Southern Connecticut State University

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DEPARTMENT OF COMMUNICATION DISORDERS
GRADUATE STUDENT HANDBOOK
2020-2021

The Communication Disorders Department (CMD) Student Handbook is provided to students for general information and guidance only. This handbook does not constitute a contract, either expressed or implied, and is subject to revision without prior notice at the discretion of the University or the CMD. To confirm information, students should consult the CMD Graduate Program Coordinator, Dr. Mary Purdy, or the CMD Chairperson, Dr. Jennifer McCullagh.

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SOUTHERN CONNECTICUT STATE UNIVERSITY

UNIVERSITY OVERVIEW

Southern Connecticut State University, a comprehensive, metropolitan, public university, was founded in 1893 as the New Haven Normal School. Today, Southern is a fully accredited institution of higher education authorized by the Connecticut General Assembly to offer courses and programs leading to bachelor's, master's, and doctorate degrees in the arts and sciences and in various professional fields. Southern also offers a sixth year professional diploma in several specialized areas.

Located in New Haven, Southern functions first as a regional institution involved in the economic and social development of the southern part of the state, offering quality academic offerings, public service efforts, continuing education programs, research and grant projects, and cooperative community projects. The institution serves the entire state by providing educational activities and programs for all citizens of Connecticut.

Southern Connecticut State University is one of 17 Connecticut State Colleges and Universities (ConnSCU) governed by the Board of Regents for Higher Education. ConnSCU is comprised of the four Connecticut State Universities, the 12 Connecticut Community Colleges, and Charter Oak State College. For further information, please visit:
http://catalog.southernct.edu/graduate/general-information/university-information.html

UNIVERSITY ACCREDITATION

Accreditation of an institution of higher education by Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied though a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of the institution. Individuals may also contact:

Commission on Institutions of Higher Education
New England Association of Schools and Colleges

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MISSION STATEMENTS

University

Connecticut State University provides exemplary graduate and undergraduate education in the liberal arts and professional disciplines. As an intentionally diverse and comprehensive university, Southern is committed to academic excellence, access, social justice, and service for the public good. For further information, please visit: http://catalog.southernct.edu/graduate/general-information/university-information.html.

School of Graduate and Professional Studies

Southern Connecticut State University graduate programs empower students with the knowledge, values, and skills to be continuous learners and practitioners who can, in turn, provide visionary leadership in addressing current and future challenges in their diverse fields of study. The School of Graduate and Professional Studies provides students with access and the opportunity to pursue their personal aspirations and to achieve their professional goals.

College of Health and Human Services

Vision: The College of Health and Human Services is dedicated to the promotion and enhancement of well-being and empowerment through professional interventions with individuals, families, communities and populations with diverse backgrounds.

Mission: The College of Health and Human Services is a multi-disciplinary school that prepares undergraduate and graduate students for professional careers in Communication Disorders, Health & Movement Science, Marriage and Family Therapy, Nursing, Public Health, Recreation, Tourism and Sport Management, and Social Work. The College is committed to educating students through state-of-the-art teaching strategies that integrate and emphasize discipline-specific and interdisciplinary research, scholarship, professional practice, and community service. The professional programs within the school rely on an integrated liberal arts and sciences foundation and specialized knowledge to prepare beginning and advanced practitioners who demonstrate mastery of knowledge in their field, are able to communicate effectively, develop creative solutions to problems, are flexible and adaptable to changes in their professional field, are cognizant of local and global environmental effects on their practice and are committed to continuing their professional development. For further information, please visit: https://www.southernct.edu/health-human-services.

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UNIVERSITY POLICIES AND REGULATIONS

Southern Connecticut State University provides an equal opportunity for higher education for all qualified students. The university affirms the basic right of all members of the university community to free inquiry, responsible discussion, and the uninterrupted pursuit of all activities normally associated with the operation of Southern Connecticut State University.

It is the responsibility of the student to become familiar with and keep informed about the policies and regulations of the University and the School of Graduate and Professional Studies, as well as the requirements of the CMD Program. While the faculty and administration of Southern will assist a student whenever possible, regulations will not be waived nor exceptions granted because a student is uninformed of regulations or claims that information was not provided by an adviser. Southern Connecticut State University, through its offices and/or appropriate committees, may suspend or dismiss any student from the University for reasons of scholarship, aptitude, conduct, or health. It is also the responsibility of the student to determine the requirements of state and federal government agencies for professional certifications.

The Connecticut State University System has certain self-defining institutional values. Principal among these is respect for the dignity, rights, and individuality of each member of our university community. All members of our university community are expected to govern their social and academic interactions with tolerance and mutual respect. For further information, please visit:
http://catalog.southernct.edu/graduate/general-information/university-information.html.

Academic Calendar

The current academic calendar may be found at:
http://catalog.southernct.edu/graduate/general-information/academic-calendar.html.

Academic Honesty

The integrity of scholarship is the cornerstone of the academic and social structure of the University. It is the expressed policy of the University that every aspect of graduate academic life, related in whatever fashion to the University, shall be conducted in an absolutely and uncompromisingly honest manner. **Violations of academic honesty are grounds for a failing grade and may result in dismissal from the School of Graduate and Professional Studies.** According to the University, behaviors that may be considered in violation of academic honesty include, but are not limited to, the following:
   1. Use of any form of illicit aids during exams;

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2. Giving or receiving aid during exams;
3. Copying from another student's examination, term paper, laboratory report, etc.;
4. Falsification of work or records;
5. Theft of course materials by any means;
6. Plagiarism.

For further information, please visit:
https://catalog.southernct.edu/graduate/general-information/academic-standards.html

Continuous Enrollment Policy

The University policy of continuous enrollment requires that every graduate student be enrolled in a course every fall and spring semester from the time of acceptance by the School of Graduate and Professional Studies until completion of all requirements for the degree. CMD students who have completed all degree requirements other than their capstone must remain continuing students and register and pay for IDS 900: Capstone/Course Completion form for every semester until their capstone is complete.

Students who leave without registering for IDS 900 will be automatically withdrawn from the School of Graduate and Professional Studies, and they will need to reapply for admission to the CMD Program should they wish to return.

Discrimination and Sexual Harassment Prevention Policy

It is the policy of Southern Connecticut State University to prohibit discrimination based on all protected classes including but not limited to race, color, religious creed, age, sex, marital status, national origin, ancestry, physical or mental disability, and sexual orientation in admission to, access to, treatment in, or employment in its programs and activities.

Discrimination includes harassment on any basis mentioned above, and sexual harassment as defined in the Connecticut General Statutes, U.S. EEOC Guidelines of Sexual Harassment, and in Title IX of the Higher Education Amendments of 1972. Discrimination or harassment will not be tolerated at Southern Connecticut State University, whether by faculty, students, or staff, or by others while on property owned by or under control of the University.

Inquiries regarding the university's compliance with state and federal laws regarding discrimination may be directed to the Office of Diversity and Equity Programs, (203)392-5899 at Southern Connecticut State University; the Commission on Human Rights and Opportunities, 21 Grand Street, Hartford, CT 06106; or the Office of Civil Rights, United States Department of Education, Region I, John W. McCormack Post Office and Courthouse, Room 222, Post Office Square, Boston, MA 02109. For further information, please visit:
http://catalog.southernct.edu/graduate/general-information/university-information.html

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. For further information, please visit: Family Education Rights and Privacy Act (FERPA)

Grading System

Excerpted from School of Graduate and Professional Studies catalog: The School of Graduate and Professional Studies uses a system of letter grades that have been assigned numerical "quality points."

Letter Grade	Quality Point	Equivalent Relation to Performance
A+	4.0	Superior Performance
A	4.0	
A-	3.7	Expected Performance
B+	3.3	
B	3.0	
B-	2.7	Passing but below Graduate Standards
C+	2.3	*Please see below
C	2.0	*Please see below
C-	1.7	Unacceptable
D+	1.3	
D	1.0	
D-	0.7	
F	0.0	
P	None	Pass in Pass/Fail courses
Z	None	Audit

Identification Cards

The Southern Hoot Loot ID card is the primary university identification card, mandatory for all students. In addition, the card provides access to residence halls, meal plans, computer labs and also functions as a library card. The card also contains each student's unique eight-digit university identification number.

Students currently registered (or paying the continuous enrollment fee) may obtain the Southern Hoot Loot ID card by visiting the University Card Office, located in the Wintergreen Building, Room 112. Students should bring proof of registration or enrollment (a current bill)

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and another form of picture ID for verification. The normal hours of operation are Monday from 8 a.m. to 6 p.m., Tuesday through Friday from 8 a.m. to 4:30 p.m.

The Southern Hoot Loot ID card can also function as an optional campus debit card, allowing additional privileges and services at Southern.
For additional information about Hoot Loot or to add money to the card from the university's secure Web site, visit:
Hootloot

Leave of Absence Policy

Students who need to take time off from their studies, with the intention of returning, must submit a *Leave of Absence form* to the Registrar's Office, and they are strongly encouraged to meet with their faculty advisor to discuss plans for degree completion. CMD degree requirements must be completed within six years of beginning the program, which includes any continuous enrollments or leaves of absence.

Students who leave without filing a leave of absence form will be automatically withdrawn from the School of Graduate and Professional and will need to reapply for admission to the CMD Program should they wish to return.
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Parking and Traffic Regulations

All students who desire to park on campus must properly display a campus parking decal on their vehicle. Limited campus parking facilities require strict compliance with assigned areas. Vehicles parked in violation of the Traffic and Parking Regulations are subject to a fine and/or a State motor vehicle infraction and towing at the owner's expense. In order to facilitate better use of existing parking areas and to enhance personal safety, the University offers a shuttle service during day and evening hours. For further information, please visit:
Campus Safety

Southern Alert Notification System

When a decision is made to delay opening the University, to cancel classes, or to close the University due to inclement weather or other campus emergencies, a text message and/or email message will be sent to those registered for the Southern Alert Notification System:
Southern Alert

Medical Emergencies- 911

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In the event of any medical emergencies on campus, "911" should be dialed and the emergency clearly stated to the dispatcher. Do not hang up the phone until the dispatcher has taken all of the required information. The Southern Police, in conjunction with the New Haven/Hamden fire/rescue will respond to the emergency.

Emergency Evacuation Plan
Incidents which require that the building should be evacuated are announced by activating the building fire alarm. Manual fire alarm stations are located next to every exit door from the building and various locations within the building. A follow up call should be immediately made to New Haven Dispatch Center 911 or University Police from university phones 888 or University Police outside line of 203-392-5375. For additional information, see the
[University Emergency Action Plan.](#)

Tobacco-Free and Vape-Free Campus

Smoking, tobacco use, and vaping are prohibited in all facilities and areas of the Southern Connecticut State University campus with no exception. This includes, but is not limited to, all indoor and outdoor areas and properties. This policy applies to any individual on campus property and is applicable twenty- four hours a day, seven days a week. For further information, please visit:
[Tobacco free policy](#)

Research Protection Program (RPP)

The university requires moral and ethical behavior and integrity in all research performed by its faculty, students and staff. The RPP is accountable for assuring conformity with both federal and university research protection policies and procedures. The following RPP divisions promote and maintain appropriate management and oversight of SCSU research activities according to federal codes and institutional requirements.

The Office of Research Integrity (ORI) advances and monitors the responsible conduct of research for all SCSU research projects. The office acts on substantive allegations of research misconduct and serves as the Office of the Research Integrity Officer (RIO).

The Institutional Review Board (IRB) safeguards the rights and welfare of human participants in research. Investigators engaging in human participant research must submit a project proposal which will be examined for requisite compliance and assigned a disposition. Recruitment of human participants for research cannot proceed without IRB approval or exemption.

The Institutional Animal Care and Use Committee (IACUC) is responsible for tending to the care and welfare of vertebrate animals used in research. Investigators engaging in vertebrate animal research must submit a project proposal which will be examined for requisite compliance and

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assigned a disposition. Animal research may not be initiated without IACUC approval. For further information, please visit: [Research Protection Program](#)

Student Bill of Rights

The Student Bill of Rights is located in the [SCSU Student Handbook](#) and assists students in understanding their rights and responsibilities as members of the university and departmental communities.

Student Misconduct

All students are expected to maintain acceptable standards of conduct while on the university campus, on property controlled by the university or university affiliates, and in connection with off-campus university activities.

Southern Connecticut State University defines student misconduct as behavior that is in violation of regulations established by the Board of Regents for Higher Education, of University regulations, and of rules governing residence on University property. Graduate students, as citizens, are subject to all federal and state laws, in addition to all university regulations governing student conduct and responsibility. A student may be suspended or dismissed from the School of Graduate and Professional Studies for violating laws, rules, or regulations. In the event of alleged academic misconduct, the incident will be handled as outlined in the *Southern Connecticut State University Student Handbook*. For further information, please visit: [Student Code of Conduct](#)

STUDENT SERVICES

Emergencies

Outside of Davis Hall, there is an emergency box with a push button. When the button is activated it will summon the campus police. The campus police phone number is 392-5375. From on campus, dial 25375.

