

Graduate Program in Speech-Language Pathology

Department of Communication Disorders

College of Health Professions



**Sacred Heart
UNIVERSITY**

**SLP STUDENT
POLICIES &
PROCEDURES
MANUAL**

2025-26



Sacred Heart UNIVERSITY

SPEECH-LANGUAGE PATHOLOGY

Dear Speech-Language Pathology Student:

Welcome to the program in the Department of Communication Disorders 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 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 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 Communication Disorders. We look forward to your having you in our SLP learning community!

Cordially,



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Professor

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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, described herein, are designed to promote understanding and mutual respect among faculty, staff, and students in the Speech-Language Pathology program. Program policies supersede general university policies. All policies and practices contained herein may be modified at any time at the sole discretion of Sacred Heart University. Any such modifications will be communicated through official notices.

GENERAL POLICIES

The Speech-Language Pathology graduate education 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. 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 core functions (defined in [Appendix 1](#)) that must be demonstrated by students with or without reasonable accommodations in order to complete the program successfully. Accommodations are available through the [Office of Student Accessibility](#) (OSA). 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 OSA 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 SLP Student Policies and Procedures 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):

Our Department's Mission is also aligned with that of Sacred Heart University, which states:

Mission Statement

Sacred Heart University, rooted in the Catholic intellectual tradition and the liberal arts, embraces a vision for social justice and educates students in mind, body and spirit to prepare them personally and professionally to make a difference in the global community.

Vision Statement

Sacred Heart University aspires to achieve prominence through innovative teaching and learning while cultivating a campus community that is recognized as caring and creative.

In addition, our Department's mission is aligned with the vision and mission of the College of Health Professions (CHP):

CHP Vision Statement

The College's vision includes integration of academic programs and clinical centers that lead to engaged learning, academic excellence, and inter-professional practice.

The College will be known for:

- Excellence of academic programs,
- Success of a diverse student population prepared to serve a global society,
- Scholarship that showcases evidence-based practice and best practices,
- Inter-professional collaboration in teaching, scholarship, and service, and a
- Commitment to the growth of the mind, body, and spirit of the communities that we serve.

CHP Mission Statement

The College of Health Professions seeks to foster the development of women and men who demonstrate intellectual and professional integrity, who value compassionate service to others, and who take leading roles in communities governed by spiritual and moral values.

As a professional college within a Catholic university rooted in the liberal arts tradition, the College of Health Professions is committed to providing an education built upon a deep respect for the dignity of the human person and a recognition of the responsibility of each individual to contribute to the building of a more just society. Specifically, the college strives to

teach the skills necessary for developing ethical responses to the new and ever-changing circumstances of a future filled with discoveries, technological advancements, and social change.

The college provides opportunities for students to gain knowledge, experience, skills, and values necessary to begin a first career, to advance in an existing career, and to prepare for new career challenges in response to the changing needs of society.

The college's cooperation with professional partners in the community ensures that students benefit from an integration of academic, internship, and clinical experiences; this collaboration also enriches the health care endeavors of the community and instills an ethic of community service among students.

The college is committed to professional and academic excellence and measures this by the quality of its faculty, programs, resources, and student achievements.

THE MISSION OF THE COMMUNICATION DISORDERS DEPARTMENT

The Department of Communication Disorders 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 culturally inclusive, 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.

Chapter 2

Campus Information

LOCATION

The Department of Communication Disorders 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 Linda E. McMahon Commons on the Park Ave 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.

CAREER SERVICES

A range of professional development services are available to graduate students through the Center for Career & Professional Development.

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 Academic Center and Ryan Matura Library at the Park Avenue campus. Please contact the Duplicating/Mail Center if there is a problem with the machines.

FINANCIAL AID

The office of Financial Assistance 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.

There is a library resource room staffed with a reference librarian in the CHE building located at 4000 Park Avenue. Hours for the resource room are posted.

Library phone numbers are

General Information:	203-371-7726
Circulation:	203-371-7702
Reference Questions:	203-371-7726
Fax:	203-371-7833

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 Park Avenue campus or at the Center for Healthcare Education (CHE) building must be registered and have a valid parking decal or permit, obtained at the Cashier's Office. Additional information is available at the Public Safety Office located in the Academic Center 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 WSHU Broadcast Center & Public Safety building on the Park Avenue campus and is staffed 24 hours a day, 7 days a week.

Services include 24-hour 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 them at all times. The Public Safety phone numbers are 203-371-7995 and for EMERGENCIES ONLY 203-371-7911.

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, visit the Student Union Office, call 203-371-7913 or see the [Campus Shuttles](#).

STUDENT 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 \$25.00 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 from the Campus Concierge located near 63's in the Academic Center on the Park Avenue campus. Call 203-371-7913 for details. For more information on obtaining ID cards, hours, and contact information, see the student services web page.

SMOKING AND VAPING

State law prohibits smoking in any building on campus. Vaping is not allowed on the SHU campus.

WEATHER INFORMATION

Notifications regarding the impact of inclement weather on university operations will be disseminated through the SHU EAS Emergency Alert System, SHU website, SHU social media, and by calling 203-365-7669. 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 therefore responsible to check each class's Blackboard announcements site for instructor announcements regarding cancellations, delays, or format changes if the weather conditions are questionable. If the class is on as scheduled, nothing will be posted. If the University as a whole is closed, the SLP instructors 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

The graduate education program in speech-language pathology at Sacred Heart University has been accredited 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. SHU's graduate program in SLP has also 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.

CORE FUNCTIONS

The Speech-Language Pathology program uses the Core Functions document, provided in [Appendix 1](#), as a guide to advance shared understanding of the functions typically demonstrated by individuals completing academic and clinical coursework, and to support advocacy for the student, program and profession (Council of Academic Programs in Communication Sciences and Disorders, 2023).

