

# **GRADUATE PROGRAM HANDBOOK**

**2023-2024**

**Department of Communication Sciences and Disorders**

**University of Maine  
Orono, Maine**

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## **SECTION A**

### **WELCOME**

Welcome to our graduate program! We hope your time with us will be stimulating, and yield growth and change. We are here to facilitate learning, and look forward to working with you. We expect you to be responsible for yourself and your own learning. As with any endeavor, you will get from this experience what you invest in it.

You are responsible for the rules and policies of the Graduate School and the Department of Communication Sciences and Disorders. We expect you to read this handbook and follow the stated rules and policies, which affect your progress toward the Master of Arts (M.A.) degree in Communication Sciences and Disorders (CSD). This handbook is a resource that you will need throughout your program.

Contact your advisor or the Graduate Program Coordinator with questions regarding this handbook or any other aspects of the graduate program.

## **SECTION B**

### **REQUIREMENTS FOR THE MASTER OF ARTS DEGREE**

The M.A. program in CSD (thesis or non-thesis) strives to provide students with the competencies necessary for the delivery of high quality Speech-Language Pathology (SLP) services. The program places emphasis on the preparation of beginning clinicians for independent professional activities associated with family-centered, community wide services in non-urban settings of northern New England. This mandate is in keeping with the mission of the University of Maine, the Land and Sea Grant university of the State of Maine.

The M.A. program in Speech-Language Pathology at the University of Maine is accredited by the **Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)** of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

Our full-time graduate program extends over a 21-month period starting each September. The program requirements follow the specified guidelines of the CAA. As part of the M.A. degree, students are required to complete all of the **academic** and **clinical practicum** requirements for eligibility for the national Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). The standards for the CCC-SLP are included in Section I of this handbook and it is essential that you review them. The CSD program maintains the highest standards for academic and clinical teaching with a model that supports student learning and meets both State of Maine licensure and ASHA CCC standards.

The graduate program requires completion of 5 undergraduate prerequisite courses: Audiology, Language Development, Speech Anatomy and Physiology, Phonetics, and Speech Science. At UMaine, the course numbers are CSD 201, 280, 283, 382, and 484. A student's program of study may be extended if all prerequisites are not completed prior to the start of the graduate program.

## Academic Requirements

The following curriculum constitutes the requirements of the MA degree in Communication Sciences and Disorders. This program is designed to provide graduate students with the academic, clinical, and research education consistent with the 2020 ASHA Standards for Clinical Certification in SLP. The curriculum consists of a core 44 academic credit hours with an additional 6 academic credit hours of either a thesis or non-thesis option.

<b><u>Speech-Language Pathology (32 credits)</u></b>	<b>Credit Hours</b>
CSD 581: Articulation and Phonology Disorders	3
CSD 582: Voice Disorders	3
CSD 583: Fluency Disorders	3
CSD 584: Language Disorders in Children: Preschool	3
CSD 585: Language Disorders in Children: School-Age	3
CSD 680: Augmentative and Alternative Communication	3
CSD 682: Current Issues in Aphasia, RHD and Dementia	3
CSD 683: Seminar in Clinical Procedures I	1
CSD 684: Seminar in Clinical Procedures II	1
CSD 685: Diagnostic Process in Speech-Language Pathology	3
CSD 687: Swallowing Disorders	3
CSD 688: Neurocognitive Disorders in Adults	3
CSD 689: Motor Speech Disorders	3
<b><u>Audiology (3 credits)</u></b>	
CSD 588: Audiologic Rehabilitation	3
<b><u>Clinical Practicum (6 credits)</u></b>	
CSD 686: Clinical Practicum	6
<b><u>Research (3 credits)</u></b>	
CSD 601: Seminar in Research Methods	3
Total credit hours in core curriculum	47
Thesis (CSD 699) OR non-thesis option	6
Total Semester Credit Hours in MA Program	53

Thesis Option: In electing this option, the student registers for a total of 6 academic credit hours of CSD 699, and, with the assistance of a faculty advisor, conducts an approved research project, writes a thesis and completes an oral defense. See Section D Thesis/Non-Thesis Options of this handbook for details.

Non-Thesis Option: In electing this option, the student completes 6 credit hours in related coursework at the graduate level. These electives can be within the CSD department, such as - CSD 586 (Current Issues in Clinical Practice), or in related disciplines. Undergraduate CSD courses required as background coursework do not count as electives. All non-thesis electives must be approved by the student's advisor. Additionally, each Non-Thesis student must successfully complete a Final Comprehensive Examination (see Section D).

### **Graduate Student Professional Series**

During the final semester of the graduate program, students will be required to attend a seminar series that focuses on professional issues in SLP. These presentations typically take place on several evenings during January and February. Following each presentation, students will complete a questionnaire and return it to the series instructor, to be included in the student's file.

### **Advisory Committee**

Upon entering the graduate program, students will be assigned a major advisor. The second committee member will include the Graduate Coordinator. If the Graduate Coordinator is the major advisor, another faculty member will be assigned as the second committee member. Students work with these faculty members (primarily with the major advisor) in developing a program of study. **All students must complete a Program of Study Form prior to the end of the second semester of graduate study.** It must be approved, signed by the academic committee and forwarded to the Graduate School. A copy of the approved form will be included in the student's file. This form is extremely important because it represents a "contract" between the Department and the student. Changes in the program of study must be approved by the advisory committee and submitted in writing to the Graduate School. Thesis students should refer to the section on completing a thesis.

Schedule of Courses

A 2-year tentative schedule of graduate courses is provided below, including due dates for other components of the program. This schedule is subject to change.