Academic Success Center

Students may receive individual support for writing and other academic requirements
The Academic Success Center is located in Buley Library, Room 303.

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Buley Library

Hilton C. Buley Library maintains over 100 databases and electronic collections. The five floor facility is also home to two computer labs, the Learning Resources Center, Information Technology offices, the Department of Information and Library Science, one library instruction classroom, and quiet rooms available for individual or group study. Students are encouraged to contact Dr. Susan Clerc, the CMD specialist librarian, for assistance with any library needs including literature searches, APA references, and identifying search engines and references specific to CMD. To access a library guide specific to CMD go to
https://libguides.southernct.edu/cmd

Center for Educational and Assistive Technology (CEAT)

The Center evaluates students' computer access needs, trains them to use adaptive technology, and provides a supportive, accessible working environment for students with physical, visual, and learning disabilities to help them achieve their academic goals. CEAT is located in Engleman Hall, B017A.

Disability Resource Center (DRC)

The DRC provides services and supports that promote educational equity for students with disabilities. It serves all students who provide current documentation of a disability that substantially impacts them in an educational setting. The DRC is located in Engleman Hall, room C105A

University Computers

The Department does not maintain computers for student use except those for clinical, teaching or research work. Word processing and scholastic activities which require computers must be completed using personally owned devices or the University Computer Centers' equipment. There are several Computer Centers for use throughout the campus.

COMMUNICATION DISORDERS DEPARTMENT

Program Accreditation

The Master of Science program in Speech-Language Pathology at Southern Connecticut State University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 220 Research Boulevard #310, Rockville, Maryland, 20850, 800-498-2071 or 301-296-5700. The current accreditation cycle expires in November 2026.

Mission

The mission of the Department of Communication Disorders is to prepare graduate students for careers as speech-language pathologists. Upon graduation, students will possess the knowledge and skills required to pursue the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association.

To accomplish this mission, the Department will provide an exemplary curriculum that prepares graduates to:

- Provide current, responsive, and ethical assessment and intervention services for varied communication disorders across the life span;
- Work with culturally and linguistically diverse populations;
- Engage in inter-professional collaboration;
- Be life-long learners, critical consumers, and evidence-based practitioners;
- Support, conduct, and disseminate research;
- Advance our discipline by educating the general public about our mission and available services; and,
- Become advocates and leaders in the field.

Learning Outcomes

1. Students will demonstrate knowledge in the following areas: normal developmental processes; hearing science; speech science; diagnostic audiology; rehabilitative audiology; research in the field of communication disorders; diagnostic and remedial principles in communication disorders; learning theory; cognitive development; dysphagia; literacy. This professional competence is demonstrated through successful completion of the ASHA Knowledge and Skills Acquisition (KASA) requirements.

2. Students will demonstrate knowledge of research findings and an interest in continuing education in order to develop and maintain clinical competencies to meet the needs of the speech-language-hearing impaired individual. This is demonstrated through completion of the Competency-Based Evaluation for Clinical Practicum and successful completion of the 605 capstone project or a thesis.

3. Students will demonstrate skills in goal setting, evaluation, interpersonal management, counseling, and professional report writing. This is demonstrated through the successful generalization of knowledge and skills as assessed by clinical instructors incidentally and through completion of the Competency-Based Evaluation for Clinical Practicum.

Strategic Plan

The Department of Communication Disorders maintains a Long Term Strategic Plan which is congruent with the University's Strategic Plan.

Goal 1: Realign current curriculum with ASHA standards as needed

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Goal 2: Create concentrations in clinical practice areas that align with student and
      stakeholder needs
Goal 3: Implement a 5 Semester Program
Goal 4: Recruit high-caliber students to the graduate program
Goal 5: Increase research presence of CMD Department

Student Outcome Data

<u>Admissions and Graduation Rates</u>**.** Approximately 40-45 students are admitted to the graduate program each year. On average, students who have a bachelor's degree in communication disorders will complete the program in 6 semesters of full-time study (including summers), while students who do not have a bachelor's degree or prerequisites in communication disorders will complete the program in 8 semesters of full-time study (including summers). Students are required to complete the program within 6 years, per regulations of the School of Graduate and Professional Studies. Students who elect the thesis option may spend an additional 1-2 semesters completing the thesis.

Year	Number of students graduating	Completion rate (%)
2019	32	100
2018	57	100
2017	54	100

Praxis II pass rate:

Year	Number of students taking Praxis II	Passing rate (%)
2019	32	100
2018	57	100
2017	54	100

Employment rates

Year	Number of students	Percent employed
2018	57	100%
2017	54	100%
2016	31	100%

Faculty and staff

A **directory of faculty and staff** phone numbers, office numbers, and email addresses may be found in **Appendix A**. The department employs 11 doctoral level faculty, 9 in speech-language pathology and 2 in audiology. In addition, there is a full-time Clinic Director and 6 full-time clinical instructors, 5 in speech-language pathology and 1 in audiology.

Equipment and supplies

Office equipment. The Department maintains office equipment and office supplies for the exclusive use of the Department Secretary and staff, the faculty, and the professional staff. Students are asked to refrain from using any of the Department office equipment and supplies unless formally authorized to do so by faculty or staff. The Department office equipment includes: all office computers, typewriters, copy machines, FAX machines, and any incidental equipment such as staplers, punches, etc. Students may use office phones only in an emergency situation, or for clinical work with supervisor approval.

The Department requires that students supply all school supplies and equipment necessary for successful work in the academic and clinical programs.

Clinical Equipment and Supplies. The Department maintains clinical equipment and supplies for student use. Clinical instructors are responsible for monitoring students' proper and appropriate use of clinical equipment and supplies. Clinical equipment and supplies may not be used without their authorization. Procedures for obtaining use of clinical equipment and supplies are presented in initial clinic orientations and may be found in the "Clinical Manual of Operations."

Audiology, Speech Science and Voice Laboratory Regulations. The Department equips and maintains a Speech and Hearing Science and Voice Laboratory for faculty, staff and student use. In order to keep the laboratories in working order the following regulations are presented:
1. Bringing or consuming food or drink in the laboratories is prohibited;
2. The laboratories may be used only during official operation times;
3. Individuals may not use equipment unless they have been instructed in its use;
4. Individuals are responsible for restoring equipment to its original condition and place unless it is part of a research project;
5. When leaving, remove all belongings. Materials left in the laboratories will be disposed.

Student Workroom/Departmental Library. Room # 009B has been equipped for student use. A small refrigerator and a microwave oven are available for student use. Books, journals, software, and some clinic materials are located in the student workroom and may be used by students. It is the students' responsibility to keep this room clean and neat.

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Student communication

Mailboxes for all graduate students are located in room # 012C. Students should check their mailboxes as well as their southernct.edu e-mail accounts regularly.

Department Scholarships

CMD scholarships are available to students via two application processes. Scholarships funded by the Connecticut Speech-Language-Hearing Foundation (CSHF) and SCSU's chapter of the National Student Speech-Language Hearing Association (NSSLHA) will be announced in the fall semester. Electronic application materials will be made available to all students and must be submitted to the Chairperson of the CMD Scholarship Committee by the posted deadline. Other CMD scholarships funded by the Alumni Foundation Scholarship Program will be announced in the spring semester. Application is made via SCSU's online application process.

Department Evaluations

The Department engages in several evaluative exercises designed to assess academic and clinical courses, quality of instruction, program quality, program mission and currency, and, student and graduate competency. These evaluative activities may be conducted on a semester-by-semester basis or on yearly cycles mandated by the institution, the State licensing agency, the State teacher certification agency, and by ASHA CAA, our professional accrediting agency. The cycle for CAA accreditation is 12/01/18 – 12/01/24.

Academic and Clinical Evaluations. Academic and clinical courses are evaluated at the end of each semester. Students are requested to complete course evaluation forms which are reviewed by the Department Chairperson and Clinic Director. Based on student feedback, modifications in courses and teaching style are recommended as appropriate.

Program Evaluations. Program curriculum, Praxis II examination scores, program quality, mission and currency, and student and graduate competency are evaluated on a 3-4-year cycle using evaluative instruments developed by the Department, institution and accrediting agencies. Information is gathered from current students, alumni, off-campus clinical instructors and employers. Data are summarized by the Graduate Program Coordinator and presented to faculty for review and suggestions for improvement.

Complaints/Grievances/Equitable Treatment

Students may submit a written complaint to the Department Chairperson. If the complaint is not resolved, the student is advised to submit a complaint to the Dean of the School of Health

and Human Services. If the issue is not resolved, the University policy and procedures regarding grievances and conduct will be implemented, as listed in the University Student Handbook. Any written complaints, discussions, and action plans are stored in a locked file in the Department. The Department Chairperson will share information on students' complaints with the CAA upon request.

Complaints against Graduate Education Programs to the ASHA Council on Academic Accreditation (CAA)

A complaint about the program may be submitted by any individual(s). Criteria for complaints about programs must meet all of the following criteria: a) be against an accredited graduate education program in audiology or speech-language pathology; b) relate to the Standards for Accreditation of Entry- Level Graduate Education Programs in Audiology and Speech-Language Pathology 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 specified timelines. For specific details, please refer to the most recent version of the CAA Accreditation Handbook.

Student Conduct

All students are expected to follow the *Code of Conduct* and the ASHA Code of Ethics while on the university campus, on property controlled by the university, and in connection with off-campus university activities (such as clinical practicum). All members of the university community are expected to govern their social and academic interactions with tolerance and mutual respect. Students are expected to demonstrate personal attitudes and attributes conducive to productive performance, professional behavior, and integrity and honesty in written and verbal communications, documentations and coursework related to their program in Communication Disorders. Students may be dismissed from the Communication Disorders program for the following:
  • Persistent unprofessional behavior in the classroom, clinic, or clinical practicum site;
  • Academic dishonesty;
  • Deficient academic or clinical performance; or,
  • Other due and sufficient cause.

ACADEMICS

Curriculum

Students who have not taken undergraduate courses required for ASHA certification and Connecticut Department of Education certification will need to complete those courses to

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graduate. A complete **list of required courses** and the course rotation schedule can be found in **Appendix B**.

To meet the requirements for the Master of Science degree in Communication Disorders, students must take 9 required courses, 2 elective courses in speech-language pathology, 1 elective course in audiology, and one capstone course (thesis or Special Project). Clinical requirements include 3 on-campus practica, one semester (full-time) in a school setting, and one semester (full-time) in a medical setting or other advanced placement setting.

Academic advising

The Graduate Program Coordinator (GPC), Dr. Mary Purdy, serves as the academic advisor for all graduate students in the Communication Disorders program. The GPC meets individually with all new students prior to starting the program in order to develop an individualized Planned Program and to review the **Department Technical Standards/Essential Skills** document (see **Appendix C**). The GPC is available to meet with students at their request to update programs and / or address any academic issues (telephone: 203-392-5959, e-mail: purdym1@southernct.edu).

Planned Program

The Planned Program indicates all courses students must complete in order to graduate. The program is developed to satisfy State Department of Education certification (Special Endorsement in Speech-Language Pathology-061), Connecticut State licensing, ASHA certification, and master's degree requirements. The Department course rotation schedule is used in planning the degree program. When the planned program is developed, a course sequence report will be generated which outlines the courses for which the student will register each semester. If a student needs to revise the Planned Program, an appointment must be made with the GPC so that Department records may be updated. Failure to follow this process will result in the student's name not appearing on department preregistration lists, a requirement to obtain permission to enroll in department classes.

Interprofessional Education (IPE) Requirements

Students will complete an introductory training module sequence and 4 IPE activities by the end of their graduate program. *All activities must include interactions with a student or professional from at least one other discipline*. All activities will be documented on an **IPE Activity Documentation Form** (**Appendix D**) and signed by the instructor or supervisor involved in the activity.

1. Students will complete the four *ITEACH E-Learning Modules for Interprofessional Education and Practice* during CMD 560 Seminar.

   M1. Values & Ethics for Interprofessional Practice
   M2. Roles & Responsibilities for Interprofessional Practice
   M3. Teams & Teamwork for Interprofessional Practice
   M4. Interprofessional Communication

2. Students will participate in at least two IPE/IPP events while on campus. Examples of such activities include:
   - IPE Day
   - Neuro clinic interviews
   - Social skills community group
   - Case study with Quinnipiac University
   - Interclass activity
   - Wellness fair
   - Co-treatment
   - Client support or education group
   - Simulation
   - IPE specific class assignment
   - IPE Common reading and discussion

3. Students will complete at least two IPE/IPP activities while off campus- at least one during each externship. Examples of appropriate activities include:
   - Participate in team meeting
   - Participate in a co-treatment
   - Participate in grand rounds

Course Enrollment, Permission and Registration

Matriculated students must complete a registration slip (obtained at the front desk) and submit it to the GPC, listing the courses that will be taken for the term. The courses to be taken are listed on the student's course sequence sheet which was received at the initial program planning meeting. When the permission slip is returned to the student's mailbox, the student will be able to register for courses online.