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

- Intervention
 - 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.
 - Implement intervention plans (involve clients/patients and relevant others in the intervention process).
 - Select or develop and use appropriate materials and instrumentation for prevention and intervention.
 - Measure and evaluate clients'/patients' performance and progress.
 - Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
 - Complete administrative and reporting functions necessary to support intervention.
 - Identify and refer clients/patients for services as appropriate.
- Interaction and Personal Qualities
 - Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/ linguistic background of the client/patient, family, caregivers, and relevant others.
 - Collaborate with other professionals in case management.
 - Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
 - 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 guided 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:

- Successful completion of all required course work, two elective courses, and all clinical practica with a GPA of 3.0 and no grade below B- (See [Appendix 5](#));
- A successfully completed Capstone course;
- 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 guided clinical observation. Upon successful completion of the pre-clinical year with a GPA of at least 3.0 and no grade below B-, the student moves into the first clinical year of the two-year track program.

The graduate curriculum in SLP consists of 69 semester hours of academic coursework and clinical practica. Additional coursework in professional education may be required. 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 5](#). Once these are successfully completed with a GPA of 3.0 and no grade below B-, students will follow the curriculum sequence outlined in [Appendix 4](#).

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 Co-Directors of Clinical Education. All students will complete a capstone assignment involving evidence-based practice. An optional second summer semester may be undertaken in order to acquire a Specialty Certificate in one of two specialty areas: autism spectrum disorders, or medical speech-language pathology (see [Appendix 14](#) for details). Information on the graduate program sequence, course descriptions and clinical practica can also be found in [Appendix 4](#).

Please refer to the SHU SLP Clinical Manual for a description of the Clinical Program and the Practicum Sequence.

CLINICAL EXPERIENCE

Graduate students enroll in 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 2 to 5 days per week at each setting, depending upon the placement and timing 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 Directors 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. 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 days per week at educational or rehabilitation settings
- Includes speech, language and cognitive-linguistic treatment and evaluation
- Hearing screenings

Spring Semester I

- Two to three days per week at educational or rehabilitation setting
- Includes speech, language and cognitive-linguistic treatment and evaluation
- Hearing screenings

Late Spring , Summer Semester I & II

Students participate in one or more of the following clinical practicum experiences:

- On-campus clinical practicum placement:
 - Eight to ten-week clinical practicum experience
 - Two to three days of practicum per week
 - Practicum experience may include clinical practice with pediatric and adult clients
 - Services include individual and group therapy, interprofessional practice, diagnostics, and clinical simulation.
- Extended school-year placement:
 - Five to six-week clinical practicum experience
 - Four to five days of practicum per week
- Specialty Externship placement:
 - Eight- to twelve-week adult or child externship in medical or private practice settings
 - Three to five days of practicum per week

Fall Semester II

- Student teaching OR field placement in medical setting or specialty pediatric/educational setting
 - Twelve to fifteen-week clinical practicum experience
 - Three to five days of practicum per week

Spring Semester II

- Student teaching OR field placement in medical setting or specialty pediatric/educational setting
 - Twelve to fifteen-week clinical practicum experience
 - Three to five days of practicum per week

Optional Summer II

- Three-day per week placement in autism or medical SLP setting, complemented by advanced coursework in specialty area, leading to an optional advanced study certificate.

SECOND YEAR CURRICULUM

To accommodate the needs of students in the last two semesters of the Master's Program, and enable them to accept clinical placements at a distance from campus, coursework for these last two semesters will be presented online. There may be a mandatory 1- or 2-day in-person meeting during fall and/or spring semesters. Lectures, seminars, oral presentations and social activities may be planned for these meetings collectively by the faculty. All students within 4 hours of driving distance will be required to attend in person. Students living further than that may request exemptions, but will be given a make-up assignment and **may** be allowed to attend the academic portions of the meeting online, at the discretion of the instructors.

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 at least 162 on the Praxis II Speech-Language Pathology Examination, and the completion of a Clinical Fellowship (CF of mentored professional paid 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.

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 Department of Public Health once the application and transcript have been reviewed. (The ORIGINAL 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 CT. 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;
- 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 of at least 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.

- Once the students' application is signed by the Certification Officer at the Farrington College of Education & Human Development, it will be returned to the student. The student must then submit the signed application along with the letter from the Connecticut Department 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.

For information on licensure requirements in other states, visit ASHA State-By-State.

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 CT State Department of Public Health to obtain licensure AND to ASHA to obtain the Certificate of Clinical Competence (CCC-SLP).

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

	ASHA CCC-SLP*	CT Speech-Language Pathology License	CT School Speech- Language Pathologist
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)			X
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			X
Hold Master's Degree from an ASHA accredited program in SLP, including 375 hours of supervised clinical practice	X	X	X
Pass (score> 162) Praxis II Examination in SLP	X	X	X
Apply for <u>Initial Educator Certificate</u> as School SLP (061) from CT State Department of Ed., with appropriate forms and fees		X	X
Submit <u>license application</u> to CT Dep't. of Health with appropriate forms and fees		X	
Complete Clinical Fellowship (ASHA)/Supervised Professional Experience (CT)	X	X	X
Complete and submit application for ASHA certification with appropriate forms and fees.	X	X	X

* American Speech-Language-Hearing Association Certificate of Clinical Competence in Speech-Language Pathology

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

Connecticut Department of Public Health

License Speech-Language Pathology Praxis

Examination Clinical Fellowship

Connecticut licensure as a Speech-Language Pathologist

ELECTIVES AND SPECIALTY CERTIFICATES

In addition to the required courses listed in [Appendix 4](#), each student is required to successfully complete 2 credits of the listed elective courses. Students who wish to may also apply (deadline: 9/1 of second year) to complete one of the two optional Specialty Certificates offered by the SLP Department ([Appendix 14](#)). *Students may complete one of two specialty certificates: the Autism Spectrum Disorders Specialty Certificate and the Medical Specialty Certificate. The purpose is to provide an opportunity for additional study in an area of interest to the student. Specialty Certificates do not entitle students to receive any further certification beyond what the Masters program provides. The certificate programs require completion of 1 specialty elective (in addition to the 2 completed during their first summer semester); 1 clinical placement; and an advanced topic product. Coursework is subject to tuition costs. Students are not eligible to apply to the specialty certificate program if they have been placed on a remediation or probation plan at any point in their graduate program. Students who meet initial qualifications for a specialty certificate program must remain in good standing (academic grades, clinical performance, professionalism) throughout their 2nd year for admission into the specialty program clinical rotation after graduation.*