Summer	Fall 1	Spring 1
<ul style="list-style-type: none"> <li>-CSD 584 (Language Disorders in Children: Preschool or Summer between Year 1 and 2)</li> </ul>	<ul style="list-style-type: none"> <li>-CSD 581 (Articulation and Phonology Disorders)</li> <li>-CSD 601 (Research Methods)</li> <li>-CSD 683 (Seminar in Clinical Procedures I)</li> <li>-CSD 686 (Clinical Practicum)</li> <li>-CSD 687 (Swallowing Disorders)</li> <li>-<i>Submit KASA Form to advisor at end of semester</i></li> </ul>	<ul style="list-style-type: none"> <li>-CSD 585 (Language Disorders in Children: School-Age)</li> <li>-CSD 684 (Seminar in Clinical Procedures II)</li> <li>-CSD 686 (Clinical Practicum)</li> <li>-CSD 688 (Neurocognitive Disorders)</li> <li>-<i>Submit Program of Study</i></li> <li>-<i>Prepare Student Portfolio for Review</i></li> <li>-<i>Submit KASA Form to advisor at end of semester</i></li> </ul>
Summer	Fall 2	Spring 2
<ul style="list-style-type: none"> <li>-CSD 584 (Language Disorders in Children: Preschool or Summer before Year 1 and 2)</li> <li>-CSD 680 (Augmentative and Alternative Communication)</li> <li>-CSD 686 (Clinical Practicum)</li> <li>-Elective or CSD 690 (Directed Research 1) or CSD 699 Graduate Thesis</li> <li>-<i>Submit KASA Form to advisor at end of semester</i></li> </ul>	<ul style="list-style-type: none"> <li>-CSD 583 (Fluency)</li> <li>-CSD 682 (Aphasia, Right Hemisphere, and Dementia)</li> <li>-CSD 685 (Diagnostic Process- or Spring 2)</li> <li>-CSD 686 (Clinical Practicum)</li> <li>-Elective or CSD 691 (Directed Research 2) or CSD 699 Graduate Thesis</li> <li>-<i>Prepare Student Portfolio for Review</i></li> <li>-<i>Submit KASA Form to advisor at end of semester</i></li> </ul>	<ul style="list-style-type: none"> <li>-CSD 582 (Voice Disorders)</li> <li>-CSD 588 (Audiologic Rehabilitation)</li> <li>-CSD 685 (Diagnostic Process- or Fall 2)</li> <li>-CSD 686 (Clinical Practicum)</li> <li>-CSD 689 (Motor Speech Disorders)</li> <li>-</li> <li>-<i>Notify Graduate Coordinator of Intent to Graduate (start of semester)</i></li> <li>-<i>Prepare Student Portfolio for Review Oral Presentation for Comprehensive Examination</i></li> <li>-<i>Submit KASA Form to advisor at end of semester</i></li> </ul>

## Clinical Practicum Requirements

### General Information about Practicum

Clinical practicum is an integral part of your graduate program. Your practicum experiences are designed to give you the opportunity to apply the knowledge acquired in your coursework to the development of your clinical skills. Students receive a letter grade for each clinical practicum. Students who receive an incomplete or withdraw from clinical practicum (including grades of W, I, L, and NG) must earn a letter grade within one calendar year of the initial term of enrollment. If students do not receive a letter grade within one calendar year, they will receive an F. For example, if a student was enrolled in clinical practicum in Fall 2022 and received an I, a letter grade must be earned before January 2024.

Each graduate student is expected to complete at least **five semesters** of clinical practicum in speech and language pathology. Each semester you will register for 1 credit hour of CSD 686. In one semester you can also complete a 20-hour audiology practicum by registering for 1 credit hour in audiology. Clinical practicum in audiology is highly recommended for all students and particularly for students aiming to practice in Canada given Canadian licensure requirements. The timing of your audiology practicum must be approved by both the Clinic Director and the Audiologist. If a student opts to not enroll in audiology practicum, they will take a total of 6 credit hours in speech-language pathology practicum.

Your first year (Fall and Spring) of clinical practicum will be supervised by CSD program faculty (often called your “clinical advisor”) and will be at the Conley Speech, Language and Hearing Center or at another site where program faculty supervise.

Following a successful first year (as determined by clinical faculty), you will be placed at a variety of practicum sites including hospitals, rehabilitation centers, nursing homes, preschools and schools. Your practicum experiences will be planned to assure that you acquire experiences with clients across the lifespan with a wide range of communication disorders/differences. (See the 2020 Standards in Section I.)

### How do I enroll in Practicum?

Clinical practicum placements are arranged by the Clinic Director each semester. Students must use the Practicum Schedule and Request Form to make a formal request by the following dates:

Fall due by:            May 1  
Spring due by:        November 1  
Summer due by:      March 1

**A practicum placement cannot be guaranteed if the request is not submitted by the above dates.**



## Extern Placements

At most extern sites, supervisors require pre-placement interviews, specific coursework, immunizations and specific days on-site. You will be informed of these requirements as they apply. Placements are approximately 12 weeks during the academic year and 6-8 weeks in the summer. Days on-site will vary from 3-5 days/week. Students are expected to travel up to one hour each way to their extern placements.

### How do I keep track of my hours?

At the end of each semester you will submit your signed clock hours and an attached summary sheet. You will receive a print-out of your accumulated hours and it is your responsibility to make sure your clock hour records are up to date before beginning a new semester. Your clock hours will be tracked and documented throughout your program to verify the age and communication disorder/difference of each client as well as your clinical skills acquisition. Knowledge and Skills Acquisition form with supporting documentation must be given to your academic advisor at the end of each semester and be used to demonstrate your acquisition of the clinical skills in the nine major areas outlined in the ASHA Standards.

**It is in your best interest to review both the academic and clinical requirements outlined in the 2020 Standards (Section I). Noted below are requirements specific to our program that may differ or extend beyond those required by the CAA or ASHA.**

**You will be working with the Clinic Director throughout your program, starting with a Practicum Planning meeting in your first semester to guide you through your clinical experiences. If you have questions, please do not hesitate to ask.**

### **Standard V-C** (pp. 4-5, Section I)

**Our program requires that all 25 hours of observation be completed prior to beginning clinical practicum.**

**Documented observation hours must be submitted to the Clinic Director prior to beginning practicum.**

**Please refer to Standard V-C in Section I of this handbook for specific information on how clock hours are documented and approved.**

### **Standard V-D** (p. 5, Section I)

**Documented undergraduate hours must be submitted to the Clinic Director.**

## **SECTION C**

### **POLICIES**

#### **Courses taken at other Colleges/Universities**

1. First semester students may transfer no more than 6 credits toward a graduate degree if the course:
  - Was not used to satisfy undergraduate degree requirements
  - Was equivalent to a course required for their graduate degree
  - Was completed with a grade of B or higher
  - Is approved by the Advisory Committee
  - Was completed within 6 years of completing the graduate program
  
2. Currently enrolled students may take courses at non-UMaine institutions if:
  - Approved by the Advisory Committee and Graduate Dean ahead of time
  - Such courses constitute no more than half of the courses listed on a student's Program of Study form.

#### **Full-Time Study**

All students are required to maintain continuous enrollment. This is the policy of both the CSD Department and the Graduate School. At this time, we do not accept part-time students.

#### **Full-Time**

1. Full-time students are required to continuously enroll for a minimum of 6 credits per semester until the completion of the degree requirements. Full-time students who do not enroll for at least 6 credits each semester must request a leave of absence for the time of non- or reduced enrollment, and must request readmission prior to registering for courses again.
2. Full-time students wishing to change their status to part-time must file a written request, and obtain approval from their Advisory Committee.

#### **Availability of Faculty and Courses in the Summer**

The University offers the opportunity to pursue graduate studies during the summer. Although some graduate-level courses are offered during the summer session, the University does not guarantee that any particular course will be offered.

The availability of individual faculty to advise, supervise research, or participate in final oral examinations varies, and is determined by the individual. Do not assume faculty will be available during the summer. Students should determine, in advance, whether the members of their advisory committee will be available.