Newly matriculated students will be provided with specific instructions for registration following their planned program meeting with the GPC.

All students should register for courses as soon as web registration begins. Web registration dates are listed in the current University "Schedule of Classes" bulletin. Late registration increases the risk that students may be closed out of a course or that the University may cancel a course for presumed low registration. Course preregistration in the Department (critical for permission to enter a course) although helpful, cannot insure University course registration. PLEASE REGISTER EARLY!!!

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Independent Study

Students who wish to pursue a Department independent study project for academic credit must first have a faculty advisor for the project and Department Chairperson approval. Students are eligible for independent study only if they are matriculated, have completed at least 9 credits of graduate work and have maintained a minimum GPA of 3.0. The student and a faculty advisor must complete an [Independent Study Application Form](#). The independent study course number must be entered into the University semester course schedule before the student can register for an independent study.

Generally, an independent study may not be taken in place of a required Department academic course unless there are extenuating circumstances which may involve graduation or meeting certification requirements.

Auditing a Course

With instructor and advisor permission, a course may be taken as an audit (no grade assigned - no influence on grade point average). In the Department, permission to audit is generally granted if a student has had similar course material in a course taken at another institution, or if the student wishes to gain information in a course which is not part of his/her planned program. In order to audit a course, students must complete an [Audit Request Form](#). Please note: A student who audits is expected to attend classes on a regular basis and be listed on the course roster as an auditing student. Students must pay the regular registration price for the course.

Capstone Requirement

Students may select a **Special Project** or a **Thesis** for their capstone requirement at the initial program planning meeting or at any time during the program even if the thesis option was initially selected.

Department Special Project

Students register for **CMD 605**, Special Project Seminar, during their last semester of course work and/or practicum, if the last semester is a regular fall or spring semester. If a student's last semester is in the summer, CMD 605 is taken in the prior spring semester.

The course is graded on a pass and revise/fail basis. Both the oral presentation and the written report must be accepted in order to achieve a pass grade in the course. Students are notified of the outcome in writing by the instructor before the conclusion of the semester. The instructor shares the feedback from the reviewers with each student in order to enhance student learning.

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Students must abide by a **Code of Professional Conduct for CMD 605** (See **Appendix E**). They are expected to complete the Special Project independently. With the exception of the course instructor who may provide more specific assistance with regard to form, students **MAY NOT** solicit help from the faculty concerning Special Project content issues.

The class gathers formally for 3 initial classroom meetings. During these meetings, the process of completing a successful Special Project and the form and structure of the project are discussed. The class does not formally meet again until oral presentations begin. Students use this time to prepare their projects and meet individually with the course instructor. Oral presentations are completed over 2-3 weeks following submission of the paper. One half-hour per student is allocated for each oral presentation.

The project must be a clinical case presentation. Students must choose an active case or a case previously on their caseload. The project is considered an opportunity for the student to: synthesize and integrate academic and clinical information into a "real life" situation; reflect critically on clinical practice; share experiences with peers; and accomplish a culminating activity that allows the Department to thoroughly evaluate student readiness for the Speech-Language Pathology Clinical Fellowship. The project must **specifically address the elements below.** In both the oral presentation and the written report, **these areas should be highlighted or titled so that listeners and readers know when are they are being discussed.**
  A. Discussion of the background information on the case, including: demographic information; the nature of the disorder; pertinent medical, educational, vocational, psychosocial, and/or family history; and a summary of relevant assessment and intervention data.
  B. Discussion of the central issues, problems, and/or questions, including: how the problem, issues and/or questions identified are solved or are proposed to be solved.
  C. Discussion of the theoretical considerations and research bases for solutions. **Students should be specific and include references for evidence-based practice (EBP) as they relate to the case.**
  D. Description of the treatment focus and plan, including procedures and strategies tried and/or considered even if they were not successful or were discarded.
  E. Description of results and current status including quantitative data, when applicable, as well as comparison of pre- and post-therapy data.
  F. Presentation of substantive comments on lessons learned, emphasizing what might be done differently if they had this case currently in their clinical practicum.

Written Paper. Papers should be prepared in APA format. Consistent with APA guidelines, it is recommended that students avoid overuse of first-person pronouns in their papers, with the exception of section E. The page limit for student papers is 10 to 12 typed pages, excluding references and appendices. All papers must be double-spaced with 1-inch margins, using 12-point Times New Roman or Arial font. A copy of the paper must be electronically submitted to the course instructor by the specified due date. Students are assigned a random number by the course instructor. The student's number should appear on the cover page of the paper; the student's name should not be used anywhere in the paper.

Two faculty members review each paper (See **Appendices F and G** for **Paper Evaluation Forms**). All reviewers are blind to the identity of the student. Instructors do not review their own students'

papers, but may review papers for students in other sections of the course. All papers are disseminated electronically to readers, and readers return their reviews electronically to the instructors. An 'accept' grade must be given by both faculty readers to obtain a pass for the paper. In the case of one accept and one 'revise' recommendation, a third reader reviews the paper. The third reader's accept /revise grade is recorded as the paper grade. The course instructor guides the student through a revision process. The final paper is read by the instructor, who makes the final determination regarding the paper grade of pass or fail.

Oral Presentation. The 30-minute oral presentation should provide 25 minutes of information and 5 minutes for questions. Students are expected to engage their audience in a lively exchange of questions and answers for the final 5 minutes of the presentation. The presenter can pose questions to the audience and should answer audience questions. Visual aids (such as Power Point or similar media) may be used and are encouraged. Students are expected to attend and be actively engaged in all oral presentations. At the discretion of the course instructor, other graduate students and faculty in the Department of Communication Disorders may be invited to attend the oral presentation. The course instructor grades the oral presentation (See **Appendix H** for the **Oral Evaluation form**) In the event that the student fails the oral presentation, the student will work with the instructor to revise the presentation and will be required to give the presentation to two faculty members prior to the end of the semester.

THESIS:
The thesis option may be chosen at the student's initial program planning meeting or at any time during the graduate program. If the thesis option is selected the student must have CMD 590, Thesis Seminar I and CMD 591, Thesis Seminar II, listed on the official Planned Program of Graduate Studies.
Steps in completing a thesis:
1. Student has a viable research question to be explored.
2. Student explores the research question with a faculty member who agrees to serve as the major advisor for the thesis project.
3. Student and advisor complete **CMD Thesis Contract Form** (See **Appendix I**).
4. Student and thesis advisor select at least one other member of the University faculty to serve as a second reader for the project.
5. Approval is obtained from the SCSU Research Protection Program Institutional Review Board (IRB) before data collection is initiated. The thesis advisor will assist in completing this step.
6. At the appropriate time, under the direction of the thesis advisor and in consultation with the Graduate Program Coordinator, student registers for CMD 590, Thesis Seminar I.
7. Upon successful completion of CMD 590, the student registers for CMD 591.
8. Student selects a second reader for the thesis.
9. Upon approval of the thesis advisor, student orally defends the thesis to students and faculty in the Department of Communication Disorders.
10. Following final approval by the thesis advisor and second reader, the student submits the thesis to ProQuest. Information can be found on the School of Graduate and Professional Studies website.

Tk20: Student Assessment and Monitoring

Tk20 is an online assessment system that faculty members and clinical instructors use to evaluate students' progress in class and clinic, and document readiness for certification. It helps ensure that students receive the necessary training to meet ASHA Standards and become certified as excellent, well qualified professionals. Upon completion of each course, faculty will document students' attainment of each course objective. See *Tk20 Course Objective Monitoring* **form** in **Appendix J.**

During the first semester of the program, students will register for a Tk20 account. Accounts can be purchased online. Please note that students may use their financial aid to purchase a Tk20 account at the SCSU bookstore.
To purchase an account online:
•Log in at: https://southernct.tk20.com/campustoolshighered/start.do
• Select: "Click here to purchase or register your student account"
• Select the option: "I need to purchase my Tk20 student account"

You will receive an email once your account has been activated (2-3 business days).
NOTE: be sure to check spam/junk mail folders for activation email.

CLINIC REQUIREMENTS

Please refer to the **Clinic Operations Manual** for specific information on clinic responsibilities.

Clinical Observation Hours

The American Speech-Language-Hearing Association requires that students complete 25 observation hours and provide written verification of the hours to the Graduate Program Coordinator. Observations may be live (in person) or via Master Clinician. At least 10 observations must be conducted in person. No more than 15 observations may be conducted in the Center for Communication Disorders, and no more than 15 observations may be made through Master Clinician. Follow *Observation Guidelines* (See **Appendix K)** and utilize the *Observation Hours Submission Form* (See **Appendix L**) in order to record these hours. The observations must be of evaluations and/or treatments of communication disorders which fall within the current ASHA *Scope of Practice in Speech-Language Pathology.*

Clinical Practicum Hours

In order to fulfill certification, licensing, and graduation requirements, students must complete a minimum of 400 clinical contact practicum hours within the course of the academic and clinical programs: 375 direct clinical contact hours and 25 clinical observation hours. Three hundred twenty-five (325) hours of the 400 clinical contact hours must be completed in clinical

practica at the graduate level. Up to 75 clinical contact hours may be accrued through simulation-based learning activities, as approved by the Program or Clinic Director. A maximum of 75 hours, including observation hours, may be accepted from undergraduate practica at the discretion of the CMD Graduate Program Coordinator or Clinic Director.

To meet CMD Department and CT Department of Education teacher certification requirements, a minimum of 100 hours of the 325 graduate clinical hours required for speech-language pathology must be completed in a school setting.

To meet the CMD Department requirements, clinical contact time must be recorded for each of the service categories listed below. Although ASHA does not require a specified number of clinical hours in each of the categories listed below, the Department requires students to accumulate **some** contact time in child and adult evaluation and treatment in each of the nine service categories listed.

1. Articulation
2. Fluency
3. Voice and Resonance
4. Receptive and Expressive Language Disorders
5. Hearing
6. Swallowing Disorders
7. Cognitive Aspects of Communication
8. Social Aspects of Communication
9. Other Communication Modalities

Students are responsible for completing clinical hours and obtaining supervisor documentation of all clinical hours, including signature and ASHA account number. Final authorization of clinical hours is contingent on receiving a passing grade in the clinical practicum in which the hours were obtained.

Background Checks, Fingerprinting, and Drug Screening

Prior to starting their first clinical practicum, student clinicians in the CMD program must undergo criminal history background check, finger printing, and drug screening. Additional fingerprinting, background checks, and/or drug screenings will be conducted at the student's expense throughout the program, depending upon individual externship requirements.

Failed background check:
If there is a criminal incident identified on the criminal history background report, the agency will notify the Clinic Director and/or the School of Education Certification Officer, as appropriate, who will inform the Graduate Program Coordinator. The report will be reviewed by the Department Chairperson, Graduate Program Coordinator, and Clinic Director. The student will be contacted, and an investigation will be initiated. Once the required information and documentation have been gathered and the investigation has been completed, all material

will be forwarded to the Education Certification Officer for consideration of admission or continuance in the teacher certification and CMD programs. All incidents will be reviewed on a case-by-case basis. The seriousness of the conviction, academic record, and character references will be considered when determining eligibility to continue in the teacher certification and CMD programs.

Any criminal history that remains on the record will reappear whenever the candidate is required to submit a criminal background check based on fingerprints. Should a failed background check occur again while at SCSU, there will be no need for further review by the IRC for the same incident. However, other agencies, such as local education agencies or state education agencies, may exercise their right to review and make independent determinations that may or may not be consistent with the determination made by the IRC. In addition, previous convictions may limit students' practicum options and their eligibility to apply for speech-language pathology licensure.

Failed drug screening
When a student fails a drug screening, the Graduate Program Coordinator will be notified and a meeting will be scheduled for counseling. The student will be encouraged to complete a self-assessment to evaluate the student's behaviors and determine risk factors for drug dependency. The student will also be encouraged to explore and participate in services available for students with drug or alcohol problems. The student may not participate in clinic the semester of a failed drug screening. The student will be expected to participate in a random drug screening prior to their externship placement the next semester, as well as an additional screening if required by the externship facility. If a drug screening is failed a second time, the student will be dismissed from the program.

ACADEMIC STANDARDS

Academic Requirements

Students must satisfactorily complete the number of graduate credit hours required on their Planned Program with a minimum grade point average (GPA) of 3.0 ("B" average) each semester and cumulatively.

All **courses** completed for credit toward a planned program must be passed with a minimum grade of C plus (C+). If the minimum grade requirement is not attained, the course must be repeated, even if the overall GPA is a 3.0 or above. Courses not completed with the minimum grade requirements will not be counted toward degree requirements but the grade will be calculated in the program and cumulative grade point averages.