OPTIONAL SPECIALTY CERTIFICATES

Certificate Option	During Summer of Year 1 or Fall/Winter of Clinical Year 2 take:	During Fall or Spring of Clinical Year 2 take:	During Summer following Clinical Year 2 take:
Autism Spectrum Disorders	SLP 535: Topics in Cultural and Linguistic Diversity SLP 696 Seminar in Advanced Practices for SLP	SLP 691 Counseling in CMD SLP 682 Autism in Adulthood	SLP 699: Advanced Topics in Speech- Language Pathology SLP 509: Specialty Clinical Practicum (1-3 cr.)
Medical SLP	SLP 535: Topics in Cultural and Linguistic SLP 620 Pediatric Medical SLP	SLP 691: Counseling in CMD SLP 611: Medical SLP for Adults	SLP 699: Advanced Topics in Speech- Language Pathology SLP 509: Specialty Clinical Practicum (1-3 cr.)

STUDY ABROAD

Students who wish to avail of study abroad coursework may enroll in one 3-credit elective course (SLP 533 Cultural and Structural Linguistics) in Dingle, Ireland in the winter of their first or second year of graduate studies. This course can replace one of the two 1-credit required elective courses. The second elective course will be required to allow students to experience the breadth of topics offered by program electives.

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 Communication Disorders 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 & Human Development 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 Communication Disorders 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. During the week before fall classes begin, students will attend a mandatory, on-campus Graduate Student Orientation. During orientation, students will be assigned an academic and clinical advisor, and will participate in a group advising session. At this session, the academic and clinical requirements for graduation will be reviewed, and questions about registration, course selection, and clinical assignments will be discussed. Each student will be required to meet individually with their advisor at least once each semester during graduate study, at mid-term following a faculty-wide review of students. During the mid-term advising meeting students will be informed of their progress (satisfactory or unsatisfactory). In the case of unsatisfactory academic or clinical progress, the student will receive a Letter of Warning, and work with their instructor and clinical or academic advisor (as appropriate) to complete a Remediation Contract ([Appendix 6](#)). Throughout the program, students will have the opportunity to meet with their academic advisor on other occasions 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 the 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 Academic Integrity Policy](#)
- American Speech-Language-Hearing Association's Code of Ethics document (See [Appendix 3](#)).

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 turning in 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 University's policy on academic integrity has been violated, the Instructor may apply a sanction. Violations and sanctions will be reported by the Instructor to the Office of the Provost. 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, and abide by, the [University's policy on academic integrity](#).

ACADEMIC PROBATION AND DISMISSAL

At the conclusion of the semester, student performance will be assessed by the Graduate Professional Performance Committee.

When a student fails to meet required competencies *with a grade below B- in coursework and/or failing grade in clinic*, the Graduate Professional Performance Committee may recommend dismissal from the Speech-Language Pathology Program. The student will receive written notice of dismissal and will be given the opportunity to submit an appeal within seven (7 business days).

When a student fails to meet required competencies *with a term or cumulative GPA below 3.0 AND no grade below B- in coursework AND no failing grade in clinic*, the Graduate Professional Performance Committee may recommend dismissal or probation. When the student receives a probation letter, the PPC will call a meeting with the student and remedial team, which may consist 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 remediation plan may include a recommendation to repeat a course, or specific course assignments that were not completed satisfactorily. A faculty member (e.g. course/clinical instructor involved in the student's performance) and up to two additional faculty (including the advisor) may be designated to monitor progress towards completing the remediation plan. The PPC will sign off on the plan. The student will be

instructed to meet with the designated faculty at a specified date to review progress towards completing the remediation plan. At this meeting the faculty 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 will meet to determine whether the student will receive a return to good standing letter.

Any student who fails 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 the Graduate Catalog for the University's academic standards, policies, and procedures, which apply, unless superseded by the policies documented herein.

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 one week, to meet with their academic advisor and/or clinical advisor to discuss the issues that led to the warning. A Remediation Contract will be generated collaboratively by the student and their advisor ([Appendix 6](#)), 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 referred to the Professional Performance Committee (PPC).

ACCREDITATION

SHU's graduate program in SLP has been accredited by the State of Connecticut Department of Higher Education and 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. Program approval from the Connecticut State Department of Education for teacher endorsement as a school-based SLP has also been awarded.

ADVANCING WITHIN CURRICULUM – 3 YEAR PROGRAM

SLP Students in the pre-clinical year of the 3-year program must maintain a GPA of 3.0 or better in each of the two pre-clinical semesters, with no grade below B-.

ADVANCING WITHIN CURRICULUM – 2 YEAR PROGRAM

SLP students in the 2-year program must demonstrate the following criteria in order to advance in the SLP program:

- Demonstration professional behaviors (see [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-. In the exceptional case in which a student is permitted to repeat a course in which a grade below B- is achieved, a grade of B- or better must be earned in the first repetition.
- Complete clinical practica satisfactorily, with no failing grade. In the exceptional case in which a student is permitted to repeat a clinical practicum in which a passing grade was not earned, a passing grade must be earned in the first repetition.

NB: Clinical practica are a part of the curriculum, but will generally be graded on a pass/fail basis.

SHU Academic Grading Criteria

Grade	GPA points	Numerical Grade
A	4.0	93-100%
A-	3.67	90-92%
B+	3.33	87-89%
B	3.0	83-86%
B-	2.67	80-82%
F	0	0-79%

In addition to grades and clinical ratings, students will be evaluated by means of faculty review following each fall and spring semester, at midterm. Students identified by faculty review failing to make satisfactory progress will be notified by their academic advisor through and an Letter of Warning, and a develop a Remediation Contract collaboratively with their advisor ([Appendix 6](#)). Progress in these situations will be monitored by the student's advisor. Students must successfully complete the Remediation Contract by the end of the semester. Failure to fulfill the terms of the Remediation Contract in this time period will result in referral to the PPC and 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

The SHU SLP Graduate Program is a full-time commitment Monday through Friday for 18+ months. Even during university vacations (e.g., spring break), there may be academic and clinical practicum obligations that a student will be responsible for in an effort to ensure students have met all the requirements for graduation and certification. Attendance at all scheduled academic, clinical practica, and other clinical obligations is mandatory and essential for successful completion of each semester’s coursework and clinical practicum and ultimately a student’s entire graduate career. It is expected that students will attend all academic and clinical obligations. Academic courses and clinical assignments must command highest priority throughout this program. A student who does not accept a clinic assignment (for any reason or does not attend as assigned, forfeits the expectation of graduating on time and may not be offered another assignment until every other student has received one. A student failing to meet a standing clinical obligation also forfeits the expectation of graduating on time.

