

**Department of
Communication Sciences
and Disorders
Graduate Student Manual
Fall 2019**

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**CLARION
UNIVERSITY**

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INTRODUCTION

This Graduate Student Manual presents specific information relevant to a graduate student's progress through a course of academic study and clinical practicum leading to the M.S. Speech-Language Pathology degree in the Department of Communication Sciences and Disorders at Clarion University of Pennsylvania and includes further information concerning procedures for achieving professional licensure and certification by ASHA, the state, and the Pennsylvania State Department of Education. Each student is responsible for knowing the policies and regulations presented in this manual and is encouraged to discuss any questions or reservations concerning items with an advisor or the department Chairperson. This manual is not intended to replace the University Graduate Catalog but to supplement the general guidelines with information relative to this specific Department. The Master's Program is a two-year program, consisting of 4 semesters: 3 academic semesters and the fourth semester includes a full-time, off-campus externship. Clinical practica will take place at the on-campus speech and hearing clinic as well as at various sites in the surrounding regions.

Important additional information is to be found in the University Graduate Student Catalog at <http://www.clarion.edu/academics/catalog-and-class-schedules/grad-19-20.pdf>.

It covers such topics as the Academic Appeals, Tuition, scholarships and other Financial Aid, policies re: Plagiarism, the University Library, Protection of Human Subjects, and Withdrawal from Graduate Study. Clarion's graduate website also provides a graduate student on-line orientation which can be found at <http://www.clarion.edu/admissions/graduate/graduate-student-orientation/> . It is recommended that students "bookmark" these web pages to expedite access to this information.

CAA ACCREDITATION

The Master of Science program in speech-language pathology at Clarion University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

MISSION STATEMENT

The mission of the Communication Sciences and Disorders Department is to provide a high quality, academic and clinical education which enables program graduates to become competent, fully credentialed speech-language pathologists serving the needs of the region and Commonwealth.

VISION STATEMENT

The Communication Sciences and Disorders Department is dedicated to: 1) preparing students, using evidence based best practices, with the knowledge and skills needed to effectively work with communicatively impaired individuals in a variety of clinical environments, 2) academic and clinical teaching excellence within the program, offering students quality, inter-disciplinary educational opportunities and experiences, 3) providing a variety of effective clinical services to the community at large, and 4) developing educated consumers of research who are committed to lifelong learning and professional development.

CSD PROGRAM EXECUTIVE SUMMARY STATEMENT OF THE CSD STRATEGIC PLAN

The Communication Sciences and Disorders Department works to recruit, retain, and graduate academically qualified students and provides a high quality academic and clinical education which enables program graduates to become competent, fully credentialed speech-language pathologists. The department maintains a highly visible profile with the Admission's Office through a variety of Admission Open House events. The department's graduate curriculum ensures that all students have the requisite knowledge and skills for the Master of Science degree, the ASHA CCC, state licensure and teaching certification and maintains accreditation through the Council of Academic Accreditation in Audiology and Speech-Language Pathology. Student/alumni feedback, graduate completion rate, Praxis pass rate and employment rates are utilized to continue program improvements to ensure that the quality of the program meets the highest standards. The program provides opportunities for quality clinical experiences, including inter-professional education, for students by establishing and maintaining partnerships with clinical sites in the community, with university centers and with university departments. The program works to recruit and retain well qualified tenure-track faculty who are committed to teaching, scholarship, and service. The department serves as a resource for continuing education, encourages student involvement in research and ensures faculty and student access to adequate resources to achieve the program's mission and provide a quality educational experience.

STRATEGIC PLAN OF THE PROGRAM

1. The program will recruit, retain and graduate academically qualified undergraduate and graduate students.
2. The program will provide a high quality academic and clinical experience to program students.
3. The program will work to insure that program graduates are well-prepared for entry level into the profession.
4. The program will provide an adequate number of opportunities for clinical experiences for students by establishing and maintaining partnerships with programs in the community, with university centers and with university departments.
5. The department will serve as a regional resource for continuing education by sponsoring at least two day-long continuing education activities annually for the faculty and area professionals.
6. The faculty will provide opportunities for faculty-student research projects and presentations at local, state and national conferences.
7. The program will work to ensure access to adequate resources including faculty and student computers, equipment for clinic and research to achieve the program's mission and provide a quality educational experience. Clinical diagnostic and therapeutic materials will be updated annually.
8. The program will work to recruit and retain well-qualified faculty who are committed to teaching, scholarship and service.

ACADEMIC/CLINICAL GOALS

The academic goals of the program are:

1. To ensure adequate student knowledge of the typical developmental, physical, biological, and psychological aspects of speech, language, and hearing, as well as pathologies relevant to each domain and their effect on the modalities inherent in human communication (i.e., speech, language, hearing).

Assessment: Comprehensive Exams

2. Graduate students in Speech-Language Pathology will acquire knowledge and skills applicable to the identification, evaluation, prevention, and treatment of human communication disorders in sufficient breadth and depth so as to effectively and competently function as a research-literate clinician capable of performing across the scope of practice in a culturally and linguistically diverse environment.

Assessment: Comprehensive Exams, Clinical Performance Rating form

3. To develop an inter-professional view of service delivery for evaluating and treating individuals demonstrating disorders of human communication.

Assessment: Grand Rounds, IEP Meetings

The clinical education goals of the program are:

1. To prepare students to function as independent clinicians at a level commensurate with or exceeding the American Speech-Language-Hearing Association's guidelines for clinical certification, the Pennsylvania Department of State's standards for licensure in Speech Pathology, and the Pennsylvania Department of Education's (PDE) requirements for teaching certification in Speech and Language Pathology.

Assessment: Student meets the degree requirements for the M.S. in Speech-Language Pathology, Clinical Performance Rating form, PDE Form 430

2. To prepare students to maintain accurate and appropriate records, demonstrating a sensitivity to the confidential nature of these records. Additionally, students will demonstrate knowledge of their accountability for the services they provide.

Assessment: Clinical Performance Rating form

3. To prepare students to demonstrate an understanding of basic, professional, and clinical research through the application of evidenced-based practice when providing services to those presenting with disorders of human communication in the clinical setting.

Assessment: Clinical Performance Rating form

4. Graduate students in Speech-Language Pathology will be prepared to:

- a. develop, plan, and/or implement appropriate evidenced-based programs/procedures for the assessment, prevention, and/or treatment of children and adults presenting with articulation and/or phonological processing disorders, language delays and/or disorders, dysphagia, fluency disorders, voice and resonance disorders, and other speech, language,

and communication disorders across the scope of practice in a culturally and linguistically appropriate manner.