All **clinical practica** must be completed with a minimum grade of B minus (B-). If the minimum grade requirement is not attained in a practicum, that practicum must be repeated, even if the overall GPA is a 3.0 or above. Practica not completed with the minimum grade requirements will not be counted toward degree requirements but the grade will be calculated in the program and cumulative grade point averages. *If a minimum passing grade is not achieved following a repeated clinical practicum, or in any two non-consecutive practica, the student will be dismissed from the program.*

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Academic Probation

The Department Academic Standards Committee (ASC) reviews all student grades in all Department courses at the end of each academic semester. Students who fail to achieve a 3.0 GPA are placed on probation. Students receive a letter from the ASC stating this and informing them that a GPA of 3.0 or better must be achieved by the end of the next regular semester of at least nine credits1 for that semester and cumulatively for CMD courses and for all courses. The School of Graduate and Professional Studies is apprised of the student's status. Students who achieve the requisite 3.0 GPA per the requirement above are removed from academic probation and receive a letter from the ASC indicating this. *Students who fail to achieve the required 3.0 GPA following their probation period are removed from the program.* The School of Graduate and Professional Studies are apprised of the student's status.

Academic Remediation

Professors provide initial remediation for students struggling in individual courses. Remediation may take the form of review of test material after administration, individual meetings with students, re-administration of tests, alternative assignments, alternative testing, etc.

Clinical Remediation

Clinical instructors provide initial clinical remediation for students struggling in clinical practicum assignments. Remediation may take the form of increased instructional feedback, implementation and/or adjustment of student learning goals, modeling of clinical tasks, additional clinical resources to review, etc.

Department Student Remediation Panel

Students who continue to present at risk for failing, despite having received initial remedial support in academic courses or clinical practica, are referred by the course or clinical instructor to the Departmental Student Remediation Panel (SRP). The Student Remediation Panel is comprised of the Graduate Program Coordinator, the referring faculty or clinical instructor, an additional faculty or clinical instructor, and the Clinical Director. The purpose of the SRP is to

provide support to academic faculty, clinical instructors, and students in: (1) early identification of failing academic or clinical performance; (2) development of remediation plans to specify performance expectations, and to foster student success, (3) determining program continuance or termination. The SRP provides support for the student in the form of a plan designed to aid the student in the successful completion of academic coursework and/or clinical activities.

Remediation options may include, but are not obligated or limited to: modifying the student's academic planned program; adjusting the student's clinical assignments; modifying activities of clinical instruction; recommending assistance through the university's writing center; and/or suggesting counseling through the University counseling services.

REQUIREMENTS FOR DEGREE

Specific Graduation Requirements

In order to graduate, students must comply with ALL of the following:
1. Complete all courses on planned program, including any revisions with an overall and department GPA of 3.0 or better.
2. Complete all observation and clinical hours in the appropriate ASHA and department categories.
3. Pass CMD 605 - Special Projects OR successfully complete a thesis.
4. Meet all KASA standards, documented in Tk20.
5. Pass the ASHA national exam, Praxis II with a score of 162 or better (on a scale of 100-200).
   Praxis scores must be sent to 3 locations:
   - CT State Department of Public Health: Code R7051
   - ASHA: Code R5031
   - SCSU Records: Code RA3662
     (**In order to avoid extra fees,** be sure to have the Codes accessible when registering for the exam.)

Applying for graduation

All students must submit an application to graduate. Applications are due *early* in the semester *prior* to the semester in which graduation is anticipated (e.g. for Spring graduation, register early Fall semester). It is the student's responsibility to check the Registrar's website for application deadline dates. If the deadline has been missed, an email should be sent from the student's SCSU email account to Andre Scott at scotta8@southernct.edu with the subject line: MISSED DEADLINE, and include student's full name, ID number, and a contact phone number. The email is not a degree application; one will be sent to the student.

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Degree Audits

Students should check progress toward meeting all academic requirements for graduation using [Degree Works](#). Contact the Graduate Program Coordinator with any questions. For additional questions, please contact Andre Scott at (203) 392-5308 or scotta8@southernct.edu.

Commencement Ceremony

The Department encourages all graduating students to take part in formal commencement activities presented annually by the School of Graduate and Professional Studies at the end of the spring semester. Those who complete degree requirements in the prior fall semester, the spring semester or will complete requirements at the end of the summer session of the same year as the spring graduation ceremony are eligible to participate in the commencement. The Graduate Commencement is a gala affair held in the Lyman Center for Performing Arts. A hooding ceremony is the keynote activity of the commencement.

Students who would like to participate and walk in the May Commencement Ceremony, must submit an application to participate in the commencement ceremony. The application will be available on the [Graduate Commencement webpage](#) during the appropriate timeframe. Please note, the application to participate in commencement (School of Graduate and Professional Studies), and the application to graduate (Registrar) are two separate forms.

CREDENTIALING

State Licensure

Individuals who practice speech-language pathology in Connecticut must be licensed or be in the process of being licensed by the Department of Public Health (DPH). This **license** is *required* for all SLPs working in *any setting* in the State of Connecticut.

Teaching Certification: Special Endorsement in Speech-Language Pathology (061)

The Initial Educator Teacher Certification (Special Endorsement in Speech-Language Pathology) application **must be in progress** in order to work in Connecticut public and certified private schools. Please note: a teaching certificate is not the same as the license issued by the DPH which is also necessary in order to practice at any employment location in Connecticut, including public and private schools.

ASHA Certification

The ASHA Certificate of Clinical Competence (CCC) is awarded following successful completion of a master's degree from an ASHA accredited program, achieving a passing score on the NESPA exam (Praxis II), and completion of the SLP Clinical Fellowship (CF) experience. The CCC permits

the holder to provide independent clinical speech-language and/or audiology services and to supervise clinical practice. Individuals who hold the CCC are required by signature to subscribe to the ASHA Code of Ethics.

Procedures

Prior to beginning the licensure application process, students must take the Praxis II exam during a semester prior to the final semester. Scores should be sent to:
- CT State Department of Public Health (code R7051)
- ASHA (code R5031)
- SCSU Records (code R3662)

** **To avoid extra fees**, be sure to use all the above codes when registering for the exam.

Applying for State Licensure

1. Once the degree has been posted on the transcript, the student may apply for State Licensure.
   - Spring graduates: degrees will be posted in May.
   - Summer graduates: degrees will be posted in August.

2. Students who wish to apply for licensure before the degree is posted, may begin the application process upon completion of the final practicum and submission of all signed and recorded clock hours. Inform the Graduate Program Coordinator once hours have been recorded, who will then generate a letter that confirms completion of coursework and clinical clock hours, and the degree completion date. This letter will be sent directly to the Department of Public Health.

3. All students must complete the State Licensure application. The form and instructions may be found at:

   https://portal.ct.gov/DPH/Practitioner-Licensing--Investigations/SLP/Speech-and-Language-Pathologist--Licensure

   The following should be sent to the Department of Public Health:
     • Application & fee
     • Praxis II scores
     • Transcript

   Upon approval of the application, the applicant receives a ***Letter of Authorization*** from the DPH to begin the *Supervised Professional Experience (SPE),* a minimum of nine-months full-time (30 hours per week minimum) or eighteen-months part-time employment (15 hours per week minimum) under the supervision of a licensed speech-language pathologist. The supervisor must be ASHA certified and licensed by the State of Connecticut. It is the applicant's responsibility to verify the supervisor's status (obtain

a copy of the CT license and ASHA certification card). The supervisor must complete the SPE paperwork and submit it to the DPH within 6 weeks of beginning employment. The SPE approval form may be found at:
http://portal.ct.gov/DPH/Practitioner-Licensing--Investigations/SLP/Supervised-Professional-Experience-in-Connecticut

*Upon completion of the SPE and submission of the required documents, the DPH license will be issued.

Applying for Teaching Certification

See **Appendix M** for the **Procedure to Apply for Teacher Certification**

The DoE will issue the CT Initial Educator Certificate, which is valid for a period of three years.

The Certificate may be renewed up to six times, for a total of 21 years *even if the applicant has not worked as an SLP in the educational system*. Therefore, students who initially plan to work in a setting other than the educational system, but may at some point want to work in schools, may want to obtain the Educator Certificate and keep it current. This will insure that the opportunity will be available with no further requirements that may have been implemented in the interim. There is a fee to renew the Certificate each time, however keeping the Certificate current and preserving this option is a valuable benefit.

Those who plan to teach in a state other than CT, must obtain and complete that state's application and send it to Certification Officer in the Teacher Certification Office, Davis 104, **not to the CMD department.

Applying for ASHA Certificate of Clinical Competence (CCC)
Application for ASHA CCC may be made before, during, or at the completion of the Clinical Fellowship (CF) experience, however certification is not finalized until completion of the Clinical Fellowship (CF) experience. Those students who have been NSSLHA members for two consecutive years at the time of graduation are eligible for the NSSLHA conversion rate which provides a discounted membership rate.

The ASHA application for CCC may be found at:
https://www.asha.org/certification/SLPCertification/

The certification process will be finalized upon completion of the CF experience which may be done part-time or full-time. The CF supervisor must be ASHA certified and licensed by the State of Connecticut. It is the applicant's responsibility to verify the supervisor's status (obtain a copy of the CT license and ASHA certification card). The Speech Language Pathology Clinical Fellowship (SLPCF) Report and Rating Form is not submitted upon beginning employment, but rather only upon concluding the CF requirements (unlike the SPE plan which must be filed

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within 6 weeks of starting emplyment; see above under State Licensure). The form is completed by both the CCC candidate and the supervisor.

Professional Development
SLPs are expected to maintain and update their professional knowledge on a regular basis after graduation. Many opportunities exist within local and national professional organizations to accomplish this. ASHA and other certification entities, in order to maintain continuance, require the mandatory accumulation of Continuing Education Units (CEUs). It is the responsibility of the professional to be aware of the CEU requirements, if any, for each certification and/or licensing maintenance.

Connecticut State Teacher's Certification Continuing Education Requirements:
SLPs who have been issued the Professional Educator Teaching Certificate are subject to teacher certification continuing education requirements. The Professional Educator Teaching Certificate will be continued every five years upon the successful completion of no fewer than nine continuing education units (90 hours) or their equivalent, during each successive five-year period.

Connecticut Department of Public Health Licensing Continuing Education Requirements:
An individual applying for license renewal must complete a minimum of 20 hours of qualifying continuing education within the preceding twenty-four-month period for which the license is being renewed.

American Speech-Language-Hearing Association (ASHA) Certification Maintenance
All ASHA certified members are required to complete continuing education in order to maintain their certification status. Thirty hours of professional development over a three-year period are required.

Membership in the Connecticut Speech-Language-Hearing Association
SLPs employed in the State of Connecticut are encouraged to join the Connecticut Speech-Language-Hearing Association (CSHA). Membership in this organization enables SLPs to keep current regarding the Connecticut clinical community and permits participation in all CSHA activities. Members will be listed in the Connecticut Speech-Language-Hearing Association Membership Directory and the CSHA e-mail blasts in which clinical community events are listed. Through numerous CSHA committees, members have an opportunity to shape the role of the speech-language pathologist and audiologist in the State of Connecticut. CSHA is closely allied with ASHA through legislative participation.

CSHA offers a waiver of the first-year membership to recent graduates in speech-language pathology and audiology.

STUDENT ORGANIZATIONS

Autism Awareness and Advocacy Club

The mission of the Student Autism Awareness and Advocacy Club is to provide knowledge to increase appreciation of students with autism and to provide a safe, inclusive atmosphere to support students with autism on the SCSU campus and within the community. Club members engage in educational fundraising events and volunteer activities on campus, at local school districts, and with a local parent advocacy group. The club meets biweekly and welcomes members and non-members.

Connecticut Speech-Language-Hearing Association (CSHA)

The Mission of the Connecticut Speech-Language-Hearing Association (CSHA) is to enhance the provision of quality services for people with communication disorders and their families by protecting and serving the professions of speech-language pathology and audiology in Connecticut through legislative and regulatory advocacy, opportunities for professional development, and public awareness. CSHA offers free membership and reduced conference registration to matriculated students. Application forms may be obtained from the Department Secretary, or may be downloaded. The Department strongly encourages CSHA membership.

Cultural Competency Club

The Cultural Competence Club (CCC) seeks to enhance student proficiency in cultural competence. The CCC is housed in the Department of Communication Disorders, however, its membership extends to other fields as the CCC strives to examine the impact of cultural differences and cultural linguistic diversity across disciplines. Members participate in programs that share information and resources to enhance competence in relating to and providing service to multiple cultures. The CCC promotes cultural awareness, sensitivity, and competence through its service activities internationally as well as locally and presents its vision and activities in professional papers at national conferences such as the American Speech Language and Hearing (ASHA) and the National Black Association for Speech Language and Hearing (NBASLH). The CCC invites all students to join.

