meet graduate and professional requirements as delineated by state licensure and national certification requirements. All students admitted to the SLP graduate degree program at Sacred Heart University must meet the abilities and expectations outlined below.

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology, individuals must possess skills and attributes in five primary areas:

Communication, Motor, Intellectual-Cognitive, Sensory-Observational, and Behavioral-Social

The University will NOT discriminate against students with verifiable disabilities who are otherwise qualified, but will expect applicants and students to meet certain minimal technical standards (essential functions) as set forth herein with reasonable accommodation. In adopting these standards, the program policy is that it must keep in mind the ultimate safety of the clients/patients served by its students and graduates. The standards reflect what the SHU SLP graduate program holds as reasonable expectations required of students and practitioners in performing the essential functions of the profession.

- Communication Skills: Students must be able to communicate proficiently in all languages of service delivery. This means at minimum, students should be able to:
  - Communicate proficiently in both oral and written English. Prior to admission, international students must complete TOEFL-IBT (Test of English as a Foreign Language Internet Based Test) with an overall score of 79 or higher, and a total score of 26 or higher on the spoken English subtest of the TOEFL-IBT. International students who do not have access to the TOEFL-IBT may take the TOEFL paper-or computer-based tests for admission into a graduate program; however, they must also take the Test of Spoken English (TSE) and pass with a score of 50 or higher.
  - Communicate professionally and intelligibly with clients, colleagues, other healthcare professionals, community or professional groups, and others.
APPENDIX 2

Agreement to adhere to the SLP Program’s and Sacred Heart University’s policies

I, ______________________________, have

• read the Student Manual of the Program in Speech-Language Pathology at Sacred Heart University, understand the contents, and agree to abide by the policies and procedures as outlined and amended. Additionally, I have:

• read the Essential Functions/Technical Standards document in Appendix 1 of this manual; I am committed to the policies expressed therein; and understand that I may be advised to discontinue the program should I fail to demonstrate all of the Essential Functions/Technical Standards despite reasonable accommodations (if recommended by the Jandrisevits Learning Center) and reasonable levels of support from the faculty.

• read and agree to abide by the Code of Ethics of the American Speech-Language-Hearing Association (ASHA) reprinted in Appendix 3 of this manual

• read the policy statement on criminal background checks/drug screening and fingerprinting in Appendix 4 of this manual and agree to abide by its policies and procedures.

__________________________________________________________________________
Student Signature

__________________________________________________________________________
 Date

__________________________________________________________________________
Printed Name

Please sign and return to Academic Department Assistant.
- Perceive and demonstrate appropriate verbal and nonverbal communication effectively and respectfully in one-on-one and group settings in academic, community and clinical environments.
- Effectively, confidently, and sensitively converse with clients and their families. This includes the ability to modify communication style to meet the communication needs of clients, caregivers, and other persons served.
- Possess reading and writing skills sufficient to meet curricular and clinical demands. This includes the ability to
  - read course texts, journal articles, test manuals, clinical protocols, and client charts.
  - write effectively, and legibly, completing client documentation, clinical reports, and scholarly papers and assignments required as a part of course work and professional practice.
- Be able to model correctly all syntactic and articulatory targets of English.

**Physical Health and Motor Skills:** A student must possess adequate motor skills to:
- Sustain necessary physical activity level in required classroom and clinical activities including participation in classroom and clinical activities for the defined workday.
- Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.
- Efficiently manipulate equipment (e.g., audiometers, computerized speech programs, etc.) treatment materials, and client-utilized medical equipment (e.g., hearing aids, AAC devices) within the testing and treatment environments, without violation of testing protocol and best therapeutic practice.
- Negotiate patient/client care environments, and be able to move between settings such as the classroom, health care facility, educational, or community settings, and travel to numerous clinical sites for practical experience.
- Participate in diagnostic and therapeutic procedures.
- Access technology for clinical management (e.g., billing, charting, therapy programs, etc.), diagnostic testing and treatment protocols.

**Intellectual/Cognitive Skills:** A student must possess adequate intellectual and cognitive skills to:
- Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan and solve problems, reason, and make sound clinical judgments in patient assessment and treatment.
- Evaluate, identify, and communicate limits of one’s own knowledge and skills to appropriate professional level and identify and utilize resources in order to increase knowledge.
- Utilize detailed written and verbal instruction in order to make unique and independent decisions, and demonstrate an understanding of the rationale and justification for one’s performance.
- Critically evaluate one’s own performance and be flexibly able to change to promote professional and clinical process, accept appropriate suggestions and constructive criticism, and respond by modification of behaviors.
- Manage the use of time to complete clinical and academic assignments within reasonable constraints.
- Conduct oneself in an ethical and legal manner, uphold the ASHA Code of Ethics, patient privacy policies and comply with administrative, legal, and regulatory policies.

- **Sensory/Observational Skills:** A student must possess adequate vision, hearing, and tactile senses to:
  - Visually and auditorily identify normal and disordered communication, including fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing cognition, social interaction related to communication.
  - Visualize, identify, and palpate anatomic structures such as the head, neck, and external ears.
  - Visualize and discriminate imaging findings, text, numbers, tables, and graphs associated with diagnostic instruments and tests.
  - Observe demonstrations and learn from experiences in the classroom, laboratory, and clinical situations.
  - Observe and respond to subtle cues of patient’s moods, temperament, and social behavior, and non-verbal communication.
  - Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.

- **Behavioral/Social Skills:** A student must possess adequate behavioral and social attributes to:
  - Display mature, empathetic, and effective professional relationships by exhibiting compassion, integrity, and concern for others.
  - Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.
  - Recognize and show respect for individuals with disabilities and for individuals of different ages, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.
  - Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and Institute and federal privacy policies.
  - Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health) in academic, clinical and community settings.
  - Accept appropriate suggestions and constructive criticism and respond by modifications of behaviors.
  - Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.
APPENDIX 2 (CONT’D)

Comments:

The description above is intended to reflect the essential functions/technical standards in a general manner. It is not all-inclusive, and is not a contract, expressed or implied. The description also attempts to describe functions in multiple contexts from the didactic experience to the practicum/externship experience. Keeping this in mind, the importance of some essential functions/technical standards may increase or decrease depending on the context. The department will not discriminate on the basis of race, color, creed, national origin, ancestry, citizenship, gender, sexual orientation, religion, age, or disability. Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with JLC during the first week of class. The JLC is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations.
APPENDIX 3

Code of Ethics

Effective March 1, 2016

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• Terminology
• Principle of Ethics I
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PREAMBLE

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

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

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

• a member of the American Speech-Language-Hearing Association holding the Certificate of Clinical Competence (CCC)
• a member of the Association not holding the Certificate of Clinical Competence (CCC)
• a nonmember of the Association holding the Certificate of Clinical Competence (CCC)
• an applicant for certification, or for membership and certification
APPENDIX 3 (CONT’D)

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

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

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

TERMINOLOGY

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

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

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

crime
Any felony; or any misdemeanor involving dishonesty, physical harm to the person or property of another, or a threat of physical harm to the person or property of another. For more details, see the “Disclosure Information” section of applications for ASHA certification found on www.asha.org/certification/AudCertification/ and www.asha.org/certification/SLPCertification/
**APPENDIX 3 (CONT’D)**

**diminished decision-making ability**

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

**fraud**

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

**impaired practitioner**

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

**individuals**

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

**informed consent**

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

**jurisdiction**

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

**know, known, or knowingly**

Having or reflecting knowledge.

**may vs. shall**

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

**misrepresentation**

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

**negligence**

Breaching of a duty owed to another, which occurs because of a failure to conform to a requirement, and this failure has caused harm to another individual, which led to damages to this person(s); failure to exercise the care toward others that a reasonable or prudent person would take in the circumstances, or taking actions that such a reasonable person would not.
nolo contendere
No contest.

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

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

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

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

shall vs. may
Shall denotes no discretion; may denotes an allowance for discretion.

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

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

written
Encompasses both electronic and hard-copy writings or communications.
APPENDIX 3 (CONT’D)

PRINCIPLE OF ETHICS I

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

Rules of Ethics

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

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

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

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

E. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, support personnel, or any other persons only if those persons are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.