Consistent attendance at clinical practicum is important for development of clinical competencies, establishing professional relationships, and consistency in client care. In a clinical training program, no activity, be it a job or any other sort of outside commitment, takes precedence over a classes or a clinical assignment. Students are not to request days off from practicum for work obligations or vacations. Childcare arrangements must be made in advance and are not the responsibility of the program or clinical site. Students are not to modify their clinical assignment and established schedule in any manner, unless directly discussed with and approved by the Director of Clinical Education.

How to report absences:

- For placements with SHU faculty (1st, 2nd, and 3rd semester): Students must contact their SHU CE in a timely manner (no less than 1 hour prior to scheduled arrival) to report the absence. Absences should be communicated via email unless otherwise arranged by CE.
- For externship placements (3rd, 4th, and 5th semester): The student will compose one email that includes both the SHU Faculty Liaison (faculty overseeing the practicum) and fieldwork CE (clinical educator at the site) to report the absence. Students may also be required to communicate the absence to the fieldwork CE in another manner as determined in the practicum agreement, such as phone call or text, but are still required to document absence via email as described above, so that all educators are aware.

Absences may impact a student's ability to progress in the clinical program and students may be required to make up any missed days at the discretion of the CE and/or pending if clinical requirements and competencies have been met. Extended absences may require a doctor's note stating that the student is medically cleared to return to the placement, pending the policies of the clinical site.

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 DCE as soon as possible, to determine if accommodations can be made or if a leave of absence from the program will be required.

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 Department Chair 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. Individual and group advising sessions will be scheduled throughout the graduate program to inform student of policies and procedures relating to the clinical practica, and monitor progress. 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 [Student Conduct and 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 of Accreditation for Graduate Programs in Audiology and SLP](#), 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.*

CLASS CANCELLATIONS

Official cancellations of classes or campus closing due to weather are shared through the SHU EAS emergency alert system using text message, email and automated phone call. Information on closings can also be accessed through the SHU website and social media platforms, and by calling the SHU Info Line: 203-365-7669 or ext. 7669. Note that in the case of cancellation of on-campus classes, each instructor will seek to continue instruction (e.g., through use of the internet or email. 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. Usually, if SHU is closed due to weather, classes **will** be held online; connect with your instructor for details.

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.

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 guided 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 Communication Disorders 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 6](#).

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. Please note that the SHU's Title IX office is open and accessible to all members of the Sacred Heart community. Anyone impacted by sex/gender/caste/color discrimination, sexual harassment, sexual violence, stalking, or other forms of discrimination is encouraged to contact the Title IX office and submit a report.

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. Please see the University's Anti-Discrimination and Discriminatory Harassment policy for additional information.

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 practice, 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 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 ADD, DROP OR WITHDRAWALS

Students may add or drop a course within the first week of a semester. A student may withdraw from a course without penalty (grade of “W”) if done within the withdrawal deadline (See Academic Calendars for withdrawal deadlines), or within the first two weeks of a practicum experience. After the deadline, a grade of W will only be granted in highly unusual circumstances (e.g., a documented medical emergency). Students who do not withdraw in the specified time frame will receive a grade of F. Nonattendance does not constitute a withdrawal. Students are advised that withdrawal from any course or practicum within the program will 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, and timing. 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 all 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.

Ordinarily, 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 a practicum placement. Those procedures are described in SLP Student Clinical Manual.

DRESS CODE

Students are expected to dress professionally at all times, whether attending in-person or online classes or clinical activities. Professional dress includes clothing that would be considered appropriate to wear in a school or hospital setting. Shoes should provide full coverage of feet and toes. Dress and skirt length should not be exceedingly short. Clothing should be comfortable and appropriately modest for all professional settings.

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 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 SHU Faculty Handbook. Both academic and clinical faculty in the Department of Communication Disorders 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, certification and licensure requirements are the responsibility of the student and are **not** reimbursable by the Communication Disorders 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 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. **No food or beverages, including water, are permitted in the TBL classroom S116 at any time.**

FAILING GRADES FOR GRADUATE STUDENTS

Students who receive a grade below B- in any academic course or clinical practicum in the SLP program may, at the recommendation of the PPC, be dismissed from the program. In the exceptional case in which the PPC recommends academic probation, rather than dismissal, 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. 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, will be dismissed from the program. 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 designated time 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, consistent with the university policy. A maximum of a 12-month leave of absence may be granted upon review of the student’s request. Students are responsible for completing all steps of the program withdrawal process. 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. If a student fails to achieve competency (i.e., 80% correct) on any clinical or academic assignment that is linked by our curriculum map to a CFCC standard, the student will be required to remediate that assignment in order to demonstrate competency, even if the student earns a passing grade for the course or clinic in which it is assigned.

Two major assessment formats are utilized within classes:

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.

Pass/Fail

The following clinical seminars and practica are graded on a pass/fail basis. Students must pass each of these in order to proceed through the program:

SLP 501
SLP 502
SLP 503
SLP 504
SLP 505
SLP 506
SLP 507
SLP 508
SLP 509
SLP 511
SLP 601
SLP 602

NON-DISCRIMINATION POLICY

It is the policy of Sacred Heart University not to discriminate on the basis of any category prohibited by applicable law but not limited to age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran, 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. The University's Anti-Discrimination and Discriminatory Harassment Policy and Procedures apply to all staff, and faculty, and students.