Graduate Student Affairs Committee (GSAC)

The University GSAC is responsible for developing procedures for the use of student activity funds collected from graduate students. Through its activities, the GSAC supports educational, social, and cultural activities directed towards enriching the experiences of graduate students. The Departmental Chapter of NSSLHA is sponsored by the GSAC. The committee is made up of

graduate students and a faculty advisor. Students who are interested in becoming involved with this committee should see the NSSLHA Advisor.

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

Southern Connecticut State University's chapter of NSSLHA is subsidized by the University through the Graduate Student Affairs Committee. It maintains a slate of officers and is governed by student-generated, University-approved, by-laws. Regular meetings are held during academic semesters. Activities are planned for the benefit of the Department, student, clinical community and University. NSSLHA maintains a bulletin board in the Department on which events and other important information are posted. Membership in NSSLHA is strongly encouraged.

As a University Club, NSSLHA membership is open to CMD masters and undergraduate students and faculty and staff. Membership in SCSU's NSSLHA chapter is free, but dues are required for national NSSLHA membership. Advantages of national NSSLHA membership include:
1. access to all ASHA journals;
2. reduced registration to the ASHA Convention
3. discounted ASHA Special Interest Group (SIG) membership
4. product discounts
5. scholarships
6. NSSLHA to ASHA conversion

NSSLHA Membership Applications may be obtained from the NSSLHA website.

Operation-Smile Club

The Operation Smile Club at SCSU is a campus wide organization that supports Operation Smile through education and fundraising. The Club's goal is to annually support 10 craniofacial operations around the world. This is accomplished through on-campus activities such as bake sales and other fundraisers. The signature event is the annual Miles for Smiles 5K that is held in the spring each year. In addition to fundraising, the club promotes anti-bullying through a Choose Kindness Campaign that raises awareness of craniofacial disorders. Club members take this message to local elementary schools where they conduct Choose Kindness events. The Operation Smile Club meets biweekly and is open to both undergraduate and graduate students as well as interested faculty and staff.

APPENDICES

APPENDIX A

FACULTY and STAFF DIRECTORY

	PHONES	OFFICE	EMAILS (@southernct.edu)
CMD (DEPARTMENT)	2-5954	012	
CCD (CLINIC)	2-5955	012	
CMD FAX	2-5968	012	
AUDIOLOGY LAB	2-5118	007	
VOICE ROOM	2-5972	004	
MS. DEBORAH TKACS (SECRETARY)	2-5954		Tkacsd1
DR. ABRAMS	2-5967	009A	Abramsm1
MS. BARBER	2-5963	018B	Barberl1
MS. BLACK	2-5307	012A	Blackj2
MS. BUCKLEY	2-6729	012M	Buckleys7
DR. COOK	2-7119	012I	Cookb5
MS. CREAN	2-5973	016	Creanm1
DR. DELUCA	2-5965	012L	Delucaz2
DR. DEMPSEY	2-5962	012G	Dempseyj1
DR. SVENJA GUSEWSKI			Gusewskis1
MS. HINDENLANG	2-5957	018A	Hindenlangj1
DR. MABRY	2-5986	012K	Mabryk1
DR. MCCULLAGH	2-5961	012D	Mccullaghj1
DR. PURDY	2-5959	012E	Purdym1
DR. RAMACHANDAR	2-6525	012J	Ramanchandas1
DR. WARNER	2-6339	019A	Warnerh2
DR. WEISS	2-6615	012H	Weissd1
DR. ZIPOLI	2-5135	012F	Zipolir1
Burnham, Sarah	2-5955	002	Burnhams1
Ellis, H. Sherrill	2-5955	002	Ellish1
Lanza, Deborah	2-5955	002	Bromd1
Ortiz, Derlene	2-5955	002	Ortzd2
Sokol, Debra	2-5955	002	Sokold1
Winzer, Allyson	2-5955	002	Gilbodea1

REQUIRED CURRICULUM

ASHA PREREQUISITE COURSES

Biological Science (Human or Animal)
Physical Science (Physics or Chemistry
Statistics
Social/Behavioral Science (two courses) (Psychology, Sociology, Anthropology, Public Health)

TEACHER CERTIFICATION COURSES

Special Education Course (See list of State approved courses)
Course I (Choose 2 courses from: PSY 210, PSY 215, PSY 311, PSY 313, PSY 370, PSY 371, EDU 200, EDU 301, EDU 309, EDU 311, EDU 312, EDU 314, EDU 318, SED 325, SED 375)

ASHA PREREQUISITE COURSES

Biological (human or animal)
Physical Science (physics or chemistry)
Mathematics
Social/Behavioral Science I (psychology, sociology, anthropology, public health)
Social/Behavioral Science II (psychology, sociology, anthropology, public health)

TEACHER CERTIFICTION COURSES

Special Education (one course- SED 481, 482, or 225)
Course I (Choose from: PSY 210, PSY 215, PSY 311, PSY 313, PSY 370, PSY 371, EDU 200, EDU 301, EDU 309, EDU 311, EDU 312, EDU 314, EDU 318, SED 325, SED 375)
Course II (choose from above)

PRE-PROGRAM ACADEMIC COURSES

CMD 200	Introduction to Developmental Communication Disorders	(3)	F	Sp	
CMD 201	Introduction to Communication Disorders in Medical Settings	(3)	F	Sp	
CMD 203	Phonetics and Phonological Systems	(4)	F	Sp	
CMD 317	Anatomy & Physiology of Speech & Hearing Mechanism	(3)	F	Sp	
CMD 319W	Language Development: Ages Birth to Five	(3)	F	Sp	
CMD 320	Introduction to Hearing Science	(3)	F	Sp	
CMD 321	Introduction to Audiology	(3)	F	Sp	
CMD 418	Neurological Bases of Communication	(3)	F	Sp	
CMD 419	Language Acquisition: School Age - Adolescence	(3)	F	Sp	
CMD 420	Speech Science	(4)	F	Sp	
CMD 461W	Clinical Practice of Speech-Language Pathology	(3)	F	Sp	

SPEECH-LANGUAGE PATHOLOGY and AUDIOLOGY

CMD 503	Research Methods in Communication Disorders	(3)	F		SSB
CMD 527	Neurogenic Speech and Language Disorders	(3)	F	Sp	
CMD 531	Disorders of Phonology	(3)	F	Sp	
CMD 537	Cognitively Based Communication Disorders in Adults	(3)	F		SSA
CMD 545	Disorders of Fluency	(3)	F	Sp	
CMD 550	Language Acquisition Disorders: Birth to Five	(3)	F	Sp	
CMD 551	Language Disorders: School-Age	(3)	F	Sp	
CMD 583	Voice & Velopharyngeal Disorders	(3)	F		SSA
CMD 627	Dysphagia	(3)	F	Sp	

	SPEECH-LANGUAGE PATHOLOGY ELECTIVES (Choose 2)					
☐	CMD 586	Advanced Instrumentation for Med SLP (1 credit)	(1)			SSA
☐	CMD 602	Augmentative & Alternative Communication	(3)		Sp	
☐	CMD 608	Medical Speech-Language Pathology		F		
☐	CMD 610	Developmental Disabilities	(3)		Sp	
☐	CMD 656	Literacy for the SLP	(3)	F		
☐	CMD 652	Autism Spectrum Disorders	(3)			SSA
☐	CMD 665	Counseling & Guidance Procedure in Speech & Hearing	(3)			SSB
	AUDIOLOGY ELECTIVES (Choose 1)					
☐	CMD 559	Educational Audiology	(3)			SSB
☐	CMD 575	Central Auditory Processing Disorders	(3)	W		
	PROGRAM PRACTICUM COURSES					
☐	CMD 560	Speech & Language Practicum - A	(3)	F	Sp	SS
☐	CMD 561	Speech & Language Practicum - B	(3)	F	Sp	SS
☐	CMD 562	School Practicum	(6)	F	Sp	SS
☐	CMD 564	Speech & Language Practicum - C	(3)	F	Sp	SS
☐	CMD 569	Advanced Practicum	(6)	F	Sp	SS
	CAPSTONE EXPERIENCE COURSES (Choose 1)					
☐	CMD 590	Thesis Seminar I	(3)	F	Sp	
☐	CMD 591	Thesis Seminar II	(3)	F	Sp	
☐	CMD 605	Special Project	(3)	F	Sp	

APPENDIX C

TECHNICAL STANDARDS

TECHNICAL STANDARDS FOR THE MASTER OF SCIENCE IN COMMUNICATION DISORDERS

The Communication Disorders (CMD) program is designed to prepare students to practice as speech-language pathologists in public and private schools, hospitals, rehabilitation centers, clinics, and private practice. The educational program includes instruction in a broad array of diagnostic and treatment paradigms as well as supervised hands-on experience in the Department's clinical service programs, the Center for Communication Disorders, Access Network, and Southern Connecticut Audiology Services, and at selected off-campus sites including schools and hospitals.

PROFESSIONAL STANDARDS: ESSENTIAL ABILITIES AND ATTRIBUTES
The following technical standards describe the expectations and requisite abilities considered essential for students admitted to the CMD program in order to achieve the level of competency required for graduation and professional practice. Students' admission to and continuation in the CMD Program is contingent upon positive ongoing evaluation of their potential, progress, and performance in five categories: communication, intellectual/cognitive, motor, sensory/observational, and behavioral/social.

Communication:
- A student must possess adequate communication skills to:
- Communicate proficiently in both oral and written English language.
- Possess reading and writing skills sufficient to meet curricular and clinical demands.
- Perceive and demonstrate appropriate non-verbal communication for culture and context.
- Modify communication style to meet the communication needs of clients, caregivers, and other persons served.
- Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
- Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
- Convey information accurately with relevance and cultural sensitivity.

Intellectual/Cognitive:
- A student must possess adequate intellectual and cognitive skills to:
- Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
- Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic planning and implementation.
- Self-evaluate, identify, and communicate limits of one's own knowledge and skills and be able to identify and utilize resources in order to increase knowledge.
- Utilize detailed written and verbal instruction in order to make unique and independent decisions.

Motor:
- A student most posses adequate motor skills to:
- Sustain necessary physical activity level in required classroom and clinical activities.
- Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.
- Access transportation to clinical and academic placements.
- Participate in classroom and clinical activities for the defined workday.
- Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
- Manipulate patient-utilized equipment (e.g. durable medical equipment to include AAC devices, hearing aids, etc.) in a safe manner.
- Access technology for clinical management (i.e. billing, charting, therapy programs, etc.)

Sensory/observational:
- A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:
- Visually and auditorily identify normal and disordered speech (fluency, articulation, voice, resonance, respiration), oral and written language (semantics, pragmatics, syntax, morphology and phonology), cognition, social interaction, and swallowing.

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- Identify the need for alternative modalities of communication.
- Visualize and identify anatomic structures.
- Identify and discriminate findings on imaging studies.
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
- Recognize when a client's family does or does not understand the clinician's written and or verbal communication.

Behavioral/social:
- A student must possess adequate behavioral and social attributes to:
- Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.
- Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.
- Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
- Dress appropriately and professionally.

ACADEMIC PERFORMANCE
CMD students must have the time, commitment, and physical and emotional stamina to complete a six-semester program plan of full-time graduate study. Students follow program plans that specify course requirements and the sequence in which courses are taken, including 9 to 15 credits of course work in each fall and spring semester, 5 to 12 credits in the summer, and two semesters of full-time supervised externships. Students must satisfactorily complete the number of graduate credit hours required on their planned program with a minimum grade point average of "B" (3.0). All courses completed for credit toward a planned program must be passed with a minimum grade of C plus (C+). Courses not completed with the minimum grade requirements will not be counted toward degree requirements but the grade will be calculated in the program and cumulative grade point averages.

CLINICAL PERFORMANCE
The CMD clinical curriculum consists of three practica in the Department's clinical service programs and two different externships. Each externship is full-time for approximately 12 weeks. Students who are not able to participate in the required number of hours per week may be asked to withdraw from the field placement and from the CMD Program. All clinical experiences must be completed with a minimum grade of B minus (B-). Practica not completed with the minimum grade requirements will not be counted toward degree requirements but the grade will be calculated in the program and cumulative grade point averages.

Students will be required to undergo one or more criminal background checks, fingerprinting, and /or drug testing prior to participating in clinical practica. Students with criminal records may be admitted to the CMD Program; however, previous convictions may limit students' externship options and their eligibility to apply for speech-language pathology licensure.

COMMITMENT TO NON-DISCRIMINATION
Southern Connecticut State University is committed to comply with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act (ADA) of 1990 and 2008 (ADAA), and is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, color, creed, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status.

students with a diagnosed physical, mental, or emotional disability, or a psychiatric disorder may participate in the CMD Program so long as the condition is managed sufficiently with or without reasonable accommodation to permit the student to satisfy the requirements of the CMD Program, including these Technical Standards. Admitted students have a continuing obligation to notify the Graduate Program Coordinator of any changes to their condition that may affect their ability to satisfy CMD Program requirements, including these Technical Standards. Students who may no longer be able to satisfy requirements of the CMD Program with or without reasonable accommodations are required to meet with the Graduate Program Coordinator in order to review their status in the program.