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

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

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

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

J. Individuals shall accurately represent the intended purpose of a service, product, or research endeavor and shall abide by established guidelines for clinical practice and the responsible conduct of research.
APPENDIX 3 (CONT’D)

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

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

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

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

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

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

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

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

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

T. Individuals shall provide reasonable notice and information about alternatives for obtaining care in the event that they can no longer provide professional services.
**APPENDIX 3 (CONT’D)**

**PRINCIPLE OF ETHICS II**

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

**Rules of Ethics**

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

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

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

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

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

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

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

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

**PRINCIPLE OF ETHICS III**

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

**Rules of Ethics**

A. Individuals shall not misrepresent their credentials, competence, education, training, experience, and scholarly contributions.
APPENDIX 3 (CONT’D)

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

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

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

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

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

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

PRINCIPLE OF ETHICS IV

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

Rules of Ethics

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

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

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

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

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

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

G. Individuals shall not engage in any form of harassment, power abuse, or sexual harassment.
APPENDIX 3 (CONT’D)

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

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

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

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

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

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

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

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

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

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

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

S. Individuals who have been convicted; been found guilty; or entered a plea of guilty or nolo contendere to (1) any misdemeanor involving dishonesty, physical harm—or the threat of physical harm—to the person or property of another, or (2) any felony, shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the conviction, plea, or finding of guilt. Individuals shall also provide a certified copy of the conviction, plea, nolo contendere record, or docket entry to ASHA Standards and Ethics within 30 days of self-reporting.
APPENDIX 3 (CONT’D)

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


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APPENDIX 4

Policy on Criminal Background Checks, Drug Screenings, and Fingerprint Requirements of Practicum Sites

Sacred Heart University – College of Health Professions
Program in Speech-Language Pathology
Criminal Background Check Policy

This policy is required of all CHP students beginning with those entering in the fall 2013

CRIMINAL BACKGROUND CHECKS/DRUG SCREENING/ FINGERPRINTING.

Successful completion of the SLP program includes satisfactory completion of the clinical education component of the curriculum. A majority of clinical sites now require students to complete a criminal background check prior to participating in clinical education placements. Some facilities may also require fingerprinting and/or drug screening. State licensure laws may also restrict or prohibit those with criminal convictions from obtaining a professional license to practice following graduation. Additionally, national certification agencies may deem persons with criminal convictions as ineligible to sit for national certification examinations. Thus, students with criminal convictions or backgrounds may not be able to obtain required clinical education experience(s) thereby failing to meet the academic standards of the health profession’s program.

It is therefore the policy of the Speech-Language Pathology Program that all admitted students planning to enroll in the SLP Program must consent, submit to, and satisfactorily complete a criminal background check (CBC) before registration for courses as a condition of matriculation. Matriculation will not be final until the completion of the criminal background check with results deemed acceptable to the Program Director or SLP DCE. Students are permitted to register for classes if they have a flagged CBC, but must sign a waiver acknowledging the risks (see the CBC policy). The SLP Program is aware that students cannot get financial aid until they are fully matriculated. Please note that a student may need to complete multiple criminal background checks throughout the program pending clinical affiliation site placements.

All expenses associated with the CBC, fingerprinting, and/or drug screening are the responsibility of the student. Students, who do not consent to the required background check, refuse to provide information necessary to conduct the background check, or provide false or misleading information in regards to the background check will be subject to disciplinary action up to, and including, refusal of matriculation or dismissal from the program.
APPENDIX 4 (CONT’D)

Some health care and education facilities require students to obtain a background check in a certain period of time or use a specific company to obtain background checks, drug testing, or fingerprinting. Other facilities accept background checks from any company in any time frame. The DCE will advise students prior to their clinical placement if the site requires a specific company or time frame for the CBC, drug screening, or fingerprinting. It will be the student’s responsibility to complete the background check, drug screening, or fingerprinting with the required company at their own expense within the timeframe specified by the site. If a site requires CBCs be completed, background check results may be sent to the site. The policy regarding who receives the results is determined by the site, not the SLP Program or Sacred Heart University.

The SHU SLP Program currently uses Cooperative Educational Services to obtain fingerprinting and background checks prior to admission. CES website, www.ces.k12.ct.us, provides CBC/fingerprint checks, which will include felonies, misdemeanors, and sex offender status at federal, state, and local levels from ten previous years of residence. Each student must contact www.ces.k12.ct.us via a secure internet site (by emailing fingerprinting@ces.k12.ct.us) and place a CBC/fingerprint request. You can contact CES Fingerprinting Services at 203-365-8936 with any questions. Additionally, the SHU SLP Program also uses CastleBranch to obtain additional criminal background check information when a site requires specific results in a particular timeframe. The DCE will advise the student when the CastleBranch system will need to be utilize prior to a clinical affiliation.

Because several clinical facilities require the university to provide students’ CBC results, the SLP DCE will need to have access to CBC inquiry results during a student’s active enrollment in the SLP Program at Sacred Heart University. All students’ CBC information will be sent to the designated SHU Faculty/staff member and the DCE will be alerted of any adverse information; therefore, students using fingerprinting/CBC services at CES give permission for SHU to access their report upon signing the Applicant Statement of Understanding Regarding Background Checks and Professional Conduct.

In the case of adverse information in a CBC report, the DCE will proceed as follows:

- The SLP DCE will review the student’s University/Program/Major application to determine whether the student reported the offense on his/her application.
- The SLP DCE will contact the student to discuss the results and the student’s perspective on the circumstances. The conversation will be documented in writing and included in the student’s file. The student will be asked to sign an acknowledgement that s/he understands that a flagged background check may preclude the ability to be placed in clinical sites and therefore preclude completion of the SLP graduate program. Further, students will need to sign a statement attesting that they understand they will not be considered fully matriculated until they have a clear CBC, have completed all program entry requirements, and that they are aware that they will be unable to receive financial aid until they are fully matriculated.
APPENDIX 4 (CONT’D)

• The student will also be asked to sign a waiver agreeing to give the SLP DCE permission to disclose to the facility that there was a problem with the background check. Failure to sign this will seriously jeopardize the student’s ability to complete the degree requirements and may result in a recommendation for dismissal from the program, as the student would be ineligible for a required clinical placement. The University will have no obligation to refund tuition or otherwise accommodate students in the event that a CBC or drug screening renders the student ineligible to complete required courses or clinical placement(s).

• Should the student choose to continue in the program, the SLP DCE will inform the site that there was a flag on a background check of a student; the SLP DCE will not reveal the student’s name to the site, rather, will identify the nature of the flag to the site and ask if such a student would be acceptable for placement at that site. The site will be asked to confirm acceptance in writing in a letter, fax, or email.

• If the student feels that an adverse CBC finding is in error, the student will be directed to speak with The State of Connecticut Department of Public Safety, Records Unit at (860)685-8480 to determine if further investigation is needed. Errors may occur in instances of:
  - CBC was completed on a different person with the same name.
  - CBC was completed on a similarly named person.
  - CBC returned information that was supposed to be sealed or expunged.

If the information is in error, the State of Connecticut will notify the student in writing of the results of the investigation and if the error has been fixed or removed. The student would need to provide proof of that documentation to SLP DCE. If the adverse information is truly an error, no further action is taken.

If denied placement by the first clinical site as a result of a flagged CBC, drug screening, or fingerprinting, the SLP Clinical Placement Coordinator will attempt to find a second clinical placement and will follow the procedure outlined above. The student will be asked to sign a waiver agreeing to give the SLP Clinical Placement Coordinator permission to disclose to the facility that there was a problem with the background check. Failure to sign the waiver will seriously jeopardize the student’s ability to complete the degree requirements. Students who are twice denied a clinical placement based on the results of a background check will be considered ineligible for placement and unable to complete the program and, therefore, will be recommended for dismissal from the program. The University and the SLP Program have no obligation to refund tuition or otherwise accommodate students in the event that a CBC or drug screening renders the student ineligible to complete required courses or clinical placement(s).