## Student Files

Student files are kept in the Department Office (Room 314, Dunn Hall). They may be obtained through the Departmental Administrative Assistant or the Department Chair.

Files are to contain only records of official university or departmental business: application materials, admission and appointment letters, Program of Study forms, transcripts, and any official advisory committee or Graduate Coordinator action.

Student files may be checked out by the student, Department Chair, Graduate Coordinator, or a member of the student's Advisory Committee. Students are encouraged to review their files periodically to ensure that all materials are up-to-date.

## Eligibility Requirements and Essential Functions

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social, as determined by Council of Academic Programs in Communication Sciences and Disorders (2007). These skills, outlined in the Clinical Practicum Handbook, enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. Students accepting our offer of admission as well as students in the University of Maine graduate program in Communication Sciences and Disorders are expected to demonstrate these essential functions with or without reasonable accommodations to successfully complete program requirements. Students who believe they may require accommodations to meet the essential skills requirements due to a disability should contact Student Accessibility Services, 121 East Annex, 581-2319. At the start of the graduate program or the beginning of clinical practicum, students will certify that they are able to meet the standards with or without accommodations. If a student fails to meet and/or maintain these technical standards with or without reasonable accommodations (as recommended by and in consultation with DSS), they will be required to discontinue the program.

## Accommodations, Nondiscrimination, Sexual Harassment, Equal Opportunity

The Department of Communication Sciences and Disorders supports and adheres to University of Maine System policies regarding accommodations, sexual harassment, and equal opportunity. These policies are stated in the Graduate Catalog, and students are encouraged to contact Student Accessibility Services (121 East Annex, 581-2319) or the Office of Equal Opportunity (101 North Stevens, 581-1226) if they have questions or concerns regarding these policies and procedures.

The nondiscrimination policy of our department is consistent with that of the University, as described below:

The University of Maine does not discriminate on the grounds of race, color, religion, sex, sexual orientation, including transgender status and gender expression, national origin, citizenship status, age, disability, genetic information, or veterans status in employment, education, and all other programs and activities. Please contact the Director of Equal Opportunity, 101 N. Stevens Hall, Orono, ME 04469 at 207-581-1226 (voice), TTY 711 (Maine Relay System), or [equal.opportunity@maine.edu](mailto:equal.opportunity@maine.edu) with questions or concerns.

#### Policy on Graduate Students at Academic Risk (approved 8/2002)

Instructors who identify a student at academic risk due to poor performance in coursework or practicum will refer the matter to the student's academic advisor. If the advisor and instructor are the same person, the second advisory committee member will be notified. The advisor or the advisor in consultation with the second committee member will be responsible for creating a plan of action designed to address the academic difficulties of the student. The plan of action will be presented to the student in writing, the advisor and the student will sign the plan, and the plan will be placed in the student's departmental file. The plan of action may be formulated in consultation with any faculty members or administrators deemed appropriate by the advisor.

#### Policy on Grades Lower than a B- during the Graduate Program (approved 8/2009)

Only courses with final grades of B- or above will be applied to the graduate program, including clinical practicum credits. Therefore, a student receiving less than a B- in any graduate course (including grades of W, I, L, and NG), must repeat the course and receive a grade of no less than a B- in order for the credits to be applied to the graduate degree. Repeated courses receiving a higher grade will not replace the previous course grade. Grades lower than a B- will remain on the transcript. Any student receiving more than two course grades lower than a B- on their transcript will be required to withdraw from the program.

#### Policy on Grades Lower than a B- in Prerequisite Courses

Students taking prerequisites at the University of Maine concurrently with their graduate program must earn a final grade of a B- or above. Therefore, a student receiving less than a B- in any graduate course (including grades of W, I, L, and NG), must repeat the course and receive a grade of no less than a B-. Repeated courses receiving a higher grade will not replace the previous course grade. Grades lower than a B- will remain on the transcript. Any student receiving more than two course grades lower than a B- on their transcript will be required to withdraw from the program.



## SECTION D

### **NON-THESIS AND THESIS OPTIONS**

#### Non-Thesis Program of Study

A non-thesis degree is awarded when a “Completion of Degree Requirements” form is submitted by the Graduate Coordinator to the Graduate School. The degree requirements are: 1) successful completion of all coursework on the student’s Program of Study form, 2) successful completion of all required supervised clinical practicum hours and approval of clock hour form by the Clinic Director/Practicum Coordinator, and 3) successful completion of the Comprehensive Examination. **STUDENTS MUST INFORM THE GRADUATE COORDINATOR IN WRITING AT THE BEGINNING OF THE SEMESTER IN WHICH THEY PLAN TO GRADUATE.**

#### Comprehensive Examination Procedure

A portfolio based comprehensive examination asks students to collect work (“artifacts”) that demonstrates their learning, growth, and competencies over a period of time. This assessment approach is comprehensive and holistic, allowing students to demonstrate the breadth and depth of their knowledge. The benefit of this portfolio based approach is that the student has already completed the foundational work required for the examination. **Due dates specific to each graduate class will be provided during graduate orientation and should be strictly followed by the student.**

The University of Maine Master of Arts in Communication Sciences and Disorders program requires a portfolio-based comprehensive examination. This includes:

- Creating a portfolio, including artifacts representing different ASHA areas across academic (7 artifacts) and clinical work (2 artifacts) and across the lifespan
- Delivering a presentation on 3 of the artifacts in the portfolio (addressing 3 different ASHA areas with at least one addressing treatment and at least one addressing assessment and at least one focused on adults and one focused on children) and answering questions and engaging in discussion with a faculty panel related to their artifacts

Throughout their graduate program, students will compile their artifacts in a Google Drive folder (“Student Portfolio”). Academic artifacts are pre-determined assignments, listed in course syllabi and provided in the Student Portfolio that reflect student learning across ASHA areas and competencies. Students must also choose 2 clinical artifacts, one for assessment and one for treatment across different ASHA areas, that were completed independently or with minimal supervisor support. The clinical artifacts must be approved by a clinical supervisor prior to adding them to the Student Portfolio. It is recommended that students update their Student Portfolio at the end of each semester of their graduate program.

The Student Portfolio will be reviewed by faculty for completeness and accuracy after the spring semester of the student’s first year in the program and before the last

semester of the student's program. If a Student Portfolio Folder is found to be incomplete or incorrect, they will be referred to their advisory committee for remediation.