Students who seek reasonable accommodations for disabilities must contact the Disability Resource Center (DRC). The Disability Resource Center will determine a student's eligibility for and recommend appropriate accommodations and services.

The DRC and the CMD Program will coordinate in providing reasonable accommodations to the student. For further information, please visit: http://www.southernct.edu/student-life/support/drc/contact.html.

If a student states that the technical standards can be met with reasonable accommodations, the University will determine whether the accommodations can be implemented without jeopardizing clinician/client safety, or the educational process of the candidate or the institution, including coursework, clinical experiences, and internships deemed essential to graduation from the Communication Disorders Program.

****

Acknowledgement of no need for accommodations:

I acknowledge that I have read and understand the technical standards document and would be able to meet the technical standards without reasonable accommodations. I understand that as a continuing obligation, if my condition changes, I will notify the Communication Disorders program to discuss these changes and my ability to continue to meet the technical standards. I also understand that if I am unable to meet these standards, I will not be admitted into the Communication Disorders Program.

_____   _____
Signature of Applicant   Date

Acknowledge of the need for accommodations:

I acknowledge that I have read and understand the technical standards for admission listed above. I believe that I am unable to meet the technical standards of the program without reasonable accommodations. I will consult with the Communication Disorders program and the Disability Resource Center to discuss if reasonable accommodations can be made. If admitted into the program, I also understand that if my condition changes, as a continuing obligation, I will notify the Communication Disorders program to discuss these changes and my ability to meet the technical standards. I understand that if I am unable to meet these standards, with or without reasonable accommodations, I will not be admitted into the Communication Disorders Program OR have my current admitted status reviewed.

_____   _____
Signature of Applicant   Date

APPENDIX D

INTERPROFESSIONAL EDUCATION ACTIVITY DOCUMENTATION FORM

You are required to complete the IPE Training modules and a minimum of 4 IPE activities by the end of your graduate program. *All activities must include interactions with a student or professional from at least one other discipline*. When completed, please submit this signed form to the Graduate Coordinator.

Date	Activity	Disciplines Involved	Instructor Signature
	IPE Training Modules	N/A	Attach certificates of completion (no signature required)

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APPENDIX E

CMD 605 CODE OF PROFESSIONAL CONDUCT

Students are expected to complete the Special Project independently. With the exception of the course instructor, who may provide more specific assistance with regard to content, students MAY NOT solicit help from the faculty concerning Special Project content issues. Careful topic selection should allow students adequate direction when researching content information.

Students may consult with others who are/were professionally engaged in the case chosen. However, the consultation should not violate the expectation that this special project must reflect independent critical analysis, synthesis and written and oral formulation on the part of the student. Consultation with others should not be of the sort where direct suggestions are solicited or made regarding the content of the project or its manuscript. Instead, students may ask consultants to pose questions about the case that will assist the student to think critically about what the manuscript should contain. At no time should a student allow a consulting professional to edit the student's project for format or content.

I have read the Code of Professional Conduct regarding the Special Project in the Department of Communication Disorders and agree to meet the expectations as noted.

_____
Signature

_____
Date

Revised 8-13-2020 MP

APPENDIX F

CMD 605: SPECIAL PROJECT PAPER EVALUATION FORM

Student Number: Click here to enter text.
Date of Review: Click here to enter text.
Person completing form: Click here to enter text.

1. Discussed background information on the case, including: demographic information; the nature of the disorder; pertinent medical, educational, vocational, psychosocial, and/or family history; and a summary of relevant assessment and intervention data. Click here to enter text.

2. Discussed the central issues, problems, and/or questions, including: how the problem, issues and/or questions identified are solved or are proposed to be solved. Click here to enter text.

3. Discussed the theoretical considerations and research bases for solutions. **Students should be specific and include references for evidence-based practice (EBP) as they relate to the case.** Click here to enter text.

4. Described the treatment focus and plan, including procedures and strategies tried and/or considered even if they were not successful or were discarded. Click here to enter text.

5. Described results and current status including quantitative data, when applicable, as well as comparison of pre- and post-therapy data. Click here to enter text.

6. Presented substantive comments on lessons learned, emphasizing what might be done differently if they had this case currently in their clinical practicum. Click here to enter text.

7. Paper:
   a. Was well organized: Click here to enter text.
   b. Used professional writing style: Click here to enter text.
   c. Included references in current APA style: Click here to enter text.

Comments: Click here to enter text.

☐ Accept   ☐ Revise

CMD 605 SPECIAL PROJECT WRITTEN PAPER RUBRIC

Content

Ratings Areas	Excellent	Satisfactory	Needs Improvement	Unsatisfactory
Client Background	Fully developed description of client background. Includes a summary of all pertinent medical, educational, vocational, psychosocial and family history. Assessment and intervention data completely and succinctly reported.	Adequately developed description of client's medical, educational, vocational, psychosocial and family history, though a few relevant details may be omitted and/or irrelevant information included. Assessment and intervention data reported, but not complete and/or succinct.	Partially developed description of client's medical, educational, vocational, psychosocial and family history though unclear and/or too broad. Assessment and intervention data inadequately reported.	Minimally developed description of client background; missing several pieces of key information. Insufficient, nonspecific, and/or irrelevant assessment and intervention data included.
Central Issues and Support	Fully developed central issues logically derived from the background. Fully supported rationale for clinical question or problem.	Adequately developed central issues logically derived from the background. Adequately supported rationale for clinical question or problem.	Partially developed central issues logically derived from the background. Central issues lack depth. Partially supported rationale for clinical question or problem.	Minimally developed central issues, not logically derived from the background. Vague or omitted rationale for clinical question or problem.
Evidence Base	All current evidence directly related to the central issues and research. Literature utilized effectively and accurately to provide sufficient evidence to explain the central issues. Fully developed integration of evidence based practice, literature, and central issues.	Most current evidence directly related to the central issues and research basis. Begins to offer reasons to support the proposed solutions using literature. Provides adequate interpretation of literature and how it relates to central issues. Integration of literature emerging, but lacks sophistication. Adequately developed integration of evidence based practice, literature and central issues.	Some current evidence to support central issues. Much of evidence not directly related to central issues. Use of examples may not be relevant. Partially developed integration of literature and central issues. Lapses in logic may be present.	Depends on use of overgeneralizations for support or lacks logical support. Poor choice of evidence from the literature. Evidence from the literature presented in a summative rather than integrative fashion. Superficial coverage of topic.
Treatment Focus/Plan	Fully developed management plan that includes a description of the approaches and goals that align with the central issues. Fully developed rationale for implementing or not implementing all methods considered. Consistently makes links to relevant EBP literature.	Adequately developed management plan that includes a description of the approaches and goals that align with the central issues. Adequately developed rationale for implementing or not implementing all methods considered. Usually makes links to relevant EBP literature.	Partially developed management plan; description lacks depth Partially developed rationale for implementing or not implementing all methods considered. Occasionally makes links to relevant EBP literature.	Minimally developed management plan; information incongruent with central issues. Minimally developed rationale for implementing or not implementing all methods considered. Rarely makes links to relevant EBP literature.
Treatment Results	Client's pre- and post-therapy data are clearly and thoroughly presented. Fully developed and insightful explanation of all changes in the client's performance and their significance (positive/negative). Fully developed explanation of any inconsistencies in results.	Client's pre- and post-therapy data are adequately presented, with less detail or clarity of an excellent paper. Adequately developed explanation of all changes in the client's performance and their significance (positive/negative). Adequately developed explanation of any inconsistencies in results.	Client's pre- and post-therapy data partially presented. Partially developed explanation of changes in the client's performance and their significance (positive/negative). Partially developed explanation of any inconsistencies in results offered.	Client's pre- and post-therapy data are minimally and vaguely presented. Explanation of changes in client's performance and their significance (positive/negative) are minimally explained or omitted. Minimally developed or omitted explanation of inconsistencies in results.
Lessons Learned	Fully developed description of alternative assessment and/or intervention options if currently planning for this case. Fully supported rationale for selection of these options with consistently linked to evidence based practice and literature.	Adequately developed description of alternative assessment and/or intervention options if currently planning for this case. Adequately supported rationale for selection of these options usually linked to evidence based practice and literature.	Partially developed description of alternative assessment and/or intervention options if currently planning for this case. Partially developed rationale for selection of these options with occasionally linked to evidence based practice and literature	Minimally developed, or omitted, description of alternative assessment and/or intervention options if currently planning for this case. Minimal or omitted rationale for selection of these options with rarely linked to evidence based practice and literature.

CMD605 Special Project Rubric
Writing

Ratings Areas	Excellent	Satisfactory	Needs Improvement	Unsatisfactory
Organization	Uses a logical structure appropriate to paper's subject, purpose, audience, topic and field. Sophisticated transitional sentences, often developing one idea from the last or demonstrating their connection. Excels in guiding the reader through chain of reasoning or progression of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices. Some logical links may be lacking, but each paragraph clearly relates to the paper's research topic.	Ideas listed or arranged randomly rather than using any logical structure. Uses some sequential transitions but does not use more sophisticated language. Paragraphs have topic sentences but may be overly general. Arrangement of sentences in paragraph lacks coherence.	Paper has random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs lack topic sentence and may be too general to be effective in supporting the thesis.
Use of sources, (i.e., number, types and timeliness) and APA	Always Appropriate sources

Correct APA format. | Usually Appropriate sources

Mostly correct APA format. | Some Appropriate sources though not complete.
APA format correct some of the time. | Rarely or inappropriate References include inappropriate sources. Numerous errors in APA format. |
Sentence Structure (Grammar)	Each sentence structured effectively, powerfully rich, well-chosen variety of sentence styles and length.	Effective and varied sentences; errors (if any) due to lack of careful proofreading; syntax errors (if any) reflect uses as colloquialisms.	Formulaic or tedious sentence patterns; shows some errors in sentence construction; some non-standard syntax usage.	Sentences show errors of structure; little or no variety; no grasp of sentence flow.
Mechanics and Presentation	Virtually free of punctuation, spelling, and capitalization errors. At least 10 pages but no more than 12, not including cover page. Times New Roman or Arial font at size 12, double spaced.	Contains only occasional punctuation, spelling, and/or capitalization errors. Few formatting errors. Most errors likely careless or due to spell check. Less than 10 pages.	Contains several (mostly common) punctuation, spelling, and/or capitalization errors. Several errors in formatting or formatting inconsistent. Less than 9 pages.	Contains many errors of punctuation, spelling, and/or capitalization. Errors interfere with meaning in places. Formatting incorrect in most places. Less than 8 pages.
Vocabulary and Word Usage	Excellent and broad use of discipline-specific terms.	Adequate and Appropriate use of discipline-specific terms. Occasional use of jargon.	Limited use of discipline-specific terms or Ordinary vocabulary range, mostly accurate; some vernacular terms.	Errors of diction, and usage, while evident, do not interfere with readability.

APPENDIX H

CMD 605 SPECIAL PROJECT ORAL EVALUATION FORM

Student Number:
Date of Review:
Evaluator:

1. Discussed background information on the case, including: demographic information; the nature of the disorder; pertinent medical, educational, vocational, recreational, psychosocial, and/or family history; and a summary of relevant assessment and intervention data. Click here to enter text.

2. Discussed the central issues, problems, and/or questions, including: how the problem, issues and/or questions identified are solved or are proposed to be solved. Click here to enter text.

3. Discussed the theoretical considerations and research bases for solutions. **Students should be specific and include references for evidence-based practice (EBP) as they relate to the case.** Click here to enter text.

4. Described the **EBP** treatment focus and plan, including procedures and strategies tried and/or considered even if they were not successful or were discarded. Click here to enter text.

5. Described results and current status including quantitative data, as well as comparison of pre- and post-therapy data. Click here to enter text.

6. Presented substantive comments on lessons learned, emphasizing what might be done differently or altered for use in current or future practice; reflection on professional issues as relevant to such cases, e.g., cultural linguistic diversity, issues of EBP or interprofessional practice.

7. Raised issues, hosted interactive discussion, presented in a poised and professional manner, and competently addressed questions from the audience.

8. Presentation:
    a. Was organized: Click here to enter text.
    b. Succinctly presented: Click here to enter text.
    c. Professional attire and presentation: Click here to enter text.

Comments: Click here to enter text.

☐ Accept   ☐ Revise

Revised 8-13-2020 MP

CMD THESIS CONTRACT FORM

☐ CMD 590 – Thesis Seminar I – Development of a Proposal

☐ CMD 591 – Thesis Seminar II – Implementation of Research Design

Instructor: Semester:

Student: Credits: 3

Semester Goals, Learning Objectives and/or Activities

1.