OUTSTANDING PRE-REQUISITES

Accepted students must complete all pre-requisite SLP courses for graduate study (See Appendix 5) and 25 hours of guided 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 online 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, including 6 credits of coursework in professional education and 3 credits of coursework in the education of students with special needs, prior to beginning the graduate program. 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 Director 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, and documented during advising meetings.

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 4](#)).

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, the student must make an appointment with the graduate advisor in order to document the planned program change. 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 (other than Dual Degree SLP students at SHU), or who have completed all pre-requisite courses listed in [Appendix 5](#) as well as 25 hours of guided, 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 3.0 with no grade below C
- Submission of Personal Statement
- Submission of two letters of recommendation from academic sources
- Submission of GRE or other (SAT, ACT, PRAXIS I) standardized test scores

Those accepted will be expected to follow the assigned Cohort planned program of study ([Appendix 4](#)), 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 specialty certificate, 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 5](#), and may have taken no more than 6 credits in Communication Disorders prior to enrollment SHU, if they meet the following eligibility requirements:

- Undergraduate GPA of at least 3.0
- Completion of basic science pre-requisites (See [Appendix 5](#)) with a GPA of at least 3.0 with no grade below C
- Submission of Personal Statement
- Submission of two letter of recommendation from an academic source
- Submission of GRE or other (SAT, ACT, PRAXIS I) standardized test 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 first 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 specialty certificate. 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 C 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 Communication Disorders 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 3.0 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 typically taken toward 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, dressing and presenting themselves in a professional manner, and demonstrating responsibility for actions and outcomes. Ethical and Professional Behaviors as well as Essential Functions/Technical Standards ([Appendix 1](#), [Appendix 3](#)) will be discussed during orientation week and throughout the Program. These include:

Appearance

Students are expected to dress for all academic and clinical experiences, both in person and online, in a professional, modest manner that would be acceptable in a public school or clinic setting. Shoes should fully cover feet and toes. Body piercings and tattoos may need to be obscured and facial piercings may need to be removed for clinical experiences.

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; 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; complete all assigned readings and other activities, 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 excessive 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 Communication Disorders, 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 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. Students may be instructed to complete the module on conduct of research involving human subjects at the CITI website.

Citizenship and Remediation for Professional Behavior

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.

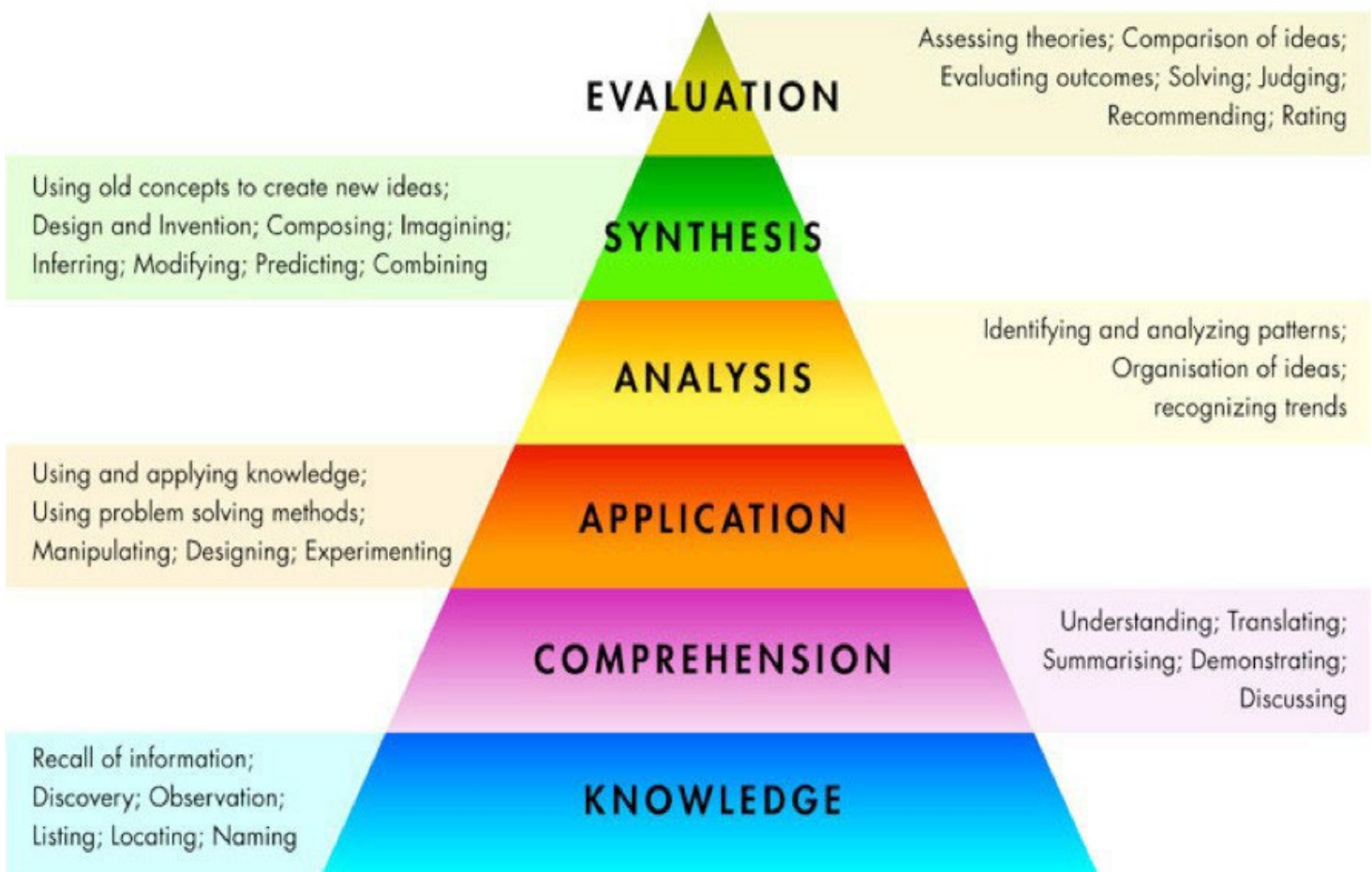
Students are expected to demonstrate and embody professional behaviors and ethical conduct throughout all aspects of the program. Students who do not demonstrate acceptable professional behaviors will meet with their academic advisor to complete a Professional Behaviors Contract if deemed appropriate (see [Appendix 7](#)). 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 7](#)). The Professional Behaviors Contract will be reviewed by the student and academic and/ or clinical 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 Communication Disorders 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.