Around mid-terms of the student's final semester, the student will receive notification of their oral presentation. Students then choose 3 artifacts to present. The artifacts must represent 3 different ASHA areas, with at least one Clinical artifact and one Academic artifact AND with at least one artifact addressing assessment and one addressing treatment AND with at least one artifact focusing on adults and one artifact focusing on children. The students must finalize their portfolio, 3 artifacts and presentation at least 5 days before their defense date to allow faculty to prepare and review the portfolio and related content. To start the oral presentation, the faculty panel will project the student's presentation PowerPoint from their Student Portfolio Folder. The student will deliver a 5 minute presentation followed by 15 minutes of question and answer/discussion from the faculty panel. Faculty will then ask the student to leave the room. Faculty will use a rubric to determine the results of the student's examination (pass, retake, fail). Within five minutes, the student will be invited back to the room and be shared the results of the examination. A *Pass* indicates that the student has completed the requirements for the question. A *Retake* indicates that minor revisions such that the student will edit their presentation and present on the same artifacts from the original presentation. Students receiving a *Fail* must choose three new artifacts and prepare a new presentation. Students with an initial result of a *Retake* or *Fail* will be scheduled to present to a new faculty panel within two weeks of the original presentation. Students who do not pass the examination after their second attempt at answering an exam question will be dismissed from the program.

### Thesis Program of Study

Students completing a thesis are also required to maintain their Student Portfolio Folder, as described in the comprehensive exam process for non-thesis students, but do not participate in a final presentation of their artifacts.

Students interested in completing a thesis as part of their M.A. program in CSD are expected to consider this option in their first semester while completing the CSD 601 course. A decision on the thesis option should be made before the end of the second semester. Students are encouraged to speak with all CSD faculty engaging in research in order to help with decision-making. Once a decision has been made to pursue the thesis option, the student should meet with the faculty member who will be advising the thesis and obtain consent. The student and faculty advisor should complete a tentative timeline for the thesis, which should include the following steps:

- Identify the research question and basic methodology.
- Obtain IRB approval for any research involving human participants.
- Assemble a thesis committee, which must include at a minimum three graduate faculty members, with at least one member from outside of the CSD faculty.
- Develop a thesis prospectus and initial committee meeting.
- Complete the written thesis.
- Orally defend the thesis successfully.

- Complete all thesis requirements by the appropriate deadlines as outlined by the Graduate School.

### Thesis Prospectus

The thesis prospectus is a planning document that will enable the student to gain clarity and direction, and to make necessary changes in the thesis plan prior to investing a significant amount of time in research and writing. More specifically, the goals of the prospectus are:

- to encourage the student to identify the general problem area to be addressed in the thesis, to explore available resources, and to outline a method for data collection and analysis
- to inform the student's committee of the proposed plan for the thesis
- to facilitate discussion between the student and committee so that ideas may be generated, problems anticipated, and suggestions made
- to gain preliminary committee approval to proceed with thesis work

### Suggested Procedures

The student works closely with the committee chair in determining the nature of the thesis, organization of the written prospectus, and obtaining committee approval.

1. The student meets with committee chair to discuss thesis and prospectus.
2. The student writes prospectus, distributes it to committee members, arrange meeting time to discuss the prospectus.
3. The student and committee meet and reach agreement on prospectus.
4. The committee signs "Approval of Prospectus" form (for student's file).

### Other Information on the Thesis Program

- It is important that you are aware of the formatting requirements for theses, specified in the "Guidelines for Thesis Preparation" from the Graduate School. <https://umaine.edu/graduate/resource/thesis-guidelines/>
- If you are planning a thesis involving human participants, you may need to apply for IRB approval. <https://umaine.edu/research-compliance/human-subjects/>
- The Graduate Student Government frequently has small cash awards available to support student research. These awards can typically be used for equipment, travel, and library expenses.
- Our department contains considerable and diverse faculty research expertise, but so do other departments. We encourage students to find committee members from other departments.
- The final oral examination for students completing a thesis is an "Oral Thesis Defense."



## **SECTION E**

### **RESOLVING PROBLEMS**

#### **With the Department or University**

Communication is interpersonal and always carries the risk of conflict. In your time here, you will establish many interpersonal relationships with your peers, your clients, your supervisors, and your instructors. It is inevitable that you may encounter conflict in some of these relationships.

If your problem has to do with a course, an instructor, a department policy, or your working conditions, we suggest the following: First, identify the problem as specifically and descriptively as possible. Second, present the problem to the person involved. For example, if a problem has to do with a particular course, discuss it with the instructor. If it has to do with department policies, see the Department Chair. If it has to do with a client, see your supervisor. If you are in doubt about where to start or who to see, talk with the Department Chair.

In the majority of cases, a mutually acceptable resolution of a problem can be reached in a face-to-face meeting. This does not necessarily mean that your point of view will automatically be adopted by the other person or that change will occur. After discussing the problem, you may conclude that your original perceptions were wrong or that the situation is not open for change at this time. Of course, you may also find that the problem is resolved in a manner that you find reasonable.

In the event that your informal pursuit of a problem does not lead to a resolution that is satisfactory to you, you may wish to pursue a more formal Appeals Procedure. Information on that procedure may be found in the University of Maine's Student Handbook or the Graduate School's web site:  
<https://umaine.edu/graduate/about/guidelines-and-regulations/>

#### **With the Council on Academic Accreditation**

The American Speech-Language Hearing Association's Council on Academic Accreditation (CAA) is responsible for overseeing the processes of accreditation and reaccreditation of Audiology and Speech-Language Pathology. Students with questions or complaints may contact the CAA at the following address:

Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association, 2200 Research Boulevard, Rockville, MD 20850

#### **Equal Opportunity**

The university offers internal complaint procedures to resolve concerns of discrimination or harassment on account of race, color, religion, sex, sexual orientation, including

transgender status or gender expression, national origin or citizenship status, age, disability, genetic information, or veterans status.

*Complaints against faculty or staff or challenges to a university practice*

- If a faculty, staff, or student believes that he or she is being discriminated against and the concern involves actions by a faculty, staff member, or the issue relates to a university practice, the complaint may be resolved using the University of Maine Equal Opportunity Complaint Procedure. This procedure provides for both informal and formal complaint resolution mechanisms. The Equal Opportunity Staff can provide information about the process and explain the options available.

*For members of the public*

- The University of Maine also provides a mechanism for individuals who are neither employees nor students of the University but who believe that they have been discriminated against.

Retaliation for bringing a complaint of discrimination or participating in an investigation into such concerns is prohibited.

Please contact the Director of Equal Opportunity, 101 N. Stevens Hall, Orono, ME 04469 at 207-581-1226 (voice), TTY 711 (Maine Relay System), or [equal.opportunity@maine.edu](mailto:equal.opportunity@maine.edu) with questions or concerns.