- b. complete hearing screenings and assessments, comprehending the results of these as well as those obtained from more sophisticated audiometric testing, as relevant to an individual's speech, language, and communicative functioning.
- c. inter-professionally collaborate in the management (i.e. assessment, intervention, prevention) of individuals with speech, language, and communicative disorders spanning the scope of practice.
- d. maintain a commitment to ethical professional standards, continuing education, professional growth, and ongoing refinement of clinical skills in a manner consistent with current evidenced-based practices

Assessment: Clinical Performance Rating forms

NON-DISCRIMINATION STATEMENT

It is the policy of Clarion University of Pennsylvania that there shall be equal opportunity in all of its educational programs, services, and benefits, and there shall be no discrimination with regard to a student's or prospective student's gender, gender identity, race or color, ethnicity, national origin or ancestry, age, mental or physical disability, religion or creed, genetic information, affectional or sexual orientation, veteran status, or other classifications that are protected under Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and other pertinent General Information state and federal laws and regulations. Direct inquiries to the Director of Social Equity, Clarion University of Pennsylvania, Second Floor Carrier Administration Building 16214-1232. Email asalsgiver@clarion.edu or phone 814-393-2109. Inquiries may also be directed to the Director of the Office for Civil Rights, Department of Education, 330 Independence Avenue, SW, Washington, DC 20201. The complete policy can be found at: <http://www.clarion.edu/about-clarion/offices-and-administration/university-support-and-business/office-of-social-equity/policies-and-compliance/non-discrimination-policy-011713.pdf>

TITLE IX COMPLIANCE INFORMATION

Clarion University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at the Office of Social Equity/Title IX webpage: <http://www.clarion.edu/about-clarion/offices-and-administration/university-support-and-business/office-of-social-equity/policies-and-compliance/sexual-misconduct-definitions-and-faq.html> and <http://www.clarion.edu/titleix>

GENERAL REGULATIONS AND PROCEDURES FOR THE DEGREE OF M.S. IN SPEECH-LANGUAGE PATHOLOGY

Refer to graduate catalog for admission requirements, policies on grades, transfer credit, assistantships, etc.

Department information can be found at:

<http://www.clarion.edu/academics/colleges-and-schools/college-of-health-sciences-and-human-services/department-of-communication-sciences-and-disorders/>

Undergraduate Deficiencies: All students upon admission to the program received a form noting if undergraduate deficiencies existed. (Remember that this compilation was based on the last available transcript which for some of you was approximately a year old.) If, in the meantime, you have removed these deficiencies, please talk to your advisor and review with your advisor a copy of your final transcript. These coursework requirements are based upon departmental requirements and, thus, may vary from your own undergraduate program. However, all deficiencies must be removed before graduation. (This does include a regular Statistics course. Educational methodology or Measures of Testing are not usually considered to be statistics courses.) Timeline: Deficiencies must be removed before you go off campus to externship sites.

Admission requirements: <http://www.clarion.edu/admissions/graduate/requirements/index.html>.

Timeliness of Enrollment and Progress towards Degree Completion: It is expected that an applicant admitted to graduate study will enroll for course work at once. Students who do not enroll at Clarion for graduate courses in programs to which they are admitted within 12 months following admission will be required to reapply before they can enroll. Students may be enrolled as full-time (9-13 credits per semester) or part-time (6 credits per semester). The time to degree completion is dependent on credit hour status and completion of admission requirements. Part-time students will not be able to complete their degree by attending only evening and summer classes. A degree must be completed within six years from the date of initial enrollment. Extensions may be allowed only by approval of the department chair and the dean of the college in which the student's program resides.

Time to Degree Completion

Full-time with CSD undergraduate major	4 semesters
Full-time without CSD undergraduate major	6 semesters
Part-time with CSD undergraduate major	8 semesters/6 credits per semester
Part-time without CSD undergraduate major	12 semesters/6 credits per semester

Advisor Meetings: Every student is assigned an advisor when he or she enters the graduate program. The advisor typically remains the same throughout the student's training, unless a request is made for a change or if new faculty advisors are added and student distribution changes. **Students are required to meet with their advisor at least once per semester.** Further, students are responsible for initiating this contact.

Program of Study: Before the completion of your first full semester of graduate study, you should meet with your faculty advisor and **plan your projected Program of Study.** The purpose of the form is to help ensure courses and practicums are taken in logical relationship to one another and to allow students to project their activities in the graduate program in the early stages. The Program of Study showing degree requirements is in Appendix 6.

Academic Requirements: All students must complete all academic requirements required by ASHA for the Certificate of Clinical Competence and by the department. See Appendix for ASHA clinical certification requirements.

Course descriptions:

https://myclarioncs.clarion.edu/psp/csprod/EMPLOYEE/HRMS/c/COMMUNITY_ACCESS.SSS_BROWSE_CATLG.GBL

Clinical Practicum Hours: All students must complete 25 supervised observation hours and have those observation hours on file. Please give a copy of your 25 observation hours to your academic advisor.

ASHA requires a total of 400 clinical practicum hours including 25 observation hours. (Please see ASHA Certification Standard V for detailed clinical requirements). Clinical hour requirements for individual states may be different than ASHA clinic hour requirements.

Counting Clinic Hours

Alternative Clinical Experiences

Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through alternative clinical education (ACE) methods. Alternative clinical experiences may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Only the time spent in active engagement with the ACE may be counted. Debriefing activities may not be included. The department uses *Simucase*[®] to provide alternative, simulated clinical education. The current cost of access to *Simucase*[®] is \$99.00. ***ACE clinical experiences are accepted for ASHA certification at this time and these hours may or may not always be used to fulfill state licensing requirements.***

Direct Clinical Experience

Only direct contact with the client or the client's family in assessment, management, and/or counseling can be counted as practicum hours. Although several students may observe a clinical session at one time, clinical practicum hours may be assigned only to the student who provides direct services to the client or client's family. Typically, only one student should be working with a given client. In rare circumstances, it is possible for several students working as a team to receive credit for the same session depending on the specific responsibilities each student is assigned. For example, in a diagnostic session, if one student evaluates the client and another interviews the parents, both students may receive credit for the time each spent in providing the service. However, if one student works with the client for 30 minutes and another student works with the client for the next 45 minutes, each student receives credit for the time he/she actually provided services—that is, 30 and 45 minutes respectively, not 75 minutes.

Students who are completing clinical practice hours in any course will not be given a grade in the course until the hours are submitted in the computer tracking program, Calipso.

Clinical Practice - CSD 512, Clinical Practice I and CSD 540, Clinical Practice are scheduled at least one time during your graduate program. For CSD 522, you will be scheduled for a ten week placement in a healthcare setting and a twelve week placement in a school setting. All clinical experiences for students will be arranged through the CSD department. **DO NOT arrange your own clinical hours or experiences.** Students will document acquisition of clinical knowledge and skills in consultation with the clinical supervisor(s).