Some clinical sites may require a clean report of a criminal background check within a specific time period prior to the start of the placement. Therefore, repeated or additional background checks prior to the start of a clinical education placement/rotation may be required at the student’s own expense. These requirements should be listed explicitly on the Clinical Site’s Information Form (CSIF). Sites may also notify the SLP Program by letter or electronically, or by noting the requirements on pre-placement confirmation forms as appropriate.
APPENDIX 4 (CONT’D)

Prior to each clinical education placement, the SLP DCE will provide the following attestation in his/her communications with each clinical site:

_The SLP Program at Sacred Heart University obtains criminal background checks on all students upon admission to the program. Unless otherwise noted, the background check for the student assigned to your facility contained no adverse information._

Criminal background information is strictly confidential, for use only by authorized SLP Program faculty and/or administrative staff, and shall be retained only until the student graduates or is dismissed from the program.

Students should be advised that a felony conviction may affect a graduate’s ability to sit for the certification examination and/or attain state licensure. All graduate programs in SLP require the successful completion of supervised clinical practicum experiences. These experiences are offered through facilities and settings off campus and these settings require that the student complete a criminal background and may require drug screening, and/or fingerprinting before beginning the experience. These will be completed at the student’s expense and the University and the SLP Program will have no obligation to refund tuition or otherwise accommodate students in the event that a criminal background check or drug screening renders the student ineligible to complete required courses or practicum.
## APPENDIX 5A

Planned Program of Graduate Study in Speech-Language Pathology

### COURSE SEQUENCE

Clinical Years 1 and 2

<table>
<thead>
<tr>
<th>Fall Semester I</th>
<th>COHORT 1</th>
<th>COHORT 2</th>
<th>Credit Hrs</th>
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<tbody>
<tr>
<td>SLP 500: Speech Sound Disorders</td>
<td>SLP 560: Adult Neurogenics II</td>
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<td>SLP 510: Language Disorders in Children 0-5</td>
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<td>SLP 530: School-Age Language Disorders</td>
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<td>SLP 540: Adult Neurogenic Disorders I</td>
<td>SLP 585; Voice and Velopharyngeal Disorders</td>
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<td>SLP 514: Screening and Diagnostics I</td>
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<td>SLP 513: Dysfluency intensive workshop (OR SLP 511 or 512)</td>
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| **Total Credits** | **11** | | |

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SHU Speech-Language Pathology Student Manual | Appendix
## APPENDIX 5A (CONT’D)

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<td>SLP 601: Practicum Seminar V</td>
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<td>OR</td>
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| **Total** | **73-77** | | |

**Late spring:**
- SLP 511 Aphasia Intensive Clinical Workshop (3 sections)
- SLP 512 Voice/Articulation Intensive Clinical Workshop

**Summer 1-2:**
- SLP 520 Aural Rehabilitation
- SLP 505 Practicum Seminar 3
- SLP 506 Clinical Practicum 3 (3 sections)
- SLP 699: Special Topics in SLP (2 sections: medical, ASD)
- SLP 507 Specialty Practicum in SLP (2 sections: medical, ASD)
APPENDIX 5A (CONT’D)

Summer 2:
  SLP 513: Dysfluency Intensive Clinical Workshop  
  One ELECTIVE is REQUIRED for each student. They may choose from:
  SLP 525: Cultural issues  
  SLP 680: Education of students with ASD  
  SLP 610a: Medical Speech-Language Pathology
APPENDIX 5B

GRADUATE COURSE DESCRIPTIONS

Pre-professional courses

SLP 200/400 - Introduction to Communication Disorders (3)
This course provides a general introduction to normal and disordered speech, language, and hearing in children and adults. It reviews normal development of communication behavior, the nature of communication disorders, and addresses the various conditions associated with communication disorders. Ethical standards for the practice of speech-language pathology, contemporary professional issues, and information regarding certification, specialty recognition, licensure, and professional credentials in speech-language pathology will be presented. Students taking this course at the graduate level will participate in activities designed to align with graduate student learning outcomes. Lecture/discussion format.

SLP 210/410 - Phonetics (3)
In this course, students learn to identify, classify, and transcribe the speech sounds (phonemes) of English, using the International Phonetic Alphabet for broad transcription. Variations among regional and cultural US dialects and their implications, as well as notation and practice of narrow transcription for typical and disordered speech will be introduced. Students taking this course at the graduate level will participate in activities designed to align with graduate student learning outcomes. lab/lecture format.

SLP 300/411 - Anatomy & Physiology of Speech & Swallowing (3)
The purpose of this course is to familiarize students with the anatomy (structures) and physiology (processes) associated with speech, language, hearing, chewing, and swallowing. Students taking this course at the graduate level will participate in activities designed to align with graduate student learning outcomes. lab/lecture format.

SLP 310/412 - Introduction to Audiology & Hearing Science (3)
This course presents an introduction to the psychophysics of sound, the anatomy and physiology of the hearing mechanism, and the practice of audiology. It covers the common pathologies of the auditory system, impact of hearing loss, types and characteristics of hearing impairment, conventional procedures used to assess hearing, interpretation of audiological test findings, and criteria for initiating audiological referrals. Issues of ethics, professional practice, licensing, and credentials for audiology practice will be reviewed. Students taking this course at the graduate level will participate in activities designed to align with graduate student learning outcomes. Lab/lecture format.
APPENDIX 5B (CONT’D)

SLP 320/420 - Speech Science (3)

The purpose of this course is to provide a basic understanding of the production and perception of speech. Topics include the physics of sound, the acoustic properties of voice, resonance of the vocal tract, and the acoustic and articulatory properties of vowels and consonants, among others. 3 credits; lab/lecture format.

SLP 330/430 - The Development of Language (3)

This course provides an understanding of normal child language development from infancy through the adolescent years, as well as the conditions and symptoms associated with disordered language development. The class will also provide some exposure to research on literacy and academic language acquisition, and language and literacy development for bilingual children. Students taking this course at the graduate level will participate in activities designed to align with graduate student learning outcomes. ; lecture/discussion or service learning format.

SLP 340/440 - Neurological Bases of Communication & Swallowing. (3)

This course describes the development, anatomy, and physiology of the neurological system that underlies communication and swallowing and is a prerequisite for further study in medical speech, language, and swallowing disorders. Students taking this course at the graduate level will participate in activities designed to align with graduate student learning outcomes. Students taking this course at the graduate level will participate in activities designed to align with graduate student learning outcomes. Lab/lecture format.

SLP 350/450 - Introduction to Clinical Methods & Observation (3)

This course will orient students to clinical practicum, including the scope of assessment and intervention across the lifespan. It will include an overview of goal writing, lesson planning, writing SOAP notes, report writing, progress monitoring, and ethical conduct. Legislative, regulatory, and reimbursement issues that affect the practice of speech-language pathology in educational and medical settings will be presented. As part of this course, students will complete 25 hours of intensive observations in various educational and medical settings. Students taking this course at the graduate level will participate in activities designed to align with graduate student learning outcomes. Lecture/discussion format.
APPENDIX 5B (CONT’D)

Graduate Courses

SLP 500 - Speech Sound Disorders (3)

The purpose of this course is to provide focused study of disordered speech-sound production including functional articulation disorders, phonological processing, and developmental apraxia of speech. Methods of assessment of articulation and phonological production, as well as a range of approaches to improving speech sound accuracy and intelligibility will be presented. Relations of phonological development to literacy will be emphasized. The impact of a range of genetic, motor, and cognitive disorders on speech sound production will be addressed. The impact of cultural and linguistic differences on speech sound development and disorders will be highlighted. Lecture/discussion/problem-based learning format.

Offered: Fall, Spring.

SLP 501 - Practicum Seminar I: Managing Behavior & Service Delivery (1)

The purpose of this course is to provide students with an opportunity to review and reflect on their clinical experiences in SLP 502, apply concepts from academic coursework to their clinical practice, master skills involved in clinical assessment and intervention, and focus on acquisition of skills in managing challenging behavior, writing appropriate short- and long-term objectives, participating in IEP and PPT processes, and communicating with paraprofessionals, colleagues, and families. A range of service delivery models for each clinical setting will be discussed. Seminar format.