## **SECTION F**

### **SUPPORT SERVICES**

The University of Maine offers various support services for students. The following resources are available:

- Campus Activities and Student Engagement (149 Memorial Union, 581-8325)
- Campus Recreation (New Balance Center, 581-1082)
- Career Center (Memorial Union, 581-1359)
- Collaborative Media Lab and Printing Services (581-3765)
- Commuter and Non-Traditional Student Programs (Memorial Union, 581-1734)
- Computer Purchases (Computer Connection, Memorial Union, 518-2580)
- Counseling Center (581-1392)
- Cutler Health Services (581-4000)
- Equal Opportunity Office (101 North Stevens, 581-1226)
- Graduate School (Stodder Hall, 581-3291)
- Graduate Student Government (Memorial Union, 581-4548)
- Housing Services (103L Hilltop, 581-4580)
- Information Technology Support Center (581-2506)
- Office of Community Standards, Rights and Responsibilities (Memorial Union, 581-1406)
- Office of International Programs (100 Winslow, 581-2905)
- Office of Multicultural Student Life (Memorial Union, 581-1437)
- Religious Affairs (Student Life, Memorial Union, 581-1406)
- Student Accessibility Services (121 East Annex, 581-2319)

## **SECTION G**

### **DEPARTMENT AND UNIVERSITY FORMS**

Copies of the following forms are available from the Department Office, the Graduate Program Coordinator, or the Graduate School on the website listed below.

<https://umaine.edu/graduate/students/program-info/>

- Change of Program of Study Form
- Completion of Oral Examination Requirement Form (Thesis)
- Completion of Requirements Form
- Course Equivalency Form
- Exception to Regulation Form
- Final Non-Thesis Form
- Knowledge and Skills Acquisition form (KASA in Section H)
- Program of Study Form (Master's)
- Request for On-Leave Status Form
- Tentative Thesis Acceptance Form (Thesis)
- Thesis Prospectus Form (Thesis)
- Transfer Credit Form
- Withdrawal from Program Form

**SECTION H**

**KNOWLEDGE AND SKILLS ASSESSMENT- 2020 SLP STANDARDS**

Also available [online](#).

**Department of Communication Sciences and Disorders**  
**University of Maine**  
**Knowledge and Skills Assessment - 2020 SLP Standards (Updated 1/26/2023)**

Student Name		Date	
Email		Advisor	
Address		Committee Member	

**I. KNOWLEDGE AREAS:**

**Standard III-A:** The applicant must demonstrate knowledge of the principles of:

<i>Topic</i>	<i>Source</i>	<i>Date</i>	<i>University</i>
Biological Sciences			
Physical Sciences			
Mathematics			
Social/Behavioral Sciences			

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

<i>Topic</i>	<i>Sources where Assessed</i>	<i>Date Completed</i>	<i>Sources where Addressed</i>	<i>Date Completed</i>
<i>Basic Human Communication Processes</i>				
Biological	Anatomy and Physiology of the Speech and Hearing Mechanism (383)		Voice (582)	
			Swallowing (687)	

			Motor Speech (689)	
Neurological	Anatomy and Physiology of the Speech and Hearing Mechanism (383)		Voice (582)	
	Neuroscience for CSD (482)		Aphasia (682)	
			Neurocognitive Dis (688)	
			Motor Speech (689)	
Acoustic	Clin AuD (301)		Voice (582)	
	Speech Science (484)		Aud Rehab (588)	
			Motor Speech (689)	
Psychological	Psychology (UG)		AuD Rehab (588)	
	Seminar I (683)		Fluency (583)	
	Seminar 2 (684)			
Developmental	Lang Devel (380)			
	Phono Devel (481)			
	Artic Phono (581)			
	Lang Dis Preschool (584)			
	Lang Dis School (585)			
Linguistic	Lang Devel (380)			
	Lang Dis Preschool (584)			
	Lang Dis School (585)			
Cultural	Seminar I (683)		Artic Phono (581)	

	Seminar 2 (684)		Voice (582)	
			Fluency (583)	
			Lang Dis Preschool (584)	
			Lang Dis School (585)	
			Aphasia (682)	
			Neurocognitive Dis (688)	
			Motor Speech (689)	

*Swallowing Processes*

Biological	Anatomy and Physiology of the Speech and Hearing Mechanism (383)			
	Swallowing (687)			
Neurological	Anatomy and Physiology of the Speech and Hearing Mechanism (383)			
	Neuroscience for CSD (482)			
	Swallowing (687)			
Psychological	Swallowing (687)			
Developmental	Swallowing (687)			
Cultural	Swallowing (687)			

**Standard IV-C:**

The applicant must 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:

<i>Area</i>	<i>Sources where Assessed</i>	<i>Date Completed</i>	<i>Sources where Addressed</i>	<i>Date Completed</i>
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speech sound production to encompass articulation, motor planning and execution, phonology, and accent modification	Artic Phono (581)		AuD Rehab (588)		
	Motor Speech (689)				
fluency and fluency disorders	Fluency (583)		Motor Speech (689)		
voice and resonance, including respiration and phonation	Voice (582)		AuD Rehab (588)		
	Motor Speech (689)				
receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading and writing	Lang Dis Preschool (584)		Artic Phono (581)		
	Lang Dis School (585)		Fluency (583)		
	Aphasia (682)			Hearing Peds Elective (586)	
				AuD Rehab (588)	
				AAC (680)	
				Neurocognitive Dis (688)	
hearing, including the impact on speech and language	AuD Rehab (588)		Artic Phono (581)		
			Hearing Peds Elective (586)		
			Lang Dis Preschool (584)		
			Lang Dis School (585)		
			AAC (680)		
			Aphasia (682)		
			Neurocognitive Dis (688)		
			Motor Speech (689)		

swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span	Swallowing (687)		Voice (582)	
			Motor Speech (689)	
cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning	Neurocognitive Dis (688)		Lang Dis School (585)	
			AuD Rehab (588)	
			AAC (680)	
			Aphasia (682)	
social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunity			Motor Speech (689)	
	Lang Dis Preschool (584)		Fluency (583)	
	AAC (680)		Lang Dis School (585)	
	Neurocognitive Dis (688)		AuD Rehab (588)	
			Aphasia (682)	
augmentative and alternative communication modalities			Motor Speech (689)	
	AAC (680)		Voice (582)	
	AuD Rehab (588)		Fluency (583)	
			Lang Dis Preschool (584)	
			Lang Dis School (585)	
			Hearing Peds Elective (586)	
			Aphasia (682)	
			Neurocognitive Dis (688)	