2.

3.

4.

Student Signature: Date:

Advisor Signature: Date:

Department Chair Signature: Date:

TK20 COURSE OBJECTIVE TRACKER

Student: Expected Graduation:

An item in RED indicates the student did NOT meet the objective.

Standard IV-B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.	
Biological	CMD 317 • demonstrate knowledge of basic human communication and swallowing processes, including their biological and neurological bases • recognize and describe the normal skeletal structures that support the soft tissue anatomy of respiratory, phonatory, articulatory and resonatory systems for speech and voice production • recognize and describe the normal soft tissue anatomy of the respiratory, phonatory, articulatory and resonatory systems for speech and voice production • describe the normal physiology of the respiratory, phonatory, articulatory and resonatory systems for speech and voice production • relate how changes in the normal anatomy and physiology of the respiratory, phonatory, articulatory and resonatory systems can influence change in speech and voice production
Neurological	CMD 317 • demonstrate knowledge of basic human communication and swallowing processes, including their biological and neurological bases
	CMD 418 • develop a working knowledge of the neuroanatomical systems for speech and language • demonstrate an understanding of the brain-behavior relationships for speech and language
	CMD 527 • Demonstrate knowledge regarding the neurologic bases of motor speech and language disorders
	CMD 537 • Explain the neurologic bases of cognitively based neurologic communication disorders
	CMD 627 • demonstrate knowledge of the normal anatomy and physiology of swallowing in a developmental framework across the age continuum
Acoustic	CMD 320 • understand the basic principles of acoustics including knowledge of simple harmonic motion, the parameters used to describe sine waves, principles of acoustic impedance, and the decibel.
	CMD 559 • demonstrate knowledge of the acoustic cues of spoken English. • demonstrate knowledge of biological predisposition for acquisition of language • demonstrate knowledge of features and characteristics of Deaf Culture
	CMD420 • describe and discuss the acoustic nature of the speech and voice Describe and discuss the physiologic nature of the speech and voice mechanism • describe and discuss the basics of speech perception • describe and discuss the relation between speech science and speech pathology and audiology

measure qualitatively and quantitatively the acoustic, physiologic and perceptual aspects of speech production using various speech and hearing science laboratory equipment

Psychological	CMD 537 • discuss the speech-language pathologist's role in educating and counseling the neurologically impaired individuals and their family/friends
	CMD 665 • acquire knowledge regarding standards of ethical conduct as they relate to the counseling of clients and their families/significant others.
Developmental	CMD 200 • outline the sequence of normal speech and language development from birth through adulthood • be able to name and identify characteristics, possible etiologies and related factors in developmental communication disorders.
	CMD 545: • demonstrate the ability to integrate information pertaining to normal and abnormal human development across the life span in the area of fluency.
	CMD 419 • demonstrate knowledge of the relations between oral and written language development • demonstrate understanding of the processes by which children acquire literacy
	CMD 531 • discuss the application of a developmental model to the appraisal of communication problems in school-aged populations
	CMD 551 • have the knowledge needed to address the special developmental considerations important to practicing speech-language pathology with older children and teenagers • understand connections between language and literacy development as they relate to SLP practice • demonstrate understanding of the normal sequence of school age language development
	CMD 656 • classify reading development by stages
Linguistic	CMD 419 • demonstrate knowledge of the normal sequence of semantics, morphology, syntax, phonology, and pragmatics and discourse development between the ages of 5 to 21 • demonstrate knowledge of the linguistic demands of the academic curriculum • demonstrate knowledge of language difficulties among school aged children with language-learning disability and special education needs
	CMD 550 • communication and language disorders as related to the early intervention and preschool populations
	CMD 551 • discuss the application of a developmental model to the appraisal of communication problems in school-aged populations • demonstrate an understanding of language strengths and difficulties in special populations, especially children and adolescents with high incidence disorders

Cultural	CMD 200
	• Be able to discuss the importance of multicultural social and communication differences with the field of communication disorders
	CMD 317
	• identify multicultural differences in anthropomorphic structures, tissue masses, skin pigmentations, and scarification.
	CMD 419
	• demonstrate knowledge of the language development processes associated with students from culturally and linguistically diverse backgrounds
	• understand the role of sociocultural factors in language and literacy development
	CMD 550
	• demonstrate knowledge of principles of communication and language assessment and intervention in working with preintentional infants, prelinguistic infants, toddlers, and preschoolers and their families in a culturally effective manner
	CMD 551
	• develop an understanding of strategies for assessing and managing communication disorders in individuals from culturally diverse backgrounds
	CMD 583
	• identify cultural differences which may affect speech and voice services related to voice and velopharyngeal disorders to members of specific under represented groups
	CMD 605
	• Demonstrate understanding of the issues involved in working with culturally diverse

Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:	
CMD 665	
• acquire knowledge about the impact of communication disorders on the psychological well-being of clients and their families/significant others.	
• acquire knowledge about the need for highly developed listening skills on the part of the clinician when dealing with clients and their families/significant others	
Articulation	CMD203
	• learn basic terminology related to the study of phonology and phonetics
	• outline the sequence of normal speech and language development from birth through adulthood
	CMD 200
	• define and describe the major categories of developmental communication disorders
	• demonstrate understanding of the interrelationship between speech, language and hearing relative to developmental communication disorders
	• list examples of health maintenance and other factors that can function as preventive strategies for developmental communication disorders
	CMD 317
	• recognize and describe the normal skeletal structures that support the soft tissue anatomy of respiratory, phonatory, articulatory and resonatory systems for speech and voice production

	• recognize and describe the normal soft tissue anatomy of the respiratory, phonatory, articulatory and resonatory systems for speech and voice production
	• describe the normal physiology of the respiratory, phonatory, articulatory and resonatory systems for speech and voice production
	• relate how changes in the normal anatomy and physiology of the respiratory, phonatory, articulatory and resonatory systems can influence change in speech and voice production
Fluency	**CMD 545** • **demonstrate knowledge of the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlate i**n the area of fluency.
Voice and resonance, including respiration and phonation	CMD 203 • learn the basics regarding the physiologic and acoustic systems used for human phoneme production. • name and identify characteristics, possible etiologies and related factors in developmental communication disorders • describe the critical anatomy and physiology of the respiratory, phonatory and articulatory systems for the production of voice and speech • describe changes in the anatomy and physiology of the speech and voice mechanisms which contribute to voice and velopharyngeal disorders • understand the critical etiologies and pathologies which underlie voice and velopharyngeal disorders • identify the speech and voice characteristics expected in voice and velopharyngeal disorders
	CMD 317 • recognize and describe the normal skeletal structures that support the soft tissue anatomy of respiratory, phonatory, articulatory and resonatory systems for speech and voice production • recognize and describe the normal soft tissue anatomy of the respiratory, phonatory, articulatory and resonatory systems for speech and voice production • describe the normal physiology of the respiratory, phonatory, articulatory and resonatory systems for speech and voice production • relate how changes in the normal anatomy and physiology of the respiratory, phonatory, articulatory and resonatory systems can influence change in speech and voice production
Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, and writing	CMD 319 • know the definition of language and language diversity; • know how language is defined in relationship to speech and communication; • know the components of language: content, form, and function • know currently accepted theories of language development. • know the bases for language development including: neurolinguistics, cognitive, socio-communicative bases for language development. • know the communicative and language patterns of infants, toddlers, and preschoolers.
	CMD 527 • demonstrate an understanding of current diagnostic terminology and classification systems

	related to the dysarthrias, apraxia of speech and aphasia
	CMD 531 • demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences with particular emphasis on receptive and expressive language (i.e., phonology) in speaking, listening, reading, writing, and manual modalities
	CMD 656 • compare emergent literacy, beginning reading and writing, and adolescent literacy • explain (a) the reciprocal nature of spoken and written language development; (b) how to foster growth in oral language and literacy development; and (c) the relationship between a speech/language impairment and reading development
Hearing, including the impact on speech and language	**CMD 559** • demonstrate knowledge of the pathophysiology of hearing disorders in a pediatric population • describe/identify signs and symptoms of peripheral hearing disorders in a developmental framework for the pediatric population
Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology)	**CMD 627** • demonstrate knowledge of the pathophysiology (e.g. disorders in stages of the swallow) of swallowing and feeding disorders in a developmental framework across the age continuum. • describe/identify signs and symptoms of swallowing and feeding disorders in a developmental framework across the age continuum
Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)	**CMD 537** • define current diagnostic terminology related to cognitive-communication disorders • differentially diagnose communication patterns associated with right hemisphere syndrome, traumatic brain injury, and dementia;
Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)	**CMD 610** • demonstrate an understanding of the nature of communication disorders associated with developmental disabilities, including Down Syndrome, Fragile X, Cerebral Palsy, and Autism Spectrum Disorders
Augmentative and alternative communication modalities	**CMD 602** • demonstrate knowledge of Augmentative and Alternative Communication • (AAC) processes, modalities, and technologies used to support children and adults with • complex communication needs, including appropriate etiologies, characteristics, • anatomical/physiological, acoustic, psychological, linguistic, and cultural correlates

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

CMD 605	
• demonstrate understanding of the latest theories in the major areas of communication disorders • demonstrate the ability to integrate theory and clinical methods in the major areas of communication disorders	

CMD 665
• acquire knowledge about the impact of cognitive, behavioral and medical status on the emotional state of clients and their families/significant others. • acquire knowledge about the process of evaluating the emotional state of clients and/or their families/significant others. • acquire knowledge about the social aspects of communication and the impact of a communication disorder. • acquire knowledge regarding cultural issues that relate to counseling clients and their families/significant others

Articulation	CMD 200 • state incidence and prevalence figures concerning developmental communication disorders • suggest possible assessment and intervention philosophies and strategies for each disorder.
	CMD 531 • demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences with particular emphasis on receptive and expressive language (i.e., phonology) in speaking, listening, reading, writing, and manual modalities • demonstrate accurate test scoring and interpretation • write appropriate goals and objectives for children with speech sound disorders. • demonstrate knowledge of a variety of intervention models for speech sounds disorders and prevention efforts • design appropriate recommendations for evidence-based articulation and phonological interventions based on assessment data • develop an understanding of strategies for assessing and managing communication disorders in individuals from culturally diverse backgrounds • demonstrate an understanding of speech sounds difficulties in special populations, especially children and adolescents with high incidence disorders
Fluency	CMD545 • **demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for people with fluency disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.**
Voice and resonance, including respiration and phonation	CMD 203 • learn the auditory and graphic phonetic alphabet for Standard American English (SAE) phonemes. • learn to use the International Phonetic Alphabet (IPA) for Standard American English in phonetic and phonemic transcription. • learn to read phonetic and phonemic transcription. • learn the clinical application of phonetics. • learn basic terminology and characteristics of key theories of phonological development.

	CMD 583 • understand the importance of case management and the continuum of care for voice and velopharyngeal disorders • identify voice and velopharyngeal disorders, assess their severity and character, and assign prognoses. • choose appropriate treatment paradigms for voice and velopharyngeal disorders
	CMD 608 • identify communication options for ventilator-dependent, tracheotomized, and alaryngeal patients, and pertinent patient characteristics related to candidacy for each option.
Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, and writing	**CMD 527** • demonstrate knowledge of the World Health Organization Classification System and its relationship to assessment and management of acquired neurological speech and communication disorders • demonstrate knowledge of assessment tools for motor speech and language disorders and differential diagnosis • demonstrate understanding of the issues of assessing and treating neurologically impaired individuals from culturally diverse backgrounds • demonstrate knowledge regarding the speech-language pathologist's role in educating and counseling the neurologically impaired individuals and their family/friends
	CMD 550 • identify and discuss "risk" conditions that predispose young children to language disorder(s) • demonstrate knowledge of principles of communication and language assessment • and intervention in working with preintentional infants, prelinguistic infants, toddlers, and preschoolers and their families in a culturally effective manner
	CMD 551 • develop the ability to use a variety of tools currently employed in diagnosis and assessment, including standardized tests, informal procedures and language sampling • demonstrate accurate test scoring and interpretation • design appropriate recommendations for evidence-based language intervention based on assessment data • write appropriate language goals and objectives for school-aged children and adolescents • develop an understanding of activities that integrate oral and written language • demonstrate knowledge of a flexible set of remedial procedures applicable to school-aged children and adolescents • demonstrate knowledge of the school curriculum and the ways in which SLPs can use curriculum-based practice for facilitating language and literacy
	CMD 656 • use procedures for identifying reading and writing difficulties and disabilities in school-aged children/adolescents • analyze and synthesize assessment data about oral and written language skills and weaknesses to develop a plan for intervention that includes collaboration and consultation with family and appropriate related services