Offered: Fall.

SLP 502 - Clinical Practicum I (4)

This course will provide supervised clinical experience in basic intervention procedures for children and/or adults. Discussion will focus on methods of addressing challenging behaviors, enhancing client motivation, and exploring the range of service delivery options for each clinical setting. Students will obtain approximately 40 clock hours of supervised clinical experience. Fieldwork format.

Offered: Fall.

SLP 503 - Practicum Seminar II: Eligibility & Evaluation (1)

The purpose of this course is to provide students with an opportunity to review and reflect on their clinical experiences in SLP 504, apply concepts from academic coursework to their clinical practice, master skills involved in clinical assessment and intervention, and focus on the process of establishing eligibility for services and using tests and other assessment tools to evaluate client present level of performance and progress in intervention. Seminar format.

Offered: Spring.
APPENDIX 5B (CONT’D)

SLP 504 - Clinical Practicum II (4)

This course will provide supervised clinical experience in the assessment and treatment of speech, language, and/or swallowing disorders. Students will obtain approximately 40 clock hours of supervised assessment and intervention experience. Fieldwork format.

Offered: Spring.

SLP 505 - Practicum Seminar III: Recordkeeping & Documentation (1)

The purpose of this course is to provide students with an opportunity to review and reflect on their clinical experiences in SLP 506, apply concepts from academic coursework to their clinical practice, and master skills involved in clinical assessment and intervention. Discussion will focus on point of service and other models of documentation as well as electronic methods of clinical recordkeeping. Seminar format.

Offered: Summer.

SLP 506 - Clinical Practicum III (4)

This course will provide supervised clinical experience in the assessment and treatment of speech, language, and swallowing disorders of adults and/or children in a variety of settings. Students will obtain approximately 80-100 clock hours of supervised experience. Fieldwork format.

Offered: Summer.

SLP 507 - Practicum Seminar IV: Advanced Clinical Topics (1)

This practicum seminar will introduce topics including the specialized roles of the speech-language pathologist. Clinical and professional issues in speech-language pathology will be discussed, including ethical considerations, reimbursement issues, interprofessional collaboration, family-centered practice, and cultural and linguistic differences. Resume writing and interviewing skills will also be discussed. Students will present clinical cases for input and discussion. Seminar format.

Offered: Fall, Spring.

SLP 508 - Clinical Practicum IV (6)

Students will participate in supervised clinical practice in the assessment and management of speech, language, and swallowing disorders, in a variety of specialized settings with children and/or adults. The course will provide approximately 100+ clock hours of supervised clinical practice. Fieldwork format.

Offered: Fall, Spring.
APPENDIX 5B (CONT’D)

SLP 509 - Specialty Practicum VI (1-3)

Candidates complete a supervised clinical experience working in an educational, medical, or clinical setting, focusing on a specialty area of advanced study. This course will provide 20+ clock hours of supervised clinical practice. Fieldwork format.

Prerequisite: SLP 525: Topics in Cultural & Linguistic Diversity. Offered: Summer.

SLP 510 - Language Disorders in Children Birth-Five (3)

This course provides theoretical and clinical information regarding the development, assessment, and treatment of spoken phonological, morphological, semantic, syntactic, and pragmatic disorders in infants, toddlers, and preschoolers. The impact of a range of medical conditions on communicative development will be discussed. Differences in approaches to infants/toddlers vs. preschoolers will be highlighted. Interprofessional activities regarding treatment of infants in the newborn intensive care unit will be included. The impact of cultural and linguistic differences will be discussed. The role of language development in literacy acquisition will be highlighted. Lecture/seminar/ problem-based learning format.

Offered: Fall, Spring.

SLP 511 - Intensive Clinical Workshop in Adult Neurogenic Disorders (3)

This intensive fieldwork experience will provide students with supervised clinical experience of intensive, daily treatment for aphasia and related disorders, including individual work, group therapy and support, interprofessional service, and family counseling. This course will provide approximately 20 clock hours of supervised clinical practice. Fieldwork and seminar format.

Offered: Late Spring, Summer.

SLP 512 - Intensive Clinical Workshop in Speech & Voice Disorders (3)

This intensive fieldwork experience will provide students with the opportunity to work with clients with voice, resonance, articulation disorders, or foreign accents in an interprofessional clinical experience. Students will perform diagnostic assessments, plan and deliver individual and group therapy, provide family counseling, and engage in interprofessional clinical activities. This course will provide approximately 20 clock hours of supervised clinical practice. Fieldwork and seminar format.
SLP 513 - Intensive Clinical Workshop in Fluency Disorders (3)
This intensive fieldwork experience will provide students with the opportunity to work with clients with disorders of fluency. Students will perform diagnostic assessments, plan and deliver individual and group therapy, provide client and family counseling, and develop generalization activities. This course will provide approximately 15 clock hours of supervised clinical practice. Fieldwork and seminar format.
Offered: Summer.

SLP SLP 514 - Screening and Diagnostics I (1)
This course will introduce students to methods of screening and diagnostic practice in speech-language pathology. Students will develop case-based assessment plans, review a range of assessment measures, practice giving tests, record and analyze language samples, and prepare diagnostic reports. Students will participate in screening, assessment and diagnostic activities in the form of role playing, standardized patient, simulation, and supervised clinical experiences. Lecture, laboratory and clinical practicum formats with be included.
Offered: Fall.

SLP SLP 515 - Screening and Diagnostics II (1)
This course will provide students with experience in developing assessment plans, administering and scoring tests, writing clinical reports, and assigning diagnoses in speech-language pathology. Students will write assessment plans, analyze, compare and contrast assessment instruments, transcribe, analyze and interpret communication samples, administer a range of assessment instruments, write diagnostic reports in standardized patient, simulation and supervised clinical activities. Lecture, laboratory and clinical formats will be used.
Offered: Spring.

SLP 520 - Aural Rehabilitation (3)
The purpose of this course is to provide information regarding individuals who are deaf or hard of hearing, and to impart current methods used to identify and to treat hearing loss in the pediatric population, as well as focusing on the impact of hearing loss on the aging population. Topics to be covered include the identification and diagnosis of childhood hearing loss, pediatric aural (re)habilitation technologies and strategies, the impact of cochlear implants on communication and learning, the identification and diagnosis of hearing loss in the adult population, management of hearing devices and communication strategies, the impact of hearing loss on overall quality of life and considerations for the geriatric population. Lecture format.
Offered: Summer.
APPENDIX 5B (CONT’D)

SLP 525 - Topics in Cultural & Linguistic Diversity (3)
This is a seminar-style class based on reflection, discussion, and practical application. Topics include: Defining culture and cultural dimensions; intercultural communication; bilingual language development and disorders across the lifespan, assessment and intervention for culturally-linguistically diverse clients across the lifespan, and cultural implications on healthcare decisions.
Offered: Fall.

SLP 530 - Language and Literacy Disorders in School-aged Children and Adolescents (3)
This course focuses on curriculum and methods of determining eligibility and providing clinical services to children and adolescents with communication impairments in school settings (students in grades K-12 and those transitioning out of school). It presents an evidence-based exploration of language and learning, including the development of reading, writing, and spelling, defining their relationship to oral language. Methods of assessment and intervention of language and literacy problems and their impact on academic achievement for school-aged children and adolescents will be presented and applied. The course emphasizes the role of the school SLP in collaborating in scientific research-based interventions (SRBI), the Planning and Placement Team (PPT), and individualized education program (IEP) processes, as well as the integration of curriculum (e.g., CT Common Core State Standards) in SLP intervention. The roles of cultural, ethnic, gender, and linguistic differences will be highlighted. Lecture/discussion/problem-based learning format.
Offered: Fall, Spring.

SLP SLP 530T - Language and Literacy Disorders in School-aged Children and Adolescents Tutorial (0)
This tutorial is associated with SLP 530: Language and Literacy Disorders in School-aged Children and Adolescents. Students will participate in weekly Problem-Based Learning Tutorial groups.
Offered: Fall, Spring.