SPECIFIC REQUIREMENTS FOR THE DEGREE OF M.S. IN SPEECH-LANGUAGE PATHOLOGY

1. **Degree Requirements:** The student must fulfill all general requirements for the degree. The student must meet all academic and clinic hour requirements of ASHA.
2. **Credit Hour Requirements:** A minimum of fifty semester hours is required for the degree. The graduate student majoring in speech-language pathology will complete a minimum of thirty-eight credits in speech pathology courses and twelve credits of off-campus externship. **(Please see program of study – Appendix 6)**
3. **Academic Records:** Academic records are maintained and updated by the university computer system. Students and program graduates can access these records using MyClarion for Students from any computer. In addition, all academic and clinical documentation is kept in student folders which are secured in the departmental office. Students and program graduates can access their folder upon request to their academic advisor or the department chair.
4. **Graduate Assistantships:** Each year a limited number of graduate assistantships are awarded to individuals with regular full-admission status to a graduate program. Graduate assistants work 10 hours a week in assignments related to academic programs or university-wide service. They are paid an hourly stipend. There are no departmental summer assistantships. Recipients of a graduate assistantship must take at least 6 credits a semester, perform assigned duties in a satisfactory manner, and remain in good academic standing. Graduate assistantships are one year appointments only, therefore, students must apply each year for one. Application for graduate assistantship: <http://www.clarion.edu/academics/graduate-student-services.html>
5. **Communication Proficiency:** Proficiency and fluency in the comprehension and production of spoken English are prerequisite to the required clinical practica and off-site practicum. All students must participate in clinical practicum and must therefore have the communication skills sufficient to achieve effective clinical and professional interaction. Students must be able to understand and analyze disordered English and be able to be understood by those for whom hearing or comprehension is impaired. For written documentation, students must be able to write and comprehend diagnostic and treatment reports, treatment plans and professional correspondence. All graduate students will be screened for speech, language and hearing problems that might affect their ability to work directly with clients.

Non-native speakers of English must demonstrate proficiency in English. International students for whom English is a second language, admission requirements for English (TOEFL/TSE) must be met. If communication deficits and/or variations are identified that will impact clinical practica, recommendations will be made, including possible therapy, to minimize the impact of the accent/dialectical/language differences. Students may request to participate in formal intervention at the program's Speech and Hearing Clinic or may be directed to the university's Writing Center.

Non-standard speakers of English identified with speech/language differences that may interfere with successful completion of clinical aspects of training will be notified by their clinical supervisor. Strategies to improve skills in standard English and resources to support this will be provided to the student. Students may request to participate in formal intervention at the program's Speech and Hearing Clinic or may be directed to the university's Writing Center.

Students with communication disorders that may interfere with successful completion of clinical aspects of their training will be notified by a clinical supervisor after completing the speech, language and hearing screening. Students will receive information on assessment and intervention services available in the community, including the program's Speech and Hearing Clinic.

6. Academic Honesty and Integrity Policies: The department policy on student academic and clinical conduct is:

Students are expected to demonstrate academic integrity and a high standard of professional conduct in all aspects of their academic and clinical work. Students must adhere to university policies on academic integrity found in the on-line *Student Rights, Regulations and Procedures* <http://clarion.edu/about-clarion/policies/cu-policies/student-academic-rights-and-regulations-18-19.pdf>. Professional behavior must be guided by adherence to the American Speech-Language Hearing Association Scope of Practice and the Code of Ethics.

Procedures include:

1. The department and university's Academic Integrity Policy is listed on each course syllabus and in the graduate student manual.
2. Expectations for professional conduct for students providing clinical services are listed in the clinic handbook and include procedures of ethical practices, dependability, punctuality, personal appearance, communication, client confidentiality, accountability, and the use of electronic communication devices.

7. Violations of Academic Honesty and Integrity Policies

1. Sanctions against students who engage in acts of academic dishonesty and integrity are handled according to university policy and the policy of the faculty member as outlined on the course syllabus. University policy for academic misconduct are referred for a hearing through the university Student Conduct Board. The university's policies also cover behavior during off-campus placements such as student externship. When a problem arises with a student during externship, the program follows the university's policies and procedures.
2. Expectations for clinical conduct and the policies and procedures used by the program to address violations of clinical conduct are described in the program's Clinic Handbook, posted on Desire 2 Learn, for review by students. Students who violate the professional standards for clinical behavior, policies and/or procedures will be notified by the clinical supervisor in writing using a professional practice infraction notice form. Following notification, a meeting between the clinical supervisor and the student clinician is held and a plan is developed for acceptable behavior. If a clinical supervisor determines that there may be a serious breach of professional conduct, the clinical supervisor would discuss the matter with the department chair. If both parties agree that the breach is serious, the matter would be referred to student judicial services for a hearing with Student Conduct Board in accordance with university policy and procedures for resolution and possible sanctions

8. Policy on Acquisition of Academic and Clinical Knowledge and Skills

The ASHA 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology require that students demonstrate academic and clinical knowledge and skills across the Scope of Practice at a level sufficient for entry level into the practice of Speech Language Pathology. In order to demonstrate acquisition of these knowledge and skills, the status of all graduate students is monitored in formative and summative manners. Formative assessment is ongoing and examples of formative assessment include quizzes, homework assignments, projects, papers, and mid-term assessments in academic and clinical courses, clinical supervisor comments on

diagnostic reports, weekly therapy plans, and long-term therapy plans. Examples of summative assessment are final assessments and grades in academic and clinical courses, supervisor's comments on end of semester progress reports, ratings of clinical skills using the evaluation form in *Calipso* and a comprehensive examination required for graduation. Clarion University's graduate program in speech-language pathology is designed to assess and track students' ongoing progress in both the academic and clinical components of their programs.

Classroom instructors and clinical instructors will inform students at the beginning of the semester of the specific learning outcomes that are expected in a particular course or student practicum experience. These learning outcomes are stated on each course syllabus. These learning outcomes are consistent with, and follow the 2020 Standards III, IV and V for the Certificate of Clinical Competence in speech-language pathology.

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive, sensory/observational, and behavioral-social-professional. These skills enable a student to meet graduate and professional requirements as measured by entry level competencies for state licensure and national certification. Some of these skills are inherent and some can be taught and developed during the course of the graduate program through coursework and clinical experience. (Adapted from: Council of Academic Programs in Communication Sciences and Disorders – 2007)

A. COMMUNICATION

A student must possess adequate communication skills to:

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

B. MOTOR

A student must possess adequate motor skills to:

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

C. INTELLECTUAL/COGNITIVE

A student must possess adequate intellectual and cognitive skills to:

1. Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.
2. Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
3. Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan and implementation.
4. Self evaluate, identify, and communicate limits of one's own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
5. Utilize detailed written and verbal instruction in order to make unique and independent decisions.