		Motor Speech (689)		
<b>Standard IV-D:</b> For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.				
<i>Area</i>	<i>Sources where Assessed</i>	<i>Date Completed</i>	<i>Sources where Addressed</i>	<i>Date Completed</i>
speech sound production to encompass articulation, motor planning and execution, phonology, and accent modification	Artic Phono (581)		AuD Rehab (588)	
	Motor Speech (689)			
	Dx (685)			
	Clin Pract SLP (686)			
fluency and fluency disorders	Fluency (583)		Motor Speech (689)	
	Dx (685)			
	Clin Pract SLP (686)			
voice and resonance, including respiration and phonation	Voice (582)		AuD Rehab (588)	
	Motor Speech (689)			
	Dx (685)			
	Clin Pract SLP (686)			
receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading and writing	Lang Dis Preschool (584)		Artic Phono (581)	
	Lang Dis School (585)		Fluency (583)	
	Aphasia (682)		Hearing Peds Elective (586)	
	Dx (685)		AuD Rehab (588)	
	Clin Pract SLP (686)		AAC (680)	
			Neurocognitive Dis (688)	

hearing, including the impact on speech and language	AuD Rehab (588)		Artic Phono (581)	
	Dx (685)		Hearing Peds Elective (586)	
	Clin Pract AuD (686)		Lang Dis Preschool (584)	
	Clin Pract SLP (686)		Lang Dis School (585)	
			AAC (680)	
			Aphasia (682)	
			Neurocognitive Dis (688)	
swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span	Swallowing (687)		Voice (582)	
	Dx (685)		Motor Speech (689)	
	Clin Pract SLP (686)			
			Motor Speech (689)	
cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning	Neurocognitive Dis (688)		Lang Dis School (585)	
	Dx (685)		AuD Rehab (588)	
	Clin Pract SLP (686)		AAC (680)	
			Aphasia (682)	
			Motor Speech (689)	
social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunity	Lang Dis Preschool (584)		Fluency (583)	
	AAC (680)		Lang Dis School (585)	
	Neurocognitive Dis (688)		AuD Rehab (588)	
	Dx (685)		Aphasia (682)	

Communication modalities (including oral, manual, augmentative and alternative communication techniques, and assistive technologies)	Clin Pract AuD (686)		Motor Speech (689)	
	Clin Pract SLP (686)			
	AAC (680)		Voice (582)	
	AuD Rehab (588)		Fluency (583)	
	Dx (685)		Lang Dis Preschool (584)	
	Clin Pract AuD (686)		Lang Dis School (585)	
	Clin Pract SLP (686)		Hearing Peds Elective (586)	
			Aphasia (682)	
			Neurocognitive Dis (688)	
			Motor Speech (689)	

**Standard IV-E:**

The applicant must have demonstrated knowledge of standards of ethical conduct.

<i>Sources where Assessed</i>	<i>Date Completed</i>	<i>Sources where Addressed</i>	<i>Date Completed</i>
Dx (685)		Artic Phono (581)	
Clin Pract AuD (686)		Voice (582)	
Clin Pract SLP (686)		Fluency (583)	
		Lang Dis Preschool (584)	
		Lang Dis School (585)	
		AuD Rehab (588)	
		AAC (680)	
		Aphasia (682)	
		Swallowing (687)	

Neurocognitive Dis (688)	
Motor Speech (689)	

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

<i>Sources where Assessed</i>	<i>Date Completed</i>	<i>Sources where Addressed</i>	<i>Date Completed</i>
Dx (685)		Artic Phono (581)	
Clin Pract AuD (686)		Voice (582)	
Clin Pract SLP (686)		Fluency (583)	
		Lang Dis Preschool (584)	
		Lang Dis School (585)	
		AuD Rehab (588)	
		AAC (680)	
		Aphasia (682)	
		Swallowing (687)	
		Neurocognitive Dis (688)	
		Motor Speech (689)	

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

<i>Sources where Assessed</i>	<i>Date Completed</i>	<i>Sources where Addressed</i>	<i>Date Completed</i>
Seminar 1 (683)		Artic Phono (581)	
Seminar 2 (684)		Voice (582)	
		Fluency (583)	

Lang Dis Preschool (584)	
Lang Dis School (585)	
AuD Rehab (588)	
AAC (680)	
Aphasia (682)	
Swallowing (687)	
Neurocognitive Dis (688)	
Motor Speech (689)	
Dx (685)	
Clin Pract AuD (686)	
Clin Pract SLP (686)	

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

<i>Sources where Assessed</i>	<i>Date Completed</i>
Professional Series	

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

<i>Sources where Assessed</i>	<i>Date Completed</i>	<i>Sources where Addressed</i>	<i>Date Completed</i>
Dx (685)		Artic Phono (581)	
Clin Pract AuD (686)		Voice (582)	
Clin Pract SLP (686)		Fluency (583)	
		Lang Dis Preschool (584)	

Lang Dis School (585)	
AuD Rehab (588)	
AAC (680)	
Aphasia (682)	
Swallowing (687)	
Neurocognitive Dis (688)	
Motor Speech (689)	

**Standard V-B:** The applicant must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

<i>Outcome</i>	<i>Sources where Assessed</i>	<i>Date Completed</i>
1. Evaluation		
a. Conduct screening and prevention procedures, including prevention activities.	Dx (685)	
b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.	Seminar 1 (683)	
	Seminar 2 (684)	
c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.	Dx (685)	
	Seminar 2 (684)	
d. Adapt evaluation procedures	Dx (685)	
	Seminar 2 (684)	



to meet the needs of individuals receiving services.	Dx (685)	
e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.	Seminar 2 (684)	
	Dx (685)	
f. Complete administrative and reporting functions necessary to support evaluation.	Seminar 2 (684)	
	Dx (685)	
g. Refer clients/patients for appropriate services.	Dx (685)	
<b>2. Intervention</b>		
a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.	Seminar I (683)	
	Clin Pract SLP (686)	
b. Implement intervention plans that involve clients/patients and relevant others in the intervention process.	Seminar I (683)	
	Clin Pract SLP (686)	
c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.	Seminar I (683)	
	Clin Pract SLP (686)	
d. Measure and evaluate	Seminar I (683)	

clients'/patients' performance and progress.	Clin Pract SLP (686)	
e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.	Seminar I (683)	
	Clin Pract SLP (686)	
f. Complete administrative and reporting functions necessary to support intervention.	Seminar I (683)	
	Seminar 2 (684)	
	Clin Pract SLP (686)	
g. Identify and refer clients/patients for services, as appropriate.	Clin Pract SLP (686)	
<b>3. Interaction and Personal Qualities</b>		
a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others.	Seminar I (683)	
	Dx (685)	
	Clin Pract SLP (686)	
b. Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.	Dx (685)	
	Clin Pract SLP (686)	
c. Provide counseling regarding communication and swallowing disorders to clients/patients,	Dx (685)	

family, caregivers, and relevant others.	Clin Pract SLP (686)	
d. Adhere to the ASHA Code of Ethics, and behave professionally.	Dx (685) Clin Pract SLP (686)	

**Standard VI:** The applicant for certification must demonstrate successful achievement of the knowledge and skills delineated in Standards III-V by means of both formative and summative assessment.

**Standard VI-A:** The applicant has met the education program’s requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills.