B L O O M S T A X O N O M Y



Professional Communication

Email 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. This requires that email be checked on a regular basis. Our [e-mail 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.

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 Student 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 Executive Director of Graduate Student Affairs and 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 SLP program director regarding the procedure for withdrawal.

RECOMMENDATION POLICY

Academic and clinical educators are often requested 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 may refer the student to another Faculty in the department for a recommendation.

All requests for references should be submitted in writing. Students may 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.
 - contact information if we need to mail or fax the letter directly
- 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.

REMEDIATION

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 6](#)). Student and faculty members and fieldwork supervisors 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 will result in the recommendation that the student be dismissed from the program.

Any course or clinical practicum in which a semester grade below B- may result in dismissal, or, under exceptional circumstances, remediation. 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 fails a clinical practicum will be dismissed from the program.

REQUIREMENTS FOR GRADUATION

In order to graduate from the SLP Program, all academic and clinical coursework must be successfully completed with an overall grade point average of 3.0 and no single course grade below a B- and all courses and practica passed. Additionally, students must complete the pre-graduation paperwork required by University Registrar. Students must register for graduation 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 Services.
- 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 Communication Disorders Department (CMD) provide resources to assist students in managing the stress of graduate study. CMD 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 these social medial policy guidelines 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, X 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 email 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:

<u>Grade</u>	<u>GPA points</u>	<u>Numerical Grade</u>
A	4.0	93-100%
A-	3.67	90-92%
B+	3.33	87-89%
B	3.0	83-86%
B-	2.67	80-82%
F	0	0-79%

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 beyond general expectations. 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 competence in 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.

In order to maximize student learning and reduce stress, clinical seminars and practica will be graded on a *pass/fail* basis. The courses below will be graded *pass/fail*:

SLP 501
SLP 502
SLP 503
SLP 504
SLP 505
SLP 506
SLP 507
SLP 508
SLP 509
SLP 511
SLP 601
SLP 602

Each student must pass ALL these courses in order to graduate. If a student fails one, it can be repeated once. Two pass/fail courses that do not earn a passing grade may lead to dismissal.

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 -- at midterm. During the mid-term advising meeting students will be informed of their progress (satisfactory or unsatisfactory). In the case of unsatisfactory academic or clinical progress, the student will receive a Letter of Warning, and work with their clinical or academic advisor (as appropriate) to complete a Remediation Contract (Appendix 6). The plan will be monitored by the advisor (Appendix 6). Failure to successfully complete the Remediation Contract may result in referral to the PPC.

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 Office of Student Accessibility (OSA), who will assist you with documenting your disability and identifying the necessary accommodations. Our faculty will work with you, upon your disclosure of disability identified by the OSA, to establish the appropriate and reasonable accommodations recommended by the OSA. 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 are responsible for documenting their disability with the OSA, 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 OSA or faculty in this process. Students who have an identified disability requiring special accommodations may inform the instructor, Director of Clinical Education, or Program Director of the nature of the accommodations needed as soon as they have been agreed upon by the student and OSA office. Students needing special accommodations for exams must notify the OSA at least one week 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 OSA office, if the test is to be taken there. The OSA 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 OSA Testing Center. No accommodations can be made without the involvement and guidance of the OSA. See the University's Graduate Academic Catalog for additional information about academic support.

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 Department Chair of the faculty member involved.
- The Department Chair 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.

APPEAL PROCESS: TERMINATION

A student whose matriculation has been terminated has the right to petition the Dean of the College. Such a petition should carefully delineate any information or extenuating circumstances that are currently unknown to the Committee, but which may influence a decision. The petition must include a plan for remediating deficiencies and for avoiding further academic or professional behavior problems in the future. If the Dean of the College does not receive a petition by the deadline specified in the letter of termination, it will be assumed that the student has waived his or her right to such reconsideration. If a petition is received, the Dean of the College will then forward a student appeal to the Professional Performance Committee for review and a recommendation.

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 NSSLHA, 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 Communication Disorders 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

Core Functions

Communication

Statements in this section acknowledge that audiologists and speech-language pathologists must communicate in a way that is understood by their clients/patients and others. It is recognized that linguistic, paralinguistic, stylistic, and pragmatic variations are part of every culture, and accent, dialects, idiolects, and communication styles can differ from general American English expectations. Communication may occur in different modalities depending on the joint needs of involved parties and may be supported through various accommodations as deemed reasonable and appropriate to client/patient needs. Some examples of these accommodations include augmentative and alternative communication (AAC) devices, written displays, voice amplification, attendant-supported communication, oral translators, assistive listening devices, sign interpreters, and other non-verbal communication modes.

- Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies
- Adapt communication style to effectively interact with colleagues, clients, patients, caregivers, and invested parties of diverse backgrounds in various modes such as in person, over the phone, and in electronic format.

Motor

Statements in this section acknowledge that clinical practice by audiologists and speech-language pathologists involves a variety of tasks that require manipulation of items and environments. It is recognized that this may be accomplished through a variety of means, including, but not limited to, independent motor movement, assistive technology, attendant support, or other accommodations/modifications as deemed reasonable to offer and appropriate to client/patient needs.