D. SENSORY/OBSERVATIONAL

A student must possess adequate sensory skills of vision, hearing, tactile and smell to:

1. Visually and auditorily identify normal and disordered (fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing, cognition, social interaction related to communication).
2. Identify the need for alternative modalities of communication.
3. Visualize and identify anatomic structures.
4. Visualize and discriminate imaging findings.
5. Identify and discriminate findings on imaging studies.
6. Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
7. Recognize when a client's family does or does not understand the clinician's written and/or verbal communication.

E. BEHAVIORAL/SOCIAL/PROFESSIONAL

A student must possess adequate behavioral and social attributes to:

1. Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.
2. Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.
3. Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.
4. 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.
5. Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
6. Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
7. Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
8. Dress appropriately and professionally and adhere to published dress codes of the clinic or off-site facility.

ACQUISITION OF KNOWLEDGE AND SKILLS FOR ALL GRADUATE COURSES:

The curriculum reflects the breadth and depth of the current ASHA Scope of Practice and competencies related to professional practice. Each student enrolled must demonstrate relevant professional practice competencies for each course following the ASHA Scope of Practice's Professional Practice Domains and Service Delivery Domains covered in course work appropriate to the domain.

At the beginning of each semester, academic and clinical faculty will inform you of the student learning outcomes which reflect the ASHA Standards for knowledge and skill competencies across the ASHA Scope of Practice for each course and/or clinical experience and the methods of assessing each outcome (listed on each course syllabus). You will complete pediatric and adult didactic coursework and a graduate one-credit, three-credit and twelve credit clinical experience to provide you with opportunities to integrate learning goals and objectives. The department uses the tracking system, included in the software program *Calipso*[®], to enable the program to track acquisition of each student's academic and clinical knowledge and skills, with the information available to both you and the faculty. As coursework is completed and clinical experience obtained, faculty and clinical supervisors will attest to the satisfactory acquisition of those knowledge and skills.

At the beginning of the second semester of enrollment, students not meeting the learning outcomes for a course or clinical experience will receive email notification from the department chair indicating that the student needs remediation. Such notification of the need for remediation will take place each subsequent semester of enrollment. The purpose of the communication is to:

1. Inform the student of the need to begin the process of remediation of applicable knowledge and/or skills;
2. Identify knowledge and/or skills that need remediated as specified by a course instructor or clinical supervisor.

ASSESSMENT OF STUDENT KNOWLEDGE AND SKILLS

The assessment system is used as a developmental tool for the acquisition of knowledge and skills for individual students. There will be multiple opportunities to demonstrate knowledge and skills for each learning outcome. If a student needs extra assistance, there is a mechanism in place to identify areas where knowledge and/or skills are weak and create a remediation plan to address weaknesses and improve knowledge and/or skills.

Student learning outcomes which reflect the ASHA Standards for knowledge and skill competencies across the ASHA Scope of Practice and the methods used to assess standard(s) attainment are addressed across the graduate curriculum. On-going formative assessment of these student learning outcomes are noted in each faculty syllabus, including exams, course assignments and rubrics. The department uses the tracking system, included in the software program, *Calipso*[®], to enable the program to track acquisition of each student's academic and clinical knowledge and skills, with the information available to both the student and the faculty. As you complete coursework and obtain clinical experience, faculty and clinical supervisors will be asked to attest to the satisfactory acquisition of those knowledge and skills. Acquisition of each knowledge and skill must be satisfactorily completed by the end of the graduate program for the department chair to sign papers required for a program graduate to obtain the ASHA clinical certification.

At the beginning of each semester, academic and clinical faculty will inform students of the learning outcomes for each course and/or clinical experience with learning outcomes, and the methods of assessing each outcome listed on each course syllabus. Formative assessment methods for academic courses may include quizzes, examinations, projects, case studies, homework assignments, papers, performance on simulated cases, etc. The department has set a competency score of 80% or better on each of these assessments to ensure that you have adequate knowledge and skills for entry level into the profession. The department has developed a set of scoring rubrics for assessment of required written and oral work and each rubric is posted on Desire to Learn (D2L) for each course. The performance rating form used for clinical work is also found in *Calipso*[®] and will be used to rate clinical knowledge and skills for each clinical course or assignment, including the off-campus externship placements in CSD 522. For each academic course, achievement of the learning outcomes for the course will be assessed at the end of the semester.

Achievement of learning outcomes in a clinical course/assignment will be formally assessed at midterm and the end of the semester. Clinical supervisor feedback will also be provided at weekly meetings, at midterm, and at the semester's end. Students enrolled in clinical practice courses will be required to self-assess clinical skills using the same rating form in *Calipso*[®] used by the clinical supervisor.

Calipso Knowledge and Skills/Clock Hour Tracking: The department utilizes an electronic method of maintaining information about the clinical and academic training of each student to meet the ASHA certification standards. This system, known as *Calipso*[®], "is a web-based application that manages key aspects of academic and clinical education designed specifically and exclusively for speech-language pathology training programs". **Students must pay an \$89 registration fee directly to *Calipso*[®] at <https://www.calipsoclient.com/clarion/account/login>.** You will receive an email directly from the *Calipso*[®] site. The instructions for registering will be in that email along with the link and enter the group number given to you by your clinical supervisor. **All students enrolled in CSD 512 will need to register for *Calipso*[®].**

A departmental Knowledge and Skills acquisition form in *Calipso*[®] will be completed by the faculty member for an academic course and a clinical instructor for a clinical course.

Each student has the responsibility to regularly track their attainment of ASHA Standards Knowledge and Skills outcomes by regularly reviewing their individual tracking information on *Calipso*[®] and then meeting with their advisor to assure that they know what learning outcomes have been met, what learning outcomes are in progress, and what learning outcomes need remediation.

ASSESSMENT AND TRACKING PROCEDURES FOR DIDACTIC COURSES:

A master list of students not meeting learning outcomes will be compiled each semester for didactic as well as clinical courses and will be securely kept in the department office.

1. At the conclusion of each semester, faculty will complete the tracking form in *Calipso*[®] for each student who did not meet the expected level of performance. A printed copy of the tracking form will be placed in the student's file.
2. For each academic course, achievement of the learning outcomes for the course will be assessed at the end of the semester. If a student does not achieve the learning outcome(s), he/she will be notified by the department chair in writing and then will be required to meet with the instructor to develop a plan for remediation. The form for documenting the remediation plan is attached and will be kept in the student's file. When the student meets the learning outcome, the faculty member will document this on the tracking form in *Calipso*[®] and will also document on the master list kept in the department office.
3. Faculty will review each student's progress toward acquisition of requisite knowledge and skills during each advising meeting with the student.
4. Students should understand that acquiring a specific knowledge or skill does not necessarily indicate completion of departmental or university requirements. Satisfying Clarion University requirements for graduation without the acquisition of the specified knowledge and skills required by ASHA may mean that a student can graduate, but cannot apply for state licensure or the Certificate of Clinical Competence of the American Speech Language and Hearing Association which requires verification by the program director that the applicant has the required knowledge and skills for entry level into the profession.