*Graduate Coordinator Signature*

Date

**Standard VI-B:** The applicant has passed comprehensive examination.

*Graduate Coordinator Signature*

Date

## **SECTION I**

### **2020 ACADEMIC & CLINICAL CERTIFICATION STANDARDS ASHA Council for Clinical Certification**

**The applicant for certification (hereafter, “applicant”) must have a master's, doctoral, or other recognized post-baccalaureate degree.**

#### **Standard I: Degree**

#### **Standard II: Education Program**

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

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

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

#### **Standard III: Program of Study**

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

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

## **Standard IV: Knowledge Outcomes**

### **Standard IV-A**

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

**Implementation:** Standalone coursework in (a) biological sciences, (b) chemistry or physics, (c) social/behavioral sciences, and (d) statistics that fulfill non-communication-sciences-and-disorders-specific university requirements. Refer to the list of [acceptable coursework](#) for further details and to the following for general guidance.

- Biological sciences coursework provides knowledge in areas related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science).
- Chemistry or physics coursework provides foundational knowledge in the areas below.
  - Chemistry: Substances and compounds composed of atoms and molecules, and their structure, properties, behavior, as well as the changes that occur during reactions with other compounds. This knowledge contributes to better acquisition and synthesis of the underlying processes of speech and hearing science, including acoustics, resonance, and neurophysiology.
  - Physics: Matter, energy, motion, and force. This knowledge contributes to better appreciation of the role of physics in everyday experiences and in today's society and technology.
- Social/behavioral sciences coursework provides knowledge in the analysis and investigation of human and animal behavior through controlled and naturalistic observation and disciplined scientific experimentation.
- Statistics coursework focuses on learning from data and measuring, controlling, and communicating uncertainty. It provides the navigation essential for controlling the course of scientific and societal advances.

Coursework in research methodology in the absence of basic statistics is vital to speech-language pathology practices; however, it cannot be used to fulfill this requirement.

Program directors must evaluate the course descriptions or syllabi of any courses completed prior to students entering their programs to determine if the content provides foundational knowledge in the CFCC's guidance for [acceptable coursework](#).

### **Standard IV-B**

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

### **Standard IV-C**

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

- **Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification**
- **Fluency and fluency disorders**
- **Voice and resonance, including respiration and phonation**
- **Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic**

communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing

- **Hearing, including the impact on speech and language**
- **Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span**
- **Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning**
- **Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities**
- **Augmentative and alternative communication modalities**

Implementation: It is expected that coursework addressing the professional knowledge specified in this standard will occur primarily at the graduate level.

#### **Standard IV-D**

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

#### **Standard IV-E**

**The applicant must have demonstrated knowledge of standards of ethical conduct.**

Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current [ASHA Code of Ethics](#).

#### **Standard IV-F**

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

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

#### **Standard IV-G**

**The applicant must have demonstrated knowledge of contemporary professional issues.**

Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues may include but are not limited to trends in professional practice; academic program accreditation standards; [ASHA practice policies and guidelines](#); cultural competency and diversity, equity, and inclusion (DEI); educational legal requirements or policies; and reimbursement procedures.

#### **Standard IV-H**

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

### **Standard V: Skills Outcomes**

#### **Standard V-A**

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

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

The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with persons receiving services and relevant others. For oral communication, the applicant must have demonstrated speech and language skills in English, which, at a minimum, are

consistent with ASHA's current position statement on [students and professionals who speak English with accents and nonstandard dialects](#). In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English.

**Standard V-B**

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

**1. Evaluation**

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

**2. Intervention**

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

**3. Interaction and Personal Qualities**

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

**Implementation:** The applicant must have acquired the skills listed in this standard and must have applied them across the nine major areas listed in Standard IV-C. These skills may be developed and demonstrated through direct clinical contact with individuals receiving services in clinical experiences, academic coursework, labs, simulations, and examinations, as well as through the completion of independent projects.

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

These experiences allow students to:

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

Supervised clinical experiences should include interprofessional education and interprofessional collaborative practice, and should include experiences with related professionals that enhance the student's knowledge and skills in an interdisciplinary, team-based, comprehensive service delivery model. Clinical simulations (CS) may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). These supervised experiences can be synchronous simulations (real-time) or asynchronous (not concurrent in time) simulations.

Clinical educators of clinical experiences must hold current ASHA certification in the appropriate area of practice during the time of supervision. The supervised activities must be within the [ASHA Scope of Practice in Speech-Language Pathology](#) in order to count toward the student's ASHA certification requirements.

**A minimum of 9 months of full-time clinical experience with clients/patients, after being awarded the CCC, is required in order for a licensed and certified speech-language pathologist to supervise graduate clinicians for the purposes of ASHA certification.** Individuals who have been clinical educators may consider their experience as "clinical" if (a) they are working directly with clients/patients being assessed, treated, or counseled for speech, language, fluency, cognition, voice, or swallowing function/disorder, or providing case management, and (b) they are the client's/patient's or individual's recognized provider and as such are ultimately responsible for their care management. Individuals whose experience includes only classroom teaching, research/lab work, CS debriefing, or teaching only clinical methods cannot count such experience as "clinical" unless it meets the criteria in (a) and (b).

#### **Standard V-C**

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

#### **FOR STUDENTS WHO BEGIN GRADUATE PROGRAM ON OR BEFORE DECEMBER 31, 2022:**

The CFCC has determined that all students who begin their graduate program at a CAA-accredited or CAA-candidacy program on or before December 31, 2022, may engage in telepractice and telesupervision using the 2022 guidelines below for the entirety of their graduate academic and clinical practicum experience.

The CFCC will conduct a widespread peer review in the spring of 2022 for proposed revisions to the 2022 SLP standards. The revisions would allow telepractice and telesupervision for students beginning their graduate program on or after January 1, 2023.

#### **Effective January 1, 2022 – June 30, 2022**

##### *Telepractice With Telesupervision*

Graduate student clinicians who are enrolled in CAA-accredited and CAA-candidacy programs may engage in service delivery through telepractice as outlined below.

- For purposes of ASHA certification for students graduating on or before June 30, 2022, one of the following must be provided on site and in person: (a) at least 50% of supervised clinical practicum between January – June 2022 or (b) a cumulative 125 hours of supervised clinical practicum across the graduate program.
- Multiple students may participate in the same session. Each participating student will earn the



full hour toward the completion of their clinical practicum. Program and clinic directors have the authority to determine how many students can appropriately take part in an online teletherapy session with one client, keeping quality patient care, safety, and optimal clinical education in mind.

- Clinical educators may supervise more than one telepractice session concurrently, provided they (a) are available 100% of the time to each session and (b) provide a minimum of 25% direct supervision of the total contact time with each client/patient, similar to in-person supervision requirements.
- Programs must carefully consider which clients/patients are appropriate for telepractice. As always, programs must adhere to all local/state/federal policies.
- Guidance for programs engaging in on-site **and in-person therapy visits**: Up to two SLP graduate student clinicians who are actively engaged with one client/patient during a session may each count the full hour toward their minimum supervised clinical practicum hours.