- Engage in physical activities at a level required to accurately implement classroom and clinical responsibilities (e.g., manipulating testing and therapeutic equipment and technology, client/patient equipment, and practice management technology) while retaining the integrity of the process
 - Respond in a manner that ensures the safety of clients and others
- Sensory Statements in this section acknowledge that audiologists and speech-language pathologists use auditory, visual, tactile, and olfactory information to guide clinical practice. It is recognized that such information may be accessed through a variety of means, including direct sensory perception and /or adaptive strategies. Some examples of these strategies include visual translation displays, text readers, assistive listening devices, and perceptual descriptions by clinical assistants.
- Access sensory information to differentiate functional and disordered auditory, oral, written, and visual communication

APPENDIX 1 (CONT'D)

- Access sensory information to correctly differentiate anatomical structures and diagnostic imaging findings
- Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests

Intellectual/Cognitive

Statements in this section acknowledge that audiologists and speech-language pathologists must engage in critical thinking, reasoning, and comprehension and retention of information required in clinical practice. It is recognized that such skills may be fostered through a variety of means, including assistive technology and /or accommodations/modifications as deemed reasonable and appropriate to client/patient needs.

- Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies
- Employ informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the client/patient's needs
- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills
- Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care

Interpersonal

Statements in this section acknowledge that audiologists and speech-language pathologists must interact with a diverse community of individuals in a manner that is safe, ethical, and supportive. It is recognized that personal interaction styles may vary by individuals and cultures and that good clinical practice honors such diversity while meeting this obligation.

- Display compassion, respect, and concern for others during all academic and clinical interactions
- Adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies
- Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities

APPENDIX 1 (CONT'D)

Cultural Responsiveness

Statements in this section acknowledge that audiologists and speech-language pathologists have an obligation to practice in a manner responsive to individuals from different cultures, linguistic communities, social identities, beliefs, values, and worldviews. This includes people representing a variety of abilities, ages, cultures, dialects, disabilities, ethnicities, genders, gender identities or expressions, languages, national/regional origins, races, religions, sexes, sexual orientations, socioeconomic statuses, and lived experiences.

- Engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provision of services.
- Demonstrate the application of culturally responsive evidence-based decisions to guide clinical practice 5
This document should be considered a living document and therefore reviewed by CAPCSD at regular intervals to ensure that current terminology, practice, and ideas are reflected.”

Source: Council of Academic Programs in Communication Sciences and Disorders (2023). A guide for future practitioners in audiology and speech-language pathology: Core functions. <https://www.capcsd.org/academic-and-clinical-resources/>

APPENDIX 2



Sacred Heart
UNIVERSITY

SPEECH-LANGUAGE PATHOLOGY

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 Core Functions 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 Core Functions despite reasonable accommodations (if recommended by the Office of Student Accessibility) 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 the SHU SLP Clinical Manual and agree to abide by its policies and procedures.

Student Signature

Date

Printed Name

Please sign and return to Academic Department Assistant

APPENDIX 3

Code of Ethics

Effective March 1, 2016

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- Preamble
- 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 for audiology and speech-language pathology.

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.

APPENDIX 3 (CONT'D)

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.

Reference this material as: American Speech-Language-Hearing Association. (2016). Code of ethics [Ethics]. Available from www.asha.org/policy/.

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APPENDIX 4

Planned Program of Graduate Study in Speech-Language Pathology COURSE SEQUENCE

Years 1 and 2

	COHORT 1	COHORT 2	Credit Hrs
Fall Semester I	SLP 500:Speech Sound Disorders	SLP 540: Adult Neurogenics I	3
	SLP 510: Language Disorders in Children 0-5	SLP 550:Dysphagia	3
	SLP 530: School-Age Language Disorders	SLP 560: Adult Neurogenic Disorders II	3
	SLP 530T: PBL Tutorial	SLP 550T: PBL Tutorial	0
	SLP 580: Voice and Velopharyngeal Disorders	SLP 585: Disorders of Fluency	3
	SLP 501: Practicum Seminar I	SLP 501: Practicum Seminar I	1
	SLP 502: Clinical Practicum I	SLP 502: Clinical Practicum I	4
	SLP 514: Screening and Diagnostics I	SLP 514: Screening and Diagnostics I	1
	Total Credits		18
Spring Semester I	COHORT 1	COHORT 2	
	SLP 540: Adult Neurogenics I	SLP 500:Speech Sound Disorders	3
	SLP 550:Dysphagia	SLP 510: Language Disorders in Children 0-5	3
	SLP 560: Adult Neurogenic Disorders II	SLP 530: School-Age Language Disorders	3
	SLP 550T: PBL Tutorial	LP 530T: PBL Tutorial	
	SLP 580: Disorders of Fluency	SLP 585: Voice and Velopharyngeal Disorders	3
	SLP 503: Practicum Seminar II	SLP 503: Practicum Seminar II	1
	SLP 504: Clinical Practicum II	SLP 504: Clinical Practicum II	4
	SLP 515: Screening and Diagnostics II	SLP 515: Screening and Diagnostics II	1
	Total Credits		18
Summer Semester I/II	SLP 600: Autism, AAC, and Severe Disorders of Communication		3
	SLP 505: Practicum III Summer 1-2		1
	SLP 506: Clinical Practicum III Summer 1-2		4
	Optional: Electives/ Education courses		
	Total Credits		8

APPENDIX 4

Fall Semester II	COHORT 1	COHORT 2	
	SLP 570: Introduction to Research and Evidence-Based Practice (EBP)	SLP 570: Introduction to Research and Evidence-Based Practice (EBP)	3
	SLP 570: Aural Rehabilitation	SLP 570: Aural Rehabilitation	3
	SLP 507: Practicum Seminar IV	SLP 601: Practicum Seminar V	1
	SLP 508: Clinical Practicum IV (Specialty Practicum)	SLP 602: Clinical Externship V (Student Teaching)	6
	Optional: Electives/ Education courses		
	Total Credits		13
Spring Semester II	COHORT 1	COHORT 2	
	SLP 690: Capstone project	SLP 690: Capstone project	3
	SLP 601: Practicum Seminar V	SLP 507: Practicum Seminar IV	1
	SLP 602: Clinical Externship V (Student Teaching)	SLP 508: Clinical Practicum IV (Specialty Practicum)	6
	Total Credits		10
Elective Summer Semester II	SLP 699: ELECTIVE: Special Topics in SLP		(1-3)
	SLP 509 ELECTIVE: Specialty Practicum V		(1-3)
	Total Credits		(2-6)
Elective Courses (each student must complete 2 electives)			
	SLP 533: Cultural and Structural Linguistics		1
	SLP 535: Cultural and Linguistic Diversity		1
	SLP 611 Adult Medical Speech Pathology		1
	SLP 620 Pediatric Medical Speech Pathology		1
	SLP 681 Autism in Adulthood		1
	SLP 691 Counseling in Communication Disorders		1
	SLP 695 Seminar in Literacy for Students with ASD		1
	SLP 696 Advanced Practices for Students with ASD		1
Total Elective credits required			2
	Total		69-75

Course descriptions can be found on the SHU website.