ASSESSMENT AND TRACKING PROCEDURES FOR CLINICAL SKILLS:

1. Achievement of learning outcomes in a clinical course/assignment will be formally assessed by both the student and the supervisor at midterm and the end of the semester. Clinical supervisor feedback will also be provided at weekly meetings, at midterm, and at the semester's end.
2. Students enrolled in CSD 512, Clinic I, must achieve an average rating of 3.0 (skill is present) on the evaluation form with no score lower than a 2.0 (skill is emerging). Students enrolled in CSD 540, Clinic Practice and CSD 522, Externship, must achieve an average rating of 3.0 (skill is present), with no score lower than 3.0. If the average score target or target rating for an individual item is not met, the learning outcome is not achieved, and a remediation plan will be developed and implemented.
3. At the conclusion of each semester, results of evaluation of clinical performance will be discussed between the supervisor and the student at a meeting and clinical supervisors will complete the tracking form in *Calipso* for each student to indicate whether the learning outcomes for the course or clinical experience were met or were below the expected level of performance, requiring remediation to improve academic and/or clinical knowledge and skills.
4. If a student does not achieve the learning outcome(s), he/she will be notified by the department chair in writing and then will be required to meet with the instructor or clinical supervisor to develop a plan for remediation. The form for documenting the remediation plan is attached and will be kept in the student's file. When the student meets the learning outcome, the clinical supervisor will document this on the tracking form in *Calipso* and on the master list in the department office. Results of the clinical supervisor/preceptor assessment of each student's clinical performance are available in *Calipso*[®].
5. Faculty advisors will review each student's progress toward acquisition of requisite knowledge and skills during each advising meeting with the student.
6. Students should understand that acquiring a specific knowledge or skill does not necessarily indicate completion of departmental or university requirements. Satisfying Clarion University requirements for graduation without the acquisition of the specified knowledge and skills required by ASHA may mean that a student can graduate but cannot apply for state licensure or the ASHA Certificate of Clinical Competence (which requires verification by the program director that the applicant has the needed knowledge and skills for entry level into the profession).

SUMMATIVE ASSESSMENT OF STUDENT KNOWLEDGE AND SKILLS

A comprehensive examination is required and will be administered during the third semester of enrollment, prior to leaving campus for the externship experience. The date for the administration of the comprehensive examination will be posted at the beginning of each semester.

The exam will consist of objective and essay questions with a passing score for the objective portion set at 80%. For the essay questions, two faculty readers will read and grade the essay portion with a scoring system of High Pass, Pass, or Fail. Students who do not pass a portion of the exam will be required to retake that portion and may take any portion for a total of three attempts. Students who do not pass the comprehensive examination after three attempts, will not graduate from the graduate degree program in Speech-Language Pathology.

A final update of progress made toward acquiring requisite knowledge and skills will be provided to the student by their academic advisor at the time of their exit interview during the last semester of on-campus coursework, as well as upon completion of their final semester of off-campus clinical experience during completion of off-campus externships. The department chair will check each student's assessment in *Calipso* and student file to verify that all student academic and clinical learning outcomes have been met before notifying the university that the student is cleared to graduate.

Upcoming Comprehensive Exam Dates

FALL 2019

- Friday, October 11
- Friday, November 1 – retake date

SPRING 2020

- Friday, February 21
- Friday, March 20 – retake date

SUMMER 2020

- Friday, July 10
- Friday, July 23 – retake date

FALL 2020

- Friday, October 9
- Friday, October 30 – retake date

SPRING 2021

- Friday, February 19
- Friday, March 19 – retake date

SUMMER 2021

- Friday, July 9
- Friday, July 23 – retake date

REMEDICATION FOR ACADEMIC AND/OR CLINICAL KNOWLEDGE AND SKILLS ACROSS THE ASHA SCOPE OF PRACTICE

Remediation plans are designed to improve academic and/or clinical knowledge and skills and to ensure that the student has a sufficient base for entry level into clinical practice upon completion of the Master's degree. A plan will be required when a faculty member or clinical supervisor identifies a learning outcome that needs remediation or a clinical knowledge/skill that is not at a sufficient level for the clinical or externship experience. Remediation will also be required when the number of absences exceed 4 clinical experiences for the semester or 4 days for the entire externship experience at two sites. Remediation activities are created based on the needs of the student and the area(s) in which the student was unable to meet a learning outcome. It is possible for a student to have a remediation plan that addresses multiple areas.

Each learning outcome must be met in every academic and clinical course as determined by the instructor. If a learning outcome is not met, the following remediation process will be followed:

1. At the end of each semester each faculty member will notify the department chair of any student who did not meet the learning outcomes for the course or clinical experience.
2. The department chair will individually notify students who did not meet learning outcomes of the need for remediation at the beginning of each semester following course completion from any previously taken course or clinical experience and will document correspondence in the student's file;

3. If a learning outcome or clinical skill needs remediated, the student must meet with the instructor or clinical supervisor in question and develop a plan to improve knowledge and/or skills so as to achieve the learning outcome or clinical skill. The student is responsible for initiating the meeting to develop the remediation plan and has one semester of enrollment to improve knowledge and/or skills to an acceptable level;
4. A plan will be developed by the student and faculty member/clinical instructor to outline those steps needed to improve the knowledge base or skill in a particular area. The plan must include measurable goals, responsibility for monitoring, and consequences for failure to achieve the knowledge or skill. The form noting the learning outcomes not met and the remediation form will be placed in the student's file. The time interval for the remediation plan will be one semester (typically the next semester of enrollment following the identification of the need for the plan);
5. If the first remediation attempt is not successful, the student and instructor/clinical supervisor can develop a second remediation plan which may include a plan to retake the class or enroll in a one credit remediation class. The one credit remediation class will be tailored to the needs of the identified student to improve acquisition of knowledge and skills in specific areas where he/she is not at the expected level. The plan for the second remediation attempt must be approved by the department chair;
6. Students failing to attain the set criteria on a required competency assessment after the second attempt will be required to retake the course or clinical experience in which the deficient knowledge or skill was covered. This may involve sitting out until the course is offered again;
7. Remediation procedures are to be initiated by the student upon receipt of notification by the department chair and it is also the student's responsibility to respond to the on-going feedback provided by faculty in order to remediate skills as identified;
8. Remediation activities will be identified and implemented based upon the knowledge or skill that is deficient and the specific needs of the student. Below is a list of sample remediation activities that may be part of a student's remediation plan, as well as examples of the criteria which might be set to demonstrate satisfactory attainment of the knowledge or skill in question.
9. After each remediation attempt is complete, the instructor/clinical supervisor will sign off on the master list kept in the departmental office and the remediation outcome form will be placed in the student's file.