SLP 540 - Adult Neurogenic Disorders I (3)
Theoretical issues, neurogenic bases, definitions, symptomatology, etiology, prognosis, recovery, differential diagnosis, and treatment of adult neurogenic language disorders including aphasia and motor speech disorders will be addressed. The impact of cultural and linguistic differences will be highlighted. Lecture/seminar/problem-based learning format.
Offered: Fall, Spring.
APPENDIX 5B (CONT’D)

SLP 550 - Dysphagia (3)

The course will review normal anatomy and physiology of swallowing, as well as pediatric development. Etiologies of dysphagia in pediatric and adult populations will be presented, including the role of neural, respiratory and digestive systems and abnormalities in each that may cause dysphagia. Specific information on instruments and methods to evaluate and manage adults and infants with dysphagia, as well as counseling, will be stressed. Emphasis will be placed on evidence-based and culturally-sensitive practices. Lecture/seminar format.

Offered: Fall, Spring.

SLP SLP 550T - Dysphagia Tutorial (0)

This course is associated with SLP 550: Dysphagia. Students will participate in a weekly Problem-Based Learning tutorial groups.

Offered: Fall, Spring.

SLP 560 - Adult Neurogenic Disorders II (3)

This course continues the study of adult neurogenic language disorders, focusing on traumatic brain injury and cognitive communication disorders. Theoretical issues, neurogenic bases, definitions, symptomatology, etiology, prognosis, recovery, differential diagnosis, and treatment will be addressed. Ethical issues in the treatment of neurogenic disorders will be discussed. Lecture/discussion/problem-based learning format.

Offered: Fall, Spring.

SLP 570 - Introduction to Research & Evidence-Based Practice (3)

The purpose of this course is to familiarize students with the research process in the behavioral sciences and specifically, the field of communication sciences and disorders. The goal is for students to become informed consumers of research in order to engage in clinical practice with an understanding of research methodologies, design, and methods, as well as ethical issues in research. The integration of research principles into evidence-based clinical practice will be highlighted. Lecture/discussion format.

Offered: Fall.
APPENDIX 5B (CONT’D)

SLP 580 - Disorders of Fluency (3)

This course aims to provide the knowledge and clinical skills necessary for speech-language pathology practice in the area of fluency disorders. Course content will include the genetic, behavioral, affective, and cognitive components involved in the development of dysfluency; differential diagnosis among stuttering, cluttering, and neurogenic fluency disorders; assessment protocols for fluency disorders in children, youth, and adults; age-appropriate treatment approaches for individuals who stutter, and an understanding of the impact cultural and linguistic differences as well as the effects of dysfluency upon human communication. 3 credits; Lecture/seminar format.

Offered: Fall, Spring.

SLP 585 - Voice & Velopharyngeal Disorders (3)

This course presents the anatomy, physiology, and embryology of the head and neck involved in the onset, development and maintenance of disorders of the voice as well as structural malformations of the palate and velopharynx in children and adults. Assessment procedures for speech, resonance, and velopharyngeal dysfunction are illustrated with case studies, and no-tech, low-tech, and high-tech treatment procedures are covered in detail. Best practices for preventing and treating voice and resonance disorders in medical and educational setting will be emphasized. Lecture/laboratory format.

Offered: Fall, Spring.

SLP 600 - Autism, AAC, & Severe Disabilities of Communication (3)

This course addresses the assessment and treatment of severe disorders affecting communication, including autism, cerebral palsy, and genetic syndromes, with and without intellectual disability. The use of a range of assistive technologies including voice output communication aids and consumer electronic devices will be emphasized. The impact of cultural and linguistic diversity on these disorders will be highlighted. Relations to literacy will be emphasized. Lecture/discussion/problem-based learning format.

Offered: Fall.

SLP 601 - Practicum Seminar V: Team-Based Practice in School Settings (1)

The purpose of this course is to provide students with an opportunity to review and reflect on their student teaching experiences in SLP 602, apply concepts from academic coursework to their clinical practice, master skills involved in clinical assessment and intervention, explore evidence-based approaches to their clinical work, reflect on issues of teaching and learning in schools for children with communication disorders, and to develop independence in planning and implementing programs for school-aged children. A primary focus of this course will be on developing team-based practice patterns for school settings. Seminar format.

Offered: Fall, Spring.
APPENDIX 5B (CONT’D)

SLP 602 - Student Teaching (6-9)

The purpose of this course is to provide students with an SLP student clinical experience in a public school placement. Students are expected to apply coursework to their clinical practice, master skills, and gain experience involved in being an SLP in a public school setting. The focus of the clinical practicum is working directly with school-aged children who have communication disorders, as well as clinical experience being an interactive member of a school staff and PPS team. Students will accrue at least 100 direct service clinical hours Fieldwork format.

Offered: Fall, Spring.

SLP 610 - Medical Speech-Language Pathology (3)

This elective course allows students to pursue advanced, intensive study of the practice of speech-language pathology in a medical setting. The course will be tailored to the interests of participating students. Seminar format.

Offered: Spring.

SLP 611 - Special Topics in Communication Disorders (3)

This course allows students to pursue in-depth, advanced study of a topic chosen to attain a certificate of advanced study, in a student-led seminar setting. Topics available include autism, medical speech-language pathology, and English-language learners’ literacy. Course will be tailored to the interests of participating students. Seminar format. Pre-requisite: SLP 525.

Offered: Summer.

SLP 680 - Education of Students with Autism Spectrum Disorders (3)

This course focuses on understanding the unique needs of learners with autism, the identification, as well as methods of meeting their education needs in classroom settings, with interprofessional input from several disciplines that work with children with ASD. Issues surrounding inclusion are considered, as well as inclusive practices, models, and strategies. Additional aims of this course are to supply participants with the knowledge and skills necessary to support the learning of children with autism spectrum disorders including instructional strategies, classroom organization, and teaming with families and professionals, as well as to lay a strong foundation for interprofessional practice in educational settings for students from the participating disciplines. Seminar format.
APPENDIX 5B (CONT’D)

SLP 690 - Speech-Language Pathology Capstone (3)

Students will participate in a seminar project such as identifying a clinical case from their experience, identifying a relevant intervention for this case, researching the evidence base for the intervention, and preparing a detailed written report of the evidence for the intervention in which they discuss their evaluation of the level of evidence—both external and internal—available for the practice, describe additional research that would be needed to increase the level of evidence, and discuss what their review of the evidence would lead them to do about their original client and others with similar strengths and needs that they may encounter in their practice. Students will give “grand rounds” oral presentations of their projects and submit a written account of their project in the format of a scholarly paper.

Offered: Spring.

SLP 699 - Advanced Topics in Communication Disorders (3)

This course will address advanced topics in speech-language pathology, as part of study toward a Specialty Certificate. Students will participate in a participant-led seminar in which emerging topics in the field of study are researched and presented, and evidence-based practice strategies are identified and demonstrated. Topics to be addressed with include pediatric medical practice, practice with students with severe communication disorders, and relations between language and literacy. Seminar format. Pre-requisite: SLP 610.