APPENDIX 5

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)

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

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

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

Course #	Semester	Course name	Semester Hours
CMD 200/SLP 400	F	Introduction to Communication Disorders	3
CMD 210/SLP 410	F	Phonetics	3
CMD 300/SLP 411	F	Anatomy and Physiology of Speech, and Swallowing	3
CMD 310/SLP /412	F	Introduction to Audiology and Hearing Science	3
CMD 320/SLP 420	S	Speech Science	3
CMD 330/SLP 430	S	Development of Language	3
CMD 340/SLP 440	S	Neurological Bases of Communication and Swallowing	3
CMD 350/SLP 450	S	Introduction to Clinical Methods and Observation	3
ED 302/552	F, Sp, Su	Education in the US*	3
ED 301/569	F, Sp, Su	Education of Students with Special Needs*	3

* Or equivalent. Education courses may be completed during pre-clinical year of 3-year program or during 2 year program, with Department permission.

APPENDIX 6

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 7

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 8

Professional Behaviors Rating Scale

Professional Behavior	Criteria	Midterm	Final
Time/Stress Management	<ul style="list-style-type: none"> - Meets deadlines for assignments/documentation - Prioritizes roles/responsibilities to be successful - Demonstrates coping strategies to keep priorities - Demonstrates caring for self 		
Interpersonal Communication	<ul style="list-style-type: none"> - Concise - Assertive - Language/Body language appropriate to context - Active listening - Maintains eye contact - Attends to speaker - Provides constructive feedback - Positive attitude/affect, communicating interest - Seeks feedback & modifies behavior accordingly 		
Written Communication	<ul style="list-style-type: none"> - Correct grammar, spelling, punctuation, structure - Concise - Well organized - Relevant, with supporting details and evidence - Use of person-first, neutral language 		
Professional Presentation	<ul style="list-style-type: none"> - Neat appearance - Clothing/jewelry/make-up appropriate to context 		
Initiative/Commitment to Learning	<ul style="list-style-type: none"> - Self-starts projects, tasks - Identifies relevant resources to self-direct learning - Eager to obtain new information & prof. behaviors - Behaviors/skills/attitudes change w/ new learning 		
Dependability	<ul style="list-style-type: none"> - On time - Adheres to attendance policy - Informs of an absence/lateness in a timely fashion - Fulfills commitments - Completes assignments without prompting 		
Self-Assessment	<ul style="list-style-type: none"> - Identifies strengths/weaknesses - Identifies strategies to improve weaknesses 		
Creativity	<ul style="list-style-type: none"> - Generates multiple unique treatment plans 		
Cooperation and Teamwork	<ul style="list-style-type: none"> - Works effectively with others - Assists in the learning of others - Collaborates with others 		
Ethics	<ul style="list-style-type: none"> - Adheres to ASHA Code of Ethics 		
Safety	<ul style="list-style-type: none"> - Adheres to site safety policies/procedures - Responds calmly in urgent situation 		
Therapeutic Relationship	<ul style="list-style-type: none"> - Establishes rapport with clients - Able to focus on client's needs vs. own - Maintains professional boundaries - Demonstrates client/family centered perspective - Use self-reflection & apply insights to relationships 		

APPENDIX 8 (CONT'D)

Professional Behavior	Criteria	Midterm	Final
Student Clinician Supervisory Relationship	<ul style="list-style-type: none">- Initiates job/performance expectation clarification- Questions/seek guidance, when unsure- Establishes professional development goals- Develops methods to accomplish prof. dev. goals- Gives respectful/timely feedback		
Flexibility	<ul style="list-style-type: none">- Assumes multiple roles, based on need of situation- Adapts to changes in needs/routine/schedule		
Cultural Competence	<ul style="list-style-type: none">- Demonstrates respect for cultural differences- Uses neutral, non-judgmental language- Questions rather than assumes		

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 Student Planning and Advising (SPA) 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

2020 Standards for Certificate of Clinical Competence in Speech-Language Pathology

Current standards

APPENDIX 12



Sacred Heart
UNIVERSITY

SPEECH-LANGUAGE PATHOLOGY

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



Sacred Heart
UNIVERSITY

SPEECH-LANGUAGE PATHOLOGY

Refusal of CT School SLP Requirements

Department of Communication Disorders
College of Health Professions
Sacred Heart University
5151 Park Ave.
Fairfield, CT 06825-1000

I, _____, hereby acknowledge that I have been informed by the Chair of the Department of Communication Disorders 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

Optional Specialty Certificates

Autism Spectrum Disorders. The specialization will focus on learning strategies for collaborating with special education and other professionals in the education of individuals on the autism spectrum. 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 their second year of graduate study, in addition to the standard Master's Degree curriculum:

SLP 535: Topics in Cultural and Linguistic Diversity (1 cr.)

SLP 691: Counseling for Communication Disorders (1 cr.)

SLP 696: Advanced Practices for Students with ASD (1 cr.)

SLP 681: Autism in Adulthood (1 cr.)

Optional Second Summer:

SLP 699 Special Topics in SLP (1-3 cr.)

SLP 509: Specialty Practicum (1-3 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:

SLP 535: Topics in Cultural and Linguistic Diversity (1 cr.)

SLP 691: Counseling for Communication Disorders (1 cr.)

SLP 620: Pediatric Medical SLP (1 cr.)

SLP 611: Adult Medical SLP (1 cr.)

Optional Second Summer:

SLP 699 Special Topics in SLP (1-3 cr.)

SLP 509: Specialty Practicum (1-3 cr.)