SAMPLE REMEDIATION ACTIVITIES

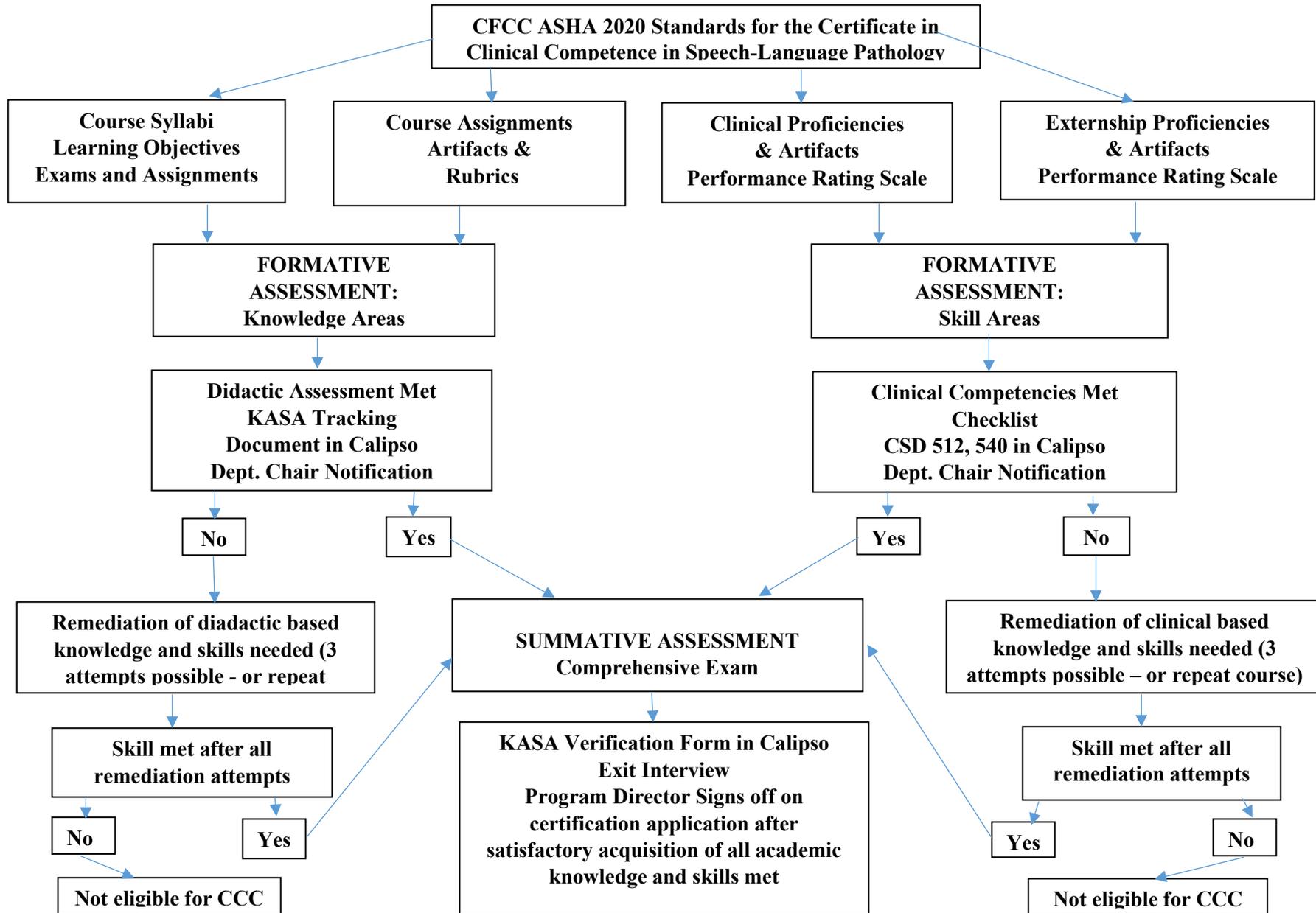
<u>Activity</u>	<u>Assessment method used to determine achievement of academic or clinical knowledge or skill</u>
Retake exam or quiz	must score 80% or higher
Write a paper to demonstrate knowledge	must be scored as acceptable (80% or higher) by faculty teaching course
Write a literature review on a topic	must be scored as acceptable (80% or higher) by faculty teaching course
Receive additional instruction on a topic	faculty member providing instruction will determine outcome
Complete supervised clinical observations	Clinic supervisor will determine outcome
Retention in on-campus clinic	Clinic supervisor will determine outcome
Completion of clinical activities	Clinic supervisor will determine outcome
Oversight and documentation of professional behavior	Clinic supervisor will determine outcome

Take a remediation class
Repeat CSD 512, Clinic I,
CSD 540, Clinical Practice, or
CSD 522, Externship.

Instructor of the class will assess knowledge/skills
Clinic supervisor will determine outcome
Clinic supervisor will determine outcome
Clinic supervisor will determine outcome

Activities listed are samples and the specific remediation activity will be determined by the faculty during the process of developing the remediation plan.

CLARION UNIVERSITY
Department of Communication Sciences and Disorders
Flow Chart for Acquisition of Student Knowledge & Skills



Professional portfolio: Students may want to complete a professional portfolio which includes professional and health documentation, sample clinical reports with **all identifying information removed**, projects/documentation from each graduate class taken, any records of continuing education, research projects (if applicable), a professional resume and a copy of academic transcripts. The portfolio will be evaluated by a CSD faculty member, if requested, prior to a student leaving campus for their externship experience. (See Appendix 7). A **professional portfolio is recommended but not required**.

Clinic Responsibilities

The following requirements must be completed:

- a. The Pennsylvania Department of Education requires Act 33 Child Abuse, Act 34 Criminal Record, Act 24 Arrest or Conviction Report, Act 126 Mandatory Reporter Training, and Act 114 FBI Clearances for students enrolled in the program. These background checks can take up to 2 weeks. <http://www.clarion.edu/academics/colleges-and-schools/school-of-education/office-of-field-services/clearances.html>.
- b. Provide verification of a negative tuberculin skin test (Mantoux test). This test (2 step TB) is valid for two years. Certain agencies also require verification of a Hepatitis B vaccination.
- c. Verification of a health examination. This examination is valid for one year and must be completed at the University Health Center.
- d. Have current professional liability insurance. This insurance is required prior to the beginning of actual clinical experiences. This coverage can be obtained through personal insurance or by purchasing insurance through one of the following professional associations: Proliability or HPSO. The liability requirement coverage is \$1,000,000.