Offered: Summer.
# APPENDIX 6

Prerequisite Course Work for the Master’s Degree in Speech-Language Pathology

## BASIC SCIENCE REQUIREMENTS: UNDERGRADUATE

(must be completed before entrance to 2- OR 3-Year Graduate Program)

<table>
<thead>
<tr>
<th>Course</th>
<th>Course prerequisite name or subject area</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g., BI 111, 103</td>
<td>Biological Sciences</td>
<td>3</td>
</tr>
<tr>
<td>e.g., PY 103, CH 030</td>
<td>Physical Sciences</td>
<td>3</td>
</tr>
<tr>
<td>e.g., MA 131</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PS 110, PS 252</td>
<td>Social/Behavioral Sciences, Must include 3 credit hours of Psychology of Child Development, or its equivalent</td>
<td>6</td>
</tr>
</tbody>
</table>

## SLP PRE-REQUISITE COURSEWORK/PRE-CLINICAL YEAR OF 3 YEAR PROGRAM

(must be completed prior to entrance to two-year program, and to practica)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Semester</th>
<th>Course name</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 200/400</td>
<td>F</td>
<td>Introduction to Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SLP 210/410</td>
<td>F</td>
<td>Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>SLP 300/411</td>
<td>F</td>
<td>Anatomy and Physiology of Speech, and Swallowing</td>
<td>3</td>
</tr>
<tr>
<td>SLP 310/412</td>
<td>F</td>
<td>Introduction to Audiology and Hearing Science</td>
<td>3</td>
</tr>
<tr>
<td>SLP 320/420</td>
<td>S</td>
<td>Speech Science</td>
<td>3</td>
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<tr>
<td>SLP 330/430</td>
<td>S</td>
<td>Development of Language</td>
<td>3</td>
</tr>
<tr>
<td>SLP 340/440</td>
<td>S</td>
<td>Neurological Bases of Communication and Swallowing</td>
<td>3</td>
</tr>
<tr>
<td>SLP 350/450</td>
<td>S</td>
<td>Introduction to Clinical Methods and Observation</td>
<td>3</td>
</tr>
<tr>
<td>ED 152/552</td>
<td>F, Sp, Su</td>
<td>Education in the US*</td>
<td>3</td>
</tr>
<tr>
<td>ED 205/569</td>
<td>F, Sp, Su</td>
<td>Education of Students with Special Needs*</td>
<td>3</td>
</tr>
</tbody>
</table>

* May be completed during pre-clinical year of 3-year program or during 2 year program, with Department permission.
APPENDIX 7

Contract For Remediation of Knowledge/Skill Competency

Graduate students must achieve a level of mastery established by faculty for designated ASHA knowledge and skill competencies. Mastery is achieved when markers of competency are reached in related coursework and clinical activities.

Student______________________________________________________________________

Instructor_____________________________________________________________________

Knowledge/Skill Competency______________________________________________________________________

Class/Clinical Activity______________________________________________________________________

The student named above has not successfully demonstrated the level of mastery required for the identified Competency marker. The student and instructor agree to the following remedial activity:

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Student Signature: __________________________________

Date _________________________

Instructor Signature: _________________________________

Date _________________________
APPENDIX 8A

Professional Behaviors Contract

Student name: ___________________________ Faculty name: ___________________________ Date: __________

Check any item which is below expectations; write a contract below using the Professional Behaviors Contract.

- Adheres to ASHA Code of Ethics
- Demonstrates respect for cultural differences; e.g. uses neutral, non-judgmental language.
- Informs faculty or peers in timely and appropriate manner if absence or lateness is necessary.
- Prioritizes responsibilities in order to be successful in all student roles.
- Displays positive attitude using body posture and affect that communicates interest.
- Works effectively with others; able to collaborate with faculty and peer.
- Neat clean appearance and wears clothing, jewelry, make-up appropriate to context.
- Adheres to safety policy and procedures of the environmental context; responds calmly in urgent situation.

See attached contract established to correct above area(s).

Student Signature: ______________________________

Date _________________________

Course Instructor Signature: ______________________________

Date _________________________

Date for REVIEW of contract: ________________

c.c. to academic advisor: ________________________
### APPENDIX 8B

#### Professional Behaviors Rating Scale

<table>
<thead>
<tr>
<th>Professional Behavior</th>
<th>Criteria</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time/Stress Management</td>
<td>- Meets deadlines for assignments/documentation</td>
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<td></td>
<td>- Prioritizes roles/responsibilities to be successful</td>
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<td></td>
<td>- Demonstrates coping strategies to keep priorities</td>
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<td></td>
<td>- Demonstrates caring for self</td>
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<tr>
<td>Interpersonal Communication</td>
<td>- Concise</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Assertive</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Language/Body language appropriate to context</td>
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<td></td>
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<tr>
<td></td>
<td>- Active listening</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Maintains eye contact</td>
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<td></td>
<td>- Attends to speaker</td>
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<td></td>
<td>- Provides constructive feedback</td>
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<td></td>
<td>- Positive attitude/affect, communicating interest</td>
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<td></td>
<td>- Seeks feedback &amp; modifies behavior accordingly</td>
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<tr>
<td>Written Communication</td>
<td>- Correct grammar, spelling, punctuation, structure</td>
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<tr>
<td></td>
<td>- Concise</td>
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<td></td>
<td>- Well organized</td>
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<td></td>
<td>- Relevant, with supporting details and evidence</td>
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<td></td>
<td>- Use of person-first, neutral language</td>
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<tr>
<td>Professional Presentation</td>
<td>- Neat appearance</td>
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<tr>
<td></td>
<td>- Clothing/jewelry/make-up appropriate to context</td>
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<tr>
<td>Initiative/Commitment to Learning</td>
<td>- Self-starts projects, tasks</td>
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<td>- Identifies relevant resources to self-direct learning</td>
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<tr>
<td></td>
<td>- Eager to obtain new information &amp; prof. behaviors</td>
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<td></td>
<td>- Behaviors/skills/attitudes change w/ new learning</td>
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<tr>
<td>Dependability</td>
<td>- On time</td>
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<td></td>
<td>- Adheres to attendance policy</td>
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<td>- Informs of an absence/lateness in a timely fashion</td>
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<td>- Fulfills commitments</td>
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<td>- Completes assignments without prompting</td>
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<tr>
<td>Self-Assessment</td>
<td>- Identifies strengths/weaknesses</td>
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<td></td>
<td>- Identifies strategies to improve weaknesses</td>
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<tr>
<td>Creativity</td>
<td>- Generates multiple unique treatment plans</td>
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<tr>
<td>Cooperation and Teamwork</td>
<td>- Works effectively with others</td>
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<tr>
<td></td>
<td>- Assists in the learning of others</td>
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<td>- Collaborates with others</td>
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</tr>
<tr>
<td>Ethics</td>
<td>- Adheres to ASHA Code of Ethics</td>
<td></td>
<td></td>
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<tr>
<td>Safety</td>
<td>- Adheres to site safety policies/procedures</td>
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<tr>
<td></td>
<td>- Responds calmly in urgent situation</td>
<td></td>
<td></td>
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<tr>
<td>Therapeutic Relationship</td>
<td>- Establishes rapport with clients</td>
<td></td>
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<tr>
<td></td>
<td>- Able to focus on client’s needs vs. own</td>
<td></td>
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<tr>
<td></td>
<td>- Maintains professional boundaries</td>
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<tr>
<td></td>
<td>- Demonstrates client/family centered perspective</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Use self-reflection &amp; apply insights to relationships</td>
<td></td>
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</tbody>
</table>
### APPENDIX 8B (CONT’D)

<table>
<thead>
<tr>
<th>Professional Behavior</th>
<th>Criteria</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Clinician Supervisory Relationship</td>
<td>- Initiates job/performance expectation clarification</td>
<td></td>
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<tr>
<td></td>
<td>- Questions/seeks guidance, when unsure</td>
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<tr>
<td></td>
<td>- Establishes professional development goals</td>
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<td></td>
<td>- Develops methods to accomplish prof. dev. goals</td>
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<tr>
<td></td>
<td>- Gives respectful/timely feedback</td>
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<tr>
<td>Flexibility</td>
<td>- Assumes multiple roles, based on need of situation</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Adapts to changes in needs/routine/schedule</td>
<td></td>
<td></td>
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<tr>
<td>Cultural Competence</td>
<td>- Demonstrates respect for cultural differences</td>
<td></td>
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<tr>
<td></td>
<td>- Uses neutral, non-judgmental language</td>
<td></td>
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<tr>
<td></td>
<td>- Questions rather than assumes</td>
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</tr>
</tbody>
</table>

**Midterm/Final Grade Key:**

0- Does not consistently meet this expectation; needs continual guidance and support; frequently fails to meet standard independently; candidate is not yet competent to perform as a provisionally licensed professional

1- Expectation is met in most situations with occasional need for guidance; guidance needed is minimal to moderate; frequently meets standard independently; candidate is competent to perform as a provisionally licensed professional

2- Expectation is met consistently, or exceeded; occasional need for only minimal support; usually meets standard independently; candidate's competence exceeds that typically seen in a provisionally licensed professional
APPENDIX 9

SHU FERPA Policy

The Family Education Rights and Privacy Act of 1974 (FERPA) is a Federal law which protects the privacy of student education records. The purpose of this act is to give students the right to inspect and review their education records, to seek to have the records amended, to have some control over the disclosure of the information from the record, and the right to file a complaint if they believe the university failed to comply with FERPA requirements.