	• analyze and synthesize assessment data about oral and written language skills and differences in those individuals from a cultural/linguistically diverse population to develop a plan for intervention that includes collaboration and consultation with family and appropriate related services
	CMD 610 • demonstrate and understand the scope of clinical practice for assessment, remediation, and habilitation of communication disorders among persons with developmental disabilities, including topics which reflect the individual, the system of communication supports, and the overall ecological context.
Hearing, including the impact on speech and language	CMD 559 • describe/demonstrate knowledge of the impact of cognitive, behavioral and medical status on peripheral hearing disorders. • describe the process for evaluation/assessment of hearing disorders in a developmental framework for the pediatric population • describe the strengths and limitations of clinical audiological assessment and instrumental assessment of amplification systems. • interpret, integrate and synthesize information to develop a diagnoses and make appropriate recommendations for intervention/a treatment or classroom modification plan. • develop measurable and achievable goals that would meet a client's needs and their family's needs as well as target functional outcomes
Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology)	CMD 608 • describe medical tests related to swallowing disorders and extract relevant information from medical records for diagnostic and treatment planning. • discuss modifications of diagnostic/management procedures for specialized populations (e.g. critically ill, neurodegenerative, minimally responsive, oncologic).
	CMD 627 The student will: • describe/demonstrate knowledge impact of cognitive, behavioral and medical status on swallowing and feeding disorders. • describe the process for evaluation/assessment of swallowing and feeding disorders in a developmental framework across the age continuum. • describe the strengths and limitations of clinical and instrumental assessment techniques. • tnterpret, integrate and synthesize information to develop a diagnoses and make appropriate recommendations for intervention/a treatment plan. describe compensatory, facilitation and diet interventions for the management of patients with dysphagia. • develop measurable and achievable goals that would meet a client's needs and target functional outcomes.
Cognitive aspects of communication (attention, memory,	CMD 537 The student will: • relate the World Health Organization Classification System to assessment and

sequencing, problem-solving, executive functioning)	management of acquired neurological communication disorders • compare and contrast assessment tools for cognitively based neurologic communication disorders • analyze best-practice models and evidence-based research for the assessment and management of neurogenic speech and language disorders • recognize the issues of assessing and treating neurologically impaired individuals from culturally diverse backgrounds
Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)	CMD 610 The student will: • demonstrate an understanding of the scope of clinical practice for assessment, remediation, and habilitation of communication disorders among persons with developmental disabilities, including contextually and ecologically based assessments and models of intervention, currently regarded evidence-based practices for individuals with ASD, and Augmentative Alternative Communication and other communication supports,
Augmentative and alternative communication modalities	CMD 602 The students will: • demonstrate current knowledge of AAC principles and methods of prevention, assessment and intervention for people with complex communication needs, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, linguistic, and cultural correlates
	CMD 610 The students will: • demonstrate an understanding of the scope of clinical practice for assessment, remediation, and habilitation of communication disorders among persons with developmental disabilities, including contextually and ecologically based assessments and models of intervention, currently regarded evidence-based practices for individuals with ASD, and Augmentative Alternative Communication and other communication supports, • demonstrate an understanding of functional communication and how it is related to daily living contexts (i.e, family functioning, home, public school, day program, institution, community activities)

Std. IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct.
CMD 461 • Student will develop a personal philosophy regarding clinical management in communication disorders.
CMD 503 • Students will demonstrate knowledge and understanding of ethical research practices
CMD 527 • Students will understand the ASHA Code of Ethics and issues relating to patient confidentiality
CMD 537 • Students will apply the ASHA Code of Ethics and issues relating to patient confidentiality
CMD 602 • Students will demonstrate knowledge of standards of ethical conduct
CMD 605 • Students will develop awareness of the critical ethical, legal, and professional issues currently facing the field

of communication disorders by preparing a case study and participating in discussion of other students' presentations
CMD 608   • Students will demonstrate knowledge of standards of ethical conduct in relation to management of medically complex patients.
CMD 627   • The student will Identify standards of ethical conduct as they relate to the practice of dysphagia.
CMD 665   • The student will acquire knowledge regarding standards of ethical conduct as they relate to the counseling of clients and their families/significant others.
Std. 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.
CMD 461   • Students will demonstrate an understanding of evidence-based practice.
CMD 503   The students will: • demonstrate an understanding of the scientific method of investigation within the context of quantitative, qualitative, and historical research   • demonstrate knowledge regarding the interaction of research and clinical practice in speech-language pathology and audiology referred to as evidence based practice   • demonstrate an understanding of the scientific process from formulation of the research question to interpretation and discussion of research findings (i.e., the organization and construction of a research project)   • develop the necessary critical thinking skills to evaluate contemporary published research in communication disorders.
CMD 527   • The student will demonstrate knowledge of best-practice models and evidence-based research for the assessment and management of neurogenic speech and language disorders
CMD 531   The student will: • develop an understanding of evidence-based activities that support the development of targeted phonemes in varying speech contexts   • demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice, specifically as it pertains to speech sound disorders
CMD 537   • The student will analyze best-practice models and evidence-based research for the assessment and management of neurogenic speech and language disorders
CMD 545   • The student will demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice for the management of fluency disorders.
CMD 550   • The student will demonstrate knowledge of evidence-based practice
CMD 551   • Students will design appropriate recommendations for evidence-based language intervention based on assessment data
CMD602   • Students will demonstrate knowledge of processes used in research and of the integration of research principles

into evidence-based clinical practice
CMD 605 • The student will critically evaluate current literature in the major areas of communication disorders
CMD 610 • demonstrate an understanding of current research and contemporary clinical topics in communication disorders and individuals with developmental disabilities, including legislation surrounding provision of services through IDEA and ADA
CMD 627 • The student will analyze best-practice models and evidence-based research for the assessment and management of dysphagia
CMD 665   • The student will acquire knowledge about best-practice models and evidence-based research for counseling of persons with communication disorders and their families/significant others.
Std. IV-G: The applicant must have demonstrated knowledge of professional contemporary issues.
CMD 200 • Students will be familiar with educational and general developmental diagnoses that are often associated with, or encompass, communication disorders • Students will be able to list and discuss issues of professional importance to communication disorders specialists
CMD 203 • Students will be able to describe the professional responsibilities of speech-language pathologists and audiologists relative to developmental communication disorders (ASHA Standard IV-G)
CMD 461 Students will: • become familiar with the professions of speech-language pathology and audiology, including: professional liability, certification requirements, ethical practice and decision making, quality assurance, infection control, accountability, ASHA, and professional conduct. • develop knowledge of service delivery within a multicultural framework. • develop knowledge of the settings and management systems that impact employment for speech-language pathologists and audiologists. • become aware of other professions represented on a clinical management team (i.e., psychology, medicine, allied health, regular and special education).
CMD 550 • The student will demonstrate knowledge of how to work as a team member with other professionals who serve young children and their families
CMD 551 Students will • demonstrate knowledge of a variety of service delivery models including clinical, language-based classroom, and collaborative practice • students will understand interdisciplinary teamwork and the various roles of team members
CMD 602 Students will demonstrate knowledge of professional contemporary issues in AAC
CMD 608 Students will: • clearly communicate the SLPs professional roles and responsibilities in a variety of medical settings across the continuum of care.

• explain how teams collaborate together to provide person-centered care • describe elements required in documentation of SLP evaluation, progress, and billing reports.
CMD 610 The student will: demonstrate the nature of transdisciplinary clinical practice, with regard to roles of professionals in allied health, education, medicine, and related disciplines.
CMD 627 • The student will identify roles and responsibilities of other professionals on the dysphagia team.
CMD 665 • The student will acquire knowledge of the roles and responsibilities of other professionals in terms of emotional/psychological well-being of clients and their families/significant others.
Std. 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.
CMD 200 Students will • describe the scope of the field of communication disorders • list preparatory steps necessary to successfully enter the professions of speech-language pathology and audiology
CMD 605 • Students will list the steps required for ASHA certification, state licensure, and public school certification.

Standard V: Skills Outcomes
Std. V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.
CMD 317 Demonstrate skill in oral and written communication
CMD 461 Use professional writing skills with regard to descriptions of professional services.
CMD 527 Demonstrate sufficient oral and written communication skills
CMD 537 Demonstrate sufficient oral and written communication skills
CMD 545 The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice
CMD 627 The student will demonstrate sufficient oral and written communication skills

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APPENDIX K

CLINIC OBSERVATION GUIDELINES

The following guidelines have been agreed upon by CMD faculty:

For the undergraduate requirement of 25 hours of observation:

At least 10 in person observation hours (can be completed in the CCD or off campus)

No more than 15 observations may be completed in the CCD

No more than 15 hours of observation may be completed on Master Clinician

Procedures

- CCD or off campus:
  - Use the Documentation of Observation Hours Form that can be found in the on the CMD website and in the CCD clinic.
  - Students and faculty should refer to clinic Observation Guidelines and FAQs as posted on the website for information about in-person observations.
- Master Clinician Hours:
  - Students who choose to use Master Clinician (MC) are responsible for setting up and maintaining their account. Students must assign each MC observation to the faculty member who assigned the hours for approval. If students are completing observations toward their 25 hours but not for a particular class (CMD 200, CMD 201, CMD 319, CMD 419, and CMD 461), students should initiate contact with a 461 instructor and request permission to assign that faculty member to their observations. Faculty will then review the observations for approval in MC.
  - Students are responsible for printing the summary sheet of observations for documentation. Only those observations that have been approved by staff or faculty will be accepted. A *pending* notation will not be accepted.
  - Documentation for Master Clinician (MC) hours will be accepted on the official document that is produced through Master Clinician. *There will be no need to duplicate the information from the MC form on the Documentation of Observation Hours Form.*
  - All approvals for observations through MC must be done electronically. This requires all faculty and staff that assign observations to maintain an account to approve observations on MC. In order for student hours to be counted, the summary sheet must indicate the hours are approved with faculty name and ASHA number. This is all that is required by ASHA. Although the summary sheet has a place for an additional signature, this signature is **not** required for the hours to be accepted.

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APPENDIX L

OBSERVATION HOURS SUBMISSION FORM

SOUTHERN CONNECTICUT STATE UNIVERSITY
DEPARTMENT OF COMMUNICATION DISORDERS
CENTER FOR COMMUNICATION DISORDERS

DOCUMENTATION OF OBSERVATION HOURS

NAME

FACILITY	DATE	TIME	LENGTH	AGE/TYPE OF DISORDER	CLINICIAN/SUPERVISOR	ASHA#

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APPENDIX M

Applying for Certification for Speech Language Pathology 061:
Please submit the following to the Dean's Office, Room 103, Davis Hall. If the office is not open when you come by, please use the certification drop box to the right of the Dean's Office. The original form is needed therefore it cannot be scanned or faxed.

1. Please complete the attached **Initial Cert Coversheet.**
2. **Praxis II scores:** Include a copy of your Praxis II passing scores. If they are already posted in BannerWeb you do not need to provide them again (check in BannerWeb under Student tab > Student Records link > Test Scores and Placements link).
3. **Special Education course:** If your Special Education course was taken at an institution other than Southern, please attach a copy of the transcript (can be ordered online as a free e-transcript from most schools in CT).
4. **Child Behavior and Dyslexia Modules Certificates:** Include a copy of your certificates for completing the Blackboard Learn modules on *Behavioral Difficulties in Children* and *Dyslexia* if it does not already appear in your BannerWeb account (look under Student tab > Student Records link > Test Scores and Placements link).
5. **ED 170A form:** Download here: https://portal.ct.gov/SDE/Certification/Bureau-of-Certification
    a. Please complete page 1:
        * Fill out your personal information; your address should be your **home** address (not a PO Box)
        * Make sure your Social Security Number and Birthdate are included and accurate
        * When it asks for "Bachelor's Degree" list **the name of the college/university** where you earned your bachelor's degree (you do not need to list the name of the degree or major)
        * Don't forget to sign and date at the bottom
    b. On page 2 only fill in the following:
        * List your **Name** and **Social Security Number**
        * The "Name of Higher Education Institution" is **Southern Connecticut State University, New Haven CT 06515**
        * **On line 1a.** your certification code is **061**
        * **On line 1c.** list your field work information from **CMD 562; Be sure to include school name and district name, and exact start and end dates (MM/DD/YYYY)**
        * Your "Subject area major" is **Communication Disorders**
        * The rest can be left blank

The Certification Officer will hold on to the paperwork until the M.S. degree is awarded as indicated by a "Degree Date" posted on your transcript. Once the paperwork is completed we will mail it back to you unless you would rather come pick it up (as you will indicate on the Initial Cert Coversheet).

Then, you will need to mail the ED 170A, your letter of authorization from the Department of Public Health, official transcripts from every college/university where you've earned credit, and the fee to the State Department of Education (SDE). See page 3 of the ED 170A form for payment directions. You'll be able to track the SDE's progress and print your certificate (once available) in your CECS account which you can create on the State Department of Education's website (https://portal.ct.gov/SDE/Certification/Bureau-of-Certification).