Proliability	HPSO
Mercer Consumer	Professional Liability Insurance Program
PO Box 14576	1100 Virginia Drive, Suite 250
DeMoines, IA 50306	Fort Washington, PA 19034
1-800-503-9230	1-800-982-9491
info@proliability.com	http://www.hpso.com

- e. **Name Tags:** You will pay a \$13.00 deposit for the CUP Speech and Hearing clinic to secure a Clarion University name tag. The Clinical Secretary will post information in the clinic regarding name tag availability.
- f. Students will have access to all clinic policies and procedures in the Graduate Clinic Manual provided on the secure learning management system: Desire to Learn (D2L).
- g. **ALL ADDITIONAL FEES RELATED TO CLINIC** (Calipso, Simucase, Nametags, etc. are subject to change. Students will be notified of any updates on fees by their Clinic Supervisor.

Pre-Externship Responsibilities: Two externships in a healthcare facility (10 weeks) and a school setting (12 weeks) are necessary to satisfactorily complete the 400 clock hours of supervised clinical practice. Externships are arranged far in advance of the actual externship dates. For this reason, students planning to do an externship during the fall or spring semester must meet the deadlines for application set by the Office of Field Services (102 Stevens Hall). Typically these deadlines occur early in the semester preceding the externship. The externship sites used by the program tend to be within 100 miles of the campus. Within the 100 mile radius, there are a number of urban as well as rural areas, providing program students with clinical experiences serving clients from diverse populations, reflective of the diversity of the region. **Students are not permitted to arrange their own extern sites.** Students must meet with their extern supervisor to determine appropriate placements. Prior to your externship, meeting times will be posted to address any questions, types of externships available, starting dates, etc. Please make sure that you enter your clinic clock hours weekly in Calipso. Entry of clock hours is required to receive a grade in the course.

All requirements for externship and the PA Teaching Certificate are located on the website for the Clarion University Office of Field Services: <http://www.clarion.edu/academics/colleges-and-schools/school-of-education/office-of-field-services/>.

The following requirements must be completed:

- h. Updated clearances, TB testing, medical exam as needed by extern facility.
- i. Ascertain and indicate acceptance of your placements with the University extern supervisor.
- j. Arrange for full use of a car.
- k. Have current professional liability insurance on file in the Office of Field Services.
- l. Complete all requirements of the facility (e.g., drug testing, blood work, etc.)

Students must satisfactorily complete CSD 540, Clinic Practice before enrolling in CSD 522, Clinical Externship. The externship is completed toward the end of a graduate student's education. Students must have a cumulative point average of 3.00, must be in good academic standing, and must be making satisfactory progress toward the degree to be permitted to enroll in the externship program.

Fee Waivers for Students Assigned to Externship

Students assigned to an internship, student teaching, or similar program outside a 50-mile radius of the Clarion Campus are exempt from the Student Center and Recreation Center fees and are only required to pay one-half of the Student Activity fee. Following posting of the bill to the student's account, the student must notify the Student Accounts Receivable office of their exempt status to receive appropriate reduction of their fees. <http://www.clarion.edu/tuition-and-financial-aid/billing-and-payments/payment-options/50-mile-exemption-form%2011-17-18.pdf>

PA Teaching Certification For Speech And Language Impaired:

Those students who wish to obtain PA teaching certification for Speech and Language Impaired must complete the following:

- a. Complete a course (or have had a commensurate course) in Professional Practicum (CSD 454/554).
- b. Complete an externship in the public schools in Pennsylvania.
- c. Obtain a Master's degree in speech pathology
- d. Pass the Praxis Series Tests administered by the Educational Testing Service (ETS) (See Appendix)
- e. Teacher Certification upon Graduation
 1. Upon graduation you will apply for your Pennsylvania state certification through the Teacher Information Management System (TIMS).
 2. The certificate fee will be collected by Pennsylvania Department of Education through the TIMS program.
 3. You are applying for Instructional I Certification or Educational Specialist in Speech Language Impaired and you are being recommended for this certification by the university.
 4. The university's Office of Field Services staff will continue to compile the certification list and compare it to the TIMS database to ensure all requirements for certification have been met.

Certification applications are approved by the university at the end of the semester based upon the successful completion of the graduate degree.

Current Fee Structure for All PA Certifications

- \$200.00 nonrefundable fee for all in-state certification applications.
- \$260.00 nonrefundable fee for all out-of-state certification applications.

Send PRAXIS score results to the Pennsylvania Department of Education (PDE)

Forms for ETS tests can be obtained at <http://www.ets.org/praxis>

PA School Speech and Language Educational Specialist Certification

<https://www.psha.org/advocacy/pdfs/School-SLP-Educational-Specialist-Guidelines.pdf>

Educational Specialist Certification for Speech Language Pathologist was established by the Pa Department of Education (PDE) and has the potential to change the landscape of SLPs in the schools. The finalization of this certificate was spearheaded by Rep. Julie Harhart as part of the final negotiations for the passage of Senate Bill 137 which became Act 103 of 2014, our new licensure law.

The creation of the new Educational Specialist Certificate will increase the number of qualified candidates who are able to provide school-based speech therapy services without reducing the quality of services provided by making the certificate appealing to already state licensed speech and language professionals. The benefits of creating a Speech and Language Pathologist Educational Specialist Certificate Program include:

Candidates for the Educational Specialist Certificate will be required to take only the Praxis II content area test in Speech-Language Pathology (the ASHA national exam) versus the two Praxis exams currently required for a Speech and Language Impaired Instructional I certificate.

Removing such testing requirements removes road-blocks and provides an incentive for professionals to seek out service in public schools in lieu of hospital settings.

The Educational Specialist Certificate would properly align the types of service being provided by many speech and language professionals.

A pathway is provided to certification for licensed speech pathologists to perform services in a public school that may significantly reduce the number of emergency permits issued.

The requirements for the certification have been established by PDE. There are essentially two pathways to the certificate. New master's degree graduates from schools in PA can get the Ed. Specialist certification rather than the Instructional I certificate. Since the Educational Specialist certification is not a teacher certification and does not allow a therapist to act as a teacher, it moves therapists in the schools in the right direction as they cannot be assigned a duty as a teacher, nor can they be evaluated as a teacher. They would be evaluated much like a school psychologist or a school nurse. As SLPs in the schools reinvent themselves they have a robust opportunity to increase not only their value but also their respect as a highly educated professional who is different from a teacher.

The academic and clinical training requirements for this certification are the same as for PA licensure and ASHA certification. Details regarding this certification are noted in the following link: <http://www.psha.org/professional-development/pde-specialist-certification.html> The process of obtaining this certification is similar to obtaining the Instructional I Certification in Speech Language Impaired as noted above.

NESPA/Praxis II in Speech-Language Pathology: To obtain the Certificate of Clinical Competence, not only must academic and clinical requirements be met, a student must also obtain a **passing score of 162** or better on the National Examination (Praxis II) in Speech Pathology. Information on all PRAXIS tests and the NESPA can be located at www.ets.org/praxis (PRAXIS Test #5331). The department currently has manuals for student use to help them prepare for the NESPA. These can be obtained through the departmental secretary. **Send scores to ASHA and Clarion University. Use Clarion University Code RA0256; ASHA Code R5031.**

Exit Interview: During the semester prior to externship, each student should meet with their academic advisor and clinical supervisor for an exit interview. At this time, remaining academic and clinical requirements will be discussed. During the extern semester, you will be asked to complete a questionnaire regarding the program. You will receive a memo reminding you to schedule an exit interview.