As faculty members at Sacred Heart University you have access to some of the student’s academic record. It is your responsibility to adhere to the rules regarding the access and confidentiality of student records. The following information pertains to current and former students.

Certain information which is considered directory information can be disclosed to a third party without prior written authorization of the student (unless the student has filed a request to withhold directory information).

Sacred Heart University identifies the following as Directory Information:

- Name
- Date and Place of Birth
- Home Address
- Dates of Attendance
- Degree sought and expected date of graduation
- Major/Minor field of study
- Grade Level (Freshman, Sophomore, Junior or Senior)
- Enrollment status (e.g. undergraduate or graduate, full-time or part-time)
- Previous institutions attended
- Degree(s) conferred (including dates)
- Honors and Awards
- Participation in officially recognized activities/sports
APPENDIX 9 (CONT’D)

Do not release other information unless you have written and signed approval by the student to do so to a specific third party.

Examples of other information are:

- Academic Standing
- Phone number
- Specific courses taken/taking
- Grades/GPA
- Financial data

It is better to be cautious since you may not be aware of students who have requested directory information to be withheld. Please contact the Registrar’s office with any questions or requests from a third party that were made without the student’s written and signed request.

All faculty and staff have access to student records through Web Advisor and are required to sign a statement of compliance before they may access any screen that includes information about student records.


**APPENDIX 10**

**Student Consent for Release of Information**

In accordance with the Family Educational Rights and Privacy Act of 1974, it is necessary for school officials at Sacred Heart University to have written consent from a student in order to release information from the student’s academic records to any source outside of the university.

I, ________________________________, give my consent for the following faculty member(s)

Student Name

1. ________________________________________________
2. ________________________________________________
3. ________________________________________________
4. ________________________________________________

To: (initial all that apply)

_____ Write a letter of recommendation for the purpose of graduate school admission  
_____ Write a letter of recommendation for the purpose of employment  
_____ Write a letter of recommendation for the purpose of practicum placement during the graduate program  
_____ Serve as a reference by telephone for the purpose of practicum placement during the graduate program  
_____ Serve as a reference by telephone for the purpose of employment  
_____ Other (please indicate)___________________________________________________________

I understand that by signing this form, I have given permission for the above named faculty members to release information regarding my academic and clinical performance, which may include information contained within student records. The consent for release will remain in effect from the date indicated below until I submit written notification rescinding this request.

_________________________________________       _______________________________________
Student Signature           Print Name

_________________________________________
Date
APPENDIX 11

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

Effective Date: September 1, 2014

INTRODUCTION

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

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

The 2014 standards\(^1\) and implementation procedures for the Certificate of Clinical Competence in Speech-Language Pathology will go into effect for all applications for certification received on or after September 1, 2014. View the SLP Standards Crosswalk [PDF] for more specific information on how the standards will change from the current SLP standards to the 2014 SLP standards.


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

- **Standard I—Degree**
- **Standard II—Education Program**
- **Standard III—Program of Study**
- **Standard IV—Knowledge Outcomes**
- **Standard V—Skills Outcomes**
- **Standard VI—Assessment**
- **Standard VII—Speech-Language Pathology Clinical Fellowship**
- **Standard VIII—Maintenance of Certification**
APPENDIX 11 (CONT’D)

Standard I: Degree

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

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

Standard II: Education Program

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

Implementation: If the program of graduate study is initiated and completed in a CAA-accredited program and if the program director or official designee verifies that all knowledge and skills required at that time for application have been met, approval of the application is automatic. Individuals educated outside the United States or its territories must submit documentation that course work was completed in an institution of higher education that is regionally accredited or recognized by the appropriate regulatory authority for that country. In addition, applicants outside the United States or its territories must meet each of the standards that follow.

Standard III: Program of Study

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

Implementation: The minimum of 36 graduate semester credit hours must have been earned in a program that addresses the knowledge and skills pertinent to the ASHA Scope of Practice in Speech-Language Pathology.
APPENDIX 11 (CONT’D)

Standard IV: Knowledge Outcomes

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

Implementation: Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Acceptable courses in physical sciences should include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement. A course in biological and physical sciences specifically related to CSD may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas.

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

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

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

Implementation: It is expected that course work addressing the professional knowledge specified in Standard IV-C will occur primarily at the graduate level.
APPENDIX 11 (CONT’D)

Standard IV-D. For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E. The applicant must have demonstrated knowledge of standards of ethical conduct.

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

Standard IV-F. The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

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

Standard IV-G. The applicant must have demonstrated knowledge of contemporary professional issues.

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

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

Standard V: Skills Outcomes

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

Implementation: The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence.
Standard V-B. The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation
   a. Conduct screening and prevention procedures (including prevention activities).
   b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
   c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
   d. Adapt evaluation procedures to meet client/patient needs.
   e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
   f. Complete administrative and reporting functions necessary to support evaluation.
   g. Refer clients/patients for appropriate services.

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

3. Interaction and Personal Qualities
   a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
   b. Collaborate with other professionals in case management.
   c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
   d. Adhere to the ASHA Code of Ethics and behave professionally.

Implementation: The applicant must have acquired the skills referred to in this standard applicable across the nine major areas listed in Standard IV-C. Skills may be developed and demonstrated by direct client/patient contact in clinical experiences, academic course work, labs, simulations, examinations, and completion of independent projects.
APPENDIX 11 (CONT’D)

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

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

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

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

Applicants should be assigned practicum only after they have acquired sufficient knowledge bases to qualify for such experience. Only direct contact with the client or the client’s family in assessment, intervention, and/or counseling can be counted toward practicum. Although several students may observe a clinical session at one time, clinical practicum hours should be assigned only to the student who provides direct services to the client or client’s family. Typically, only one student should be working with a given client at a time in order to count the practicum hours. In rare circumstances, it is possible for several students working as a team to receive credit for the same session, depending on the specific responsibilities each student is assigned. For example, in a diagnostic session, if one student evaluates the client and another interviews the parents, both students may receive credit for the time each spent in providing the service. However, if student A works with the client for 30 minutes and student B works with the client for the next 45 minutes, each student receives credit for only the time he/she actually provided services—that is, 30 minutes for student A and 45 minutes for student B. The applicant must maintain documentation of time spent in supervised practicum, verified by the program in accordance with Standards III and IV.
Standard V-D. At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

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

Standard V-E. Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student’s knowledge, skills, and experience, must not be less than 25% of the student’s total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

Implementation: Direct supervision must be in real time. A supervisor must be available to consult with a student providing clinical services to the supervisor’s client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student’s acquisition of essential clinical skills. The 25% supervision standard is a minimum requirement and should be adjusted upward whenever the student’s level of knowledge, skills, and experience warrants.

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

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

Standard VI: Assessment

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

Standard VII: Speech-Language Pathology Clinical Fellowship

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

Implementation: The Clinical Fellowship may be initiated only after completion of all academic course work and clinical experiences required to meet the knowledge and skills delineated in Standards IV and V. The CF must have been completed under the mentorship of an individual who held the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) throughout the duration of the fellowship.
Standard VII-A. The Clinical Fellowship must have consisted of clinical service activities that foster the continued growth and integration of knowledge, skills, and tasks of clinical practice in speech-language pathology consistent with ASHA’s current Scope of Practice in Speech-Language Pathology. The Clinical Fellowship must have consisted of no less than 36 weeks of full-time professional experience or its part-time equivalent.