### **Effective July 1, 2022 – December 31, 2022**

#### *Telepractice With Telesupervision*

Graduate student clinicians who are enrolled in CAA-accredited and CAA-candidacy programs may engage in service delivery through telepractice as outlined below.

- For purposes of ASHA certification for students graduating between January 1, 2022, and December 31, 2022, one of the following must be provided on site and in person: (a) at least 50% of supervised clinical practicum between January – December 2022 or (b) a cumulative 125 hours of supervised clinical practicum across the graduate program.
- Multiple students may participate in the same session. Each participating student will earn the full hour toward the completion of their clinical practicum. Program and clinic directors have the authority to determine how many students can appropriately take part in an online teletherapy session with one client, keeping quality patient care, safety, and optimal clinical education in mind.
- Clinical educators may supervise more than one telepractice session concurrently, provided they (a) are available 100% of the time to each session and (b) provide a minimum of 25% direct supervision of the total contact time with each client/patient, similar to in-person supervision requirements.
- Programs must carefully consider which clients/patients are appropriate for telepractice. As always, programs must adhere to all local/state/federal policies.
- Guidance for programs engaging in on-site **and in-person therapy visits**: Up to two SLP graduate student clinicians who are actively engaged with one client/patient during a session may each count the full hour toward their minimum supervised clinical practicum hours.

### **FOR STUDENTS WHO BEGIN GRADUATE PROGRAM ON OR AFTER JANUARY 1, 2023: For Graduate Students Initiating their Graduate Program On Or After January 1, 2023**

**Implementation:** The guided observation and direct client/patient contact hours must be within the [\*ASHA Scope of Practice in Speech-Language Pathology\*](#) and must be under the supervision of a clinician who holds current ASHA certification in the appropriate profession and who, after earning the CCC-SLP, has completed (a) a minimum of 9 months of post-certification, full-time experience (or its part-time equivalent) and (b) a minimum of 2 hours of professional development in the area of clinical instruction/supervision.

Applicants should be assigned practicum only after they have acquired a knowledge base sufficient to qualify for such experience. Only direct contact (e.g., the individual receiving services must be present) with the individual or the individual's family in assessment, intervention, and/or counseling can be counted toward practicum. When counting clinical practicum hours for purposes of ASHA

certification, only the actual time spent in sessions can be counted, and the time spent cannot be rounded up to the nearest 15-minute interval.

#### *Guided Clinical Observations*

Twenty-five (25) hours of guided clinical observation hours must be completed in the undergraduate or graduate program and generally precede direct contact with clients/patients. Guided clinical observations may occur simultaneously during the student's observation or afterwards through review and approval of the student's written reports or summaries. Students may use video recordings of client services for observation purposes. Examples of guided clinical observations with a clinical educator who holds the CCC-SLP may include but are not limited to the following activities:

- debriefing of a video recording
- discussion of therapy or evaluation procedures that had been observed
- debriefings of observations that meet course requirements
- written records of the observations

It is important to confirm that there was communication between the clinical educator and observer, rather than passive experiences where the student views sessions and/or videos. The student is encouraged to (a) observe live and recorded sessions across settings with individuals receiving services for a variety of disorders and (b) complete debriefing activities as described above. The graduate program will determine how the guided observation experience should be documented. Evidence of guided observations includes signatures from the clinical educator and documentation of hours, dates, and activities observed.

#### *On-Site and In-Person Graduate Supervised Clinical Practicum*

A minimum of 250 hours of supervised clinical practicum within the graduate program must be acquired through on-site and in-person direct contact hours.

Although several students may be present in a clinical session at one time, each graduate student clinician may count toward the supervised clinical practicum only the time that they spent in direct contact with the client/patient or family during that session. Time spent in preparation for or in documentation of the clinical session may not be counted toward the supervised clinical practicum. The applicant must maintain documentation of their time spent in supervised clinical practicum, and this documentation must be verified by the program in accordance with Standards III and IV.

#### *Undergraduate Supervised Clinical Practicum*

At the discretion of the graduate program, up to 50 hours of on-site and in-person direct contact hours obtained at the undergraduate level may be counted toward the 400-hour supervised clinical practicum requirement.

#### *Clinical Simulations (CS)*

At the discretion of the graduate program, up to 75 direct contact hours may be obtained through CS. Only the time spent in active engagement with CS may be counted. [CS may include the use of standardized patients and simulation technologies](#) (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included as clinical clock hours.

#### *Telepractice Graduate Supervised Clinical Practicum*

At the discretion of the graduate program and when permitted by the employer/practicum site and by prevailing regulatory body/bodies—and when deemed appropriate for the client/patient/student and the applicant's skill level—the applicant may provide services via telepractice. The clinical educator/supervisor who is responsible for the client/patient/student and graduate student should be comfortable, familiar, and skilled in providing and supervising services that are delivered through telepractice. Provided that these conditions are met, telepractice may be used to acquire up to 125 contact hours, in addition to those earned through guided clinical observations (25 hours) or on-site and in-person direct contact hours (250 hour minimum).

**Supervised Clinical Practicum    Require    Minimum Toward the    Maximum Toward the**

<b>Options</b>	<b>d</b>	<b>400 Hours</b>	<b>400 Hours</b>
Guided Clinical Observations	Yes	25	25
On-Site and In-Person Direct Contact Hours	Yes	250	No maximum
Undergraduate Hours	No	0	50
Clinical Simulations	No	0	75
Telepractice	No	0	125

**Standard V-D**

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

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

**Standard V-E**

**Supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession and who, after earning the CCC-A or CCC-SLP, has completed (1) a minimum of 9 months of full-time clinical experience (or its part-time equivalent), and (2) a minimum of 2 hours of professional development in clinical instruction/supervision.**

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

Implementation: Beginning January 1, 2020, clinical educators and clinicians who are involved in the preparation of student clinicians, and who provide guided observation and supervision of clinical practicum hours, must (a) hold the CCC-A or CCC-SLP and have completed a minimum of 9 months of full-time, post-certification (or its part-time equivalent) clinical experience, and (b) [must complete 2 hours of professional development/continuing education](#) in clinical instruction/supervision. The professional development/continuing education must be completed after being awarded ASHA certification and prior to the supervision of a student. Direct supervision must be in real time. A clinical educator must be available and on site to consult with a student who is providing clinical services to the clinical educator’s client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student’s acquisition of essential clinical skills.

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

**Standard V-F**

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

Implementation: The applicant must demonstrate direct clinical experiences with individuals in both assessment and intervention across the lifespan from the range of disorders and differences named in Standard IV-C.