Graduation: Students must complete an application process through the MyClarion system for graduation. Instructions can be obtained at <http://www.clarion.edu/about-clarion/computing-services/myclarion/docs/MyClarion-Applying-for-Graduation.pdf>. The application is typically submitted the semester before you anticipate graduating, during preregistration. Applications are due no later than the beginning of the semester in which the student expects to graduate if the name is to appear in the commencement program.

ASHA Application: Information on applying for ASHA certification and membership can be obtained directly from ASHA <http://www.asha.org> and <http://www.asha.org/certification>. Students must complete the on-line application following the directions for a CAA accredited program. The department chair/program director will electronically sign the forms once **all** requirements are met

(academic coursework completed and clinical clock hours on file) and the electronic submission request from ASHA has been received. ASHA membership and certification forms should be completed after graduation. The Clinical Fellow Experience does not have to be completed before applying for certification.

Certificate of Clinical Competence: Academic and clinical practicum requirements for the Certificate of Clinical Competence in Speech-Language Pathology of the American Speech Language Hearing Association must be fulfilled to obtain the Master of Science degree.

PA State Licensure: Students who fulfill all requirements for the Master of Science degree in Speech-Language Pathology are eligible to apply for the PA provisional license to practice speech pathology.

Information about PA licensure including the application process can be obtained from:

PA Board of Examiners for Speech-Language Hearing
Bureau of Professional and Occupational Affairs
PO Box 2649
Harrisburg, PA 17105-2649
(717) 783-1389 www.dos.state.pa.us

The provisional license application can be accessed via <https://www.pals.pa.gov/#/editdynamicform>.

Complaint Procedure: A complaint may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public. Students should follow the university's policies for dealing with a complaint as specified in the on-line Student's Rights and Regulations: <http://clarion.edu/about-clarion/policies/cu-policies/student-academic-rights-and-regulations-18-19.pdf>. A complaint which relates to the standards for accreditation should first be filed in writing with the Clarion University CSD Department through the department chair. If the complaint is not satisfactorily resolved, the person filing the complaint may meet with the Dean of the College of Health and Human Services and if still not resolved, may meet with the Provost and Academic Vice President.

Any complaint which is not resolved within the university may be filed with the Council on Academic Accreditation using the following procedures:

Criteria for Complaints

Complaints about programs must: (a) be against an accredited educational program in speech-language pathology and/or audiology, (b) relate to the standards for accreditation of education programs in audiology and speech-language pathology, and (c) include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all institutional grievance and review mechanisms before submitting a complaint to the CAA.

All complaints must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language-Hearing Association, 2200 Research Boulevard #324C, Rockville, MD 20850. The complaint must clearly describe the specific nature of the complaint, the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by email or facsimile.

The procedures that the CAA follows in evaluating a complaint are available at:
<http://caa.asha.org/programs/complaints/>.

PROFESSIONAL ORGANIZATIONS AND OTHER MATTERS

Students who merely attend classes and participate in clinical practicum will be missing an important part of the graduate experience: joining the like-minded groups in the pursuit of mutual interests and goals. Many fine organizations are available to graduate students.

Clarion University National Student Speech-Language-Hearing Association: Clarion has a local chapter of the National Student Speech-Language-Hearing Association on campus. Membership is open to both undergraduate and graduate CSD students with officers elected from the membership annually. Annual dues are reasonable and are payable in the fall. Clarion NSSLHA plans meetings with programs of professional interest, participates in community service, and sponsors student social gatherings. Dr. Janis Jarecki-Liu, CCC-SLP and Dr. Kristina Dworek, CCC-A are currently the Clarion chapter advisors. You can also learn more about Clarion NSSLHA on the department website <http://www.clarion.edu/academics/colleges-and-schools/college-of-health-sciences-and-human-services/department-of-communication-sciences-and-disorders/> .

Clarion University Club Smile: works exclusively with Operation Smile in order to raise awareness and funds for the repair of cleft palates around the globe. Every dollar earned through Club Smile is used exclusively to support these operations, which are a mere \$250. Mr. Kenneth Staub, CCC-SLP is the current academic advisor for the group.

Clarion Area Traumatic Brain Injury Support Group: TBI Tuesdays is an open support group for those who have suffered a TBI, their family members, and any Clarion University students interested in TBIs. Meetings are held monthly. Dr. MaryPat McCarthy, CCC-SLP is the current academic advisor for the group.

Clarion University Sign Language Club: this group is open to any student interested in learning and practicing sign language. Dr. MaryPat McCarthy, CCC-SLP is the current academic advisor for the group.

The National Student Speech-Language-Hearing Association is a national organization sponsored by ASHA and is open to all graduate students in CSD as well as undergraduates who may be interested. The annual membership fee entitles one to the ASHA professional journals (e.g., AJSLP, JSHR, The Asha Leader, NSSLHA Journal, etc.); provides special discounts at national conventions, and helps build up very important credits towards eventual certification fees and membership charges when the student graduates from the degree program at Clarion. It pays to have been a NSSLHA member! For information about renewing NSSLHA membership or joining for the first time, ask the Clarion NSSLHA faculty advisor, Dr. Janis Jarecki-Liu or visit the national NSSLHA website: <http://www.asha.org/members/nsslha/>.

The Pennsylvania Speech-Language-Hearing Association (PSHA) is the professional state organization serving speech-language pathologists and audiologists who work and/or live in

Pennsylvania. It is affiliated with the American Speech-Language-Hearing Association (ASHA) and provides regular meetings and an annual two and a half day conference, usually with noted authorities on key topics of clinical interest. PSHA also generally awards a student scholarship each year to a graduate student attending a graduate program in speech-language pathology or audiology in Pennsylvania. Student membership in PSHA is a very attractive offering. Rates are far below those for regular professional membership. For information concerning the next PSHA meeting and student membership fees, go to the PSHA website: www.psha.org

ACADEMIC SUPPORT SERVICES:

Clarion is a federally funded institution and complies with all federal laws. Therefore: no qualified individual with a disability is excluded solely by such disability from any course, or courses of study; academic degree or course requirements are modified in certain instances to ensure full participation by students with disabilities; alternate methods of testing and evaluation are available in all courses offered by the university for students with documented requirements for such methods; the university makes auxiliary aids available for students with impaired sensory, manual or speaking skills; and certain campus rules and regulations may be waived if they limit the participation of students with disabilities. The university provides academic adjustments to any qualified individual with a disability who has made his/her need known and who has provided the university with