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

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

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

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

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

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

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

In addition, upon completion of the CF, the applicant must have demonstrated the ability to perform clinical activities accurately, consistently, and independently and to seek guidance as necessary.
APPENDIX 11 (CONT’D)

Standard VIII: Maintenance of Certification

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

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

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

I hereby authorize SACRED HEART UNIVERSITY, INCORPORATED, Fairfield, Connecticut, and those acting pursuant to its authority to:

a. Record my likeness and voice on a video, audio, photographic, digital, electronic or any other medium
b. Use my name in connection with these recordings
c. Use, reproduce, exhibit or distribute in any medium (e.g. print publications, video tapes, CD-ROM, Internet/WWW) these recordings for any purpose that the University, and those acting pursuant to its authority, deem appropriate, including promotional or advertising efforts.

I release the University and those acting pursuant to its authority from liability for any violation of any personal or proprietary right I may have in connection with such use. I understand that all such recordings, in whatever medium, shall remain the property of the University. I have read and fully understand the terms of this release.

Name: ____________________________________________________________

Address: ____________________________________________________________

Street
____________________________________________________________

City    State    Zip

Phone:  ____________________________________________________________

Signature: _______________________________ Date: ___________________

Parent/Guardian Signature (if under 18):

______________________________ Date: ___________________
APPENDIX 13

Refusal of CT School SLP Requirements

Department of Speech-Language Pathology
College of Health Professions
Sacred Heart University
5151 Park Ave.
Fairfield, CT 06825-1000

I, ____________________________________________________, hereby acknowledge that I have been informed by Prof. Rhea Paul, Chair of the Department of Speech-Language Pathology at Sacred Heart University, that I have not taken the courses required to be certified as a School Speech-Language Pathologist in the state of Connecticut. I understand that if I do not complete these courses by the time of my graduation, I will not be eligible for teacher certification as an SLP in CT, and will not be able to be hired by a school system in this state. I understand further that over 60% of SLP positions are in public schools, and that most medical positions require professional experience. I therefore understand that if I do not complete the coursework necessary for CT School Speech-Language Pathologist certification by the time I graduate, my employment prospects will be significantly limited.

I acknowledge that I have been counselled to complete coursework necessary for CT School Speech-Language Pathologist certification by the time I graduate from SHU’s Master’s Program in SLP. If I decide not to do so, this decision is my own, against the recommendations of the Department, and I assume all responsibility for the consequences for my employment options.

_______________________________________ ___________________________
Signed        Date

_______________________________________ ___________________________
Department Chair Signature    Date
APPENDIX 14

How to Recognize Plagiarism

Source: https://www.indiana.edu/~istd/

The academic community highly values the acknowledgment of contributions to knowledge. When you properly acknowledge the contributions to knowledge made by other people, you are showing respect for their work. You are giving credit where credit is due. You are not misleading the reader to believe that your ideas are solely your own. Thus, avoiding plagiarism is important -- both in writing and speaking. This tutorial will help you to understand and recognize plagiarism. This tutorial is divided into sections:

• **The Indiana University Definition**
• **Overview:** when and how to give credit; recommendations; decision flowchart
• **Plagiarism Cases:** links to Web sites describing real plagiarism cases
• **Examples:** word-for-word and paraphrasing plagiarism -- 5 examples each, followed by 15 patterns of plagiarism and 3 patterns of non-plagiarism.
• **Practice:** identify writing that avoids plagiarism
• **Practice tests:** identify word-for-word plagiarism, paraphrasing plagiarism, and non-plagiarism. Feedback is given on each answer.
• **Certification test:** if you pass, get a confirmation certificate by e-mail and for printing
• **Certificate validation:** for instructors and students to confirm that a particular test was passed, and for subsequent e-mailing and printing that unique Certificate.
• **Resources:** links to several useful websites for more on how to avoid plagiarism

It often takes 1-2 hours to complete this tutorial and pass the test. You can also jump directly to any part of the tutorial by clicking on links in the left sidebar.

The disciplinary consequences of documented plagiarism at Indiana University can be severe. As a student you could receive a failing grade, or be expelled from the university. In extreme cases, your degree could be revoked if plagiarism is discovered after you have graduated.
APPENDIX 14 (CONT’D)

Individuals and organizations outside Indiana University are welcome to use this tutorial for any non-profit educational purpose. For example, you may print and distribute this tutorial for classroom activities, make a hyperlink to this tutorial on your Website, direct or require your students to take this tutorial, etc., without asking for written permission. Note, however, that item pools for Certification tests provided on this website are copyrighted by Indiana University and are not available for duplication or distribution elsewhere.

To acknowledge this tutorial and associated tests in APA style, we suggest this citation (Frick, et al. 2014), and this reference:


If your institution is using these materials, we would appreciate that you let us know -- not to ask permission but just for our information. You can send this acknowledgement to Ted Frick.

Credits

This tutorial site was developed initially in 2002 by the Instructional Systems Technology Department in the School of Education at Indiana University Bloomington to offer students a chance to learn to recognize plagiarism. See history and changes.

• Content Design: Theodore Frick, Elizabeth Boling
• Test Design and Software: Andrew Barrett, Theodore Frick, Cesur Dagli
• Interaction Analytics: Rod Myers
• Instructional Development and Formative Evaluation: Meltem Albayrak-Karahan, Joseph Defazio, Noriko Matsumura

Notes

This tutorial does not attempt to teach citation and reference styles. The examples, practice, and test use APA style, but the purpose of the tutorial is not to teach APA style itself.

Bloomington, IN 47405-1006

Comments or questions? E-mail us.

This file was last updated on March 6, 2015 by T. Frick

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Copyright Complaints
Optional Specialty Certificates

English Language Learners’ Literacy. This specialty certificate is offered in collaboration with the Farrington College of Education. The specialization will focus on teaching methods for students from cultural and linguistically different backgrounds, and ensuring their success in literacy acquisition. The education of who are English Language Learners is a high priority within school settings and practitioners with advanced levels of knowledge and experience in working with English Language Learners are in short supply. It should be noted that this certificate will not qualify candidates for state educator certification as they are not completing approved planned programs, nor can these candidates use these courses for purposes of cross-endorsing from SLP to another endorsement (e.g., TESOL (#111), remedial reading (#102) or the comprehensive special education endorsement (#165). Students pursuing this specialization will follow the curriculum sequence below, in addition to the standard Master’s Degree curriculum:

- Fall: SLP 525: Topics in Cultural and Linguistic Diversity (3 cr.)
- Spring: EDR 505 OR 507: Success in Reading (Primary or Intermediate grades) (3 cr.)
- Summer: EDR 525 Teaching Students from Multicultural Backgrounds (3 cr.)  SLP 509: Specialty Practicum (1 cr.)

Autism Spectrum Disorders. This specialty certificate is offered in collaboration with the Farrington College of Education. The specialization will focus on learning strategies for collaborating with special education and other professionals in the education of students on the autism spectrum. The education of students with autism spectrum disorder is a high priority within school and rehabilitation settings and practitioners with advanced levels of knowledge and experience are in short supply. It should be noted that this certificate will not qualify candidates for state educator certification as they are not completing approved planned programs, nor can these candidates use these courses for purposes of cross-endorsing from SLP to another endorsement (e.g., TESOL (#111), remedial reading (#102) or the comprehensive special education endorsement (#165). Students pursuing this elective specialization will follow the curriculum sequence below, in addition to the standard Master’s Degree curriculum:

- Fall: SLP 525: Topics in Cultural and Linguistic Diversity (3 cr.)
- Spring: SLP 680: Education of Students with Autism Spectrum Disorders
- Summer: SLP 611: Advanced Topics in Communication Disorders  SLP 509: Specialty Practicum (1 cr.)

Medical Speech-Language Pathology. This specialty is designed to provide students with knowledge and skills for addressing the needs of clients with communication disorders in acute care and medical rehabilitation settings. Students pursuing this specialization will follow the curriculum sequence below, in addition to the standard Master’s Degree curriculum:

- Fall: SLP 525: Topics in Cultural and Linguistic Diversity (3 cr.)
- Spring: SLP 610: Adult Medical Speech-Language Pathology
- Summer: SLP 699: Pediatric Medical Speech-Language Pathology  SLP 509: Specialty Practicum (1 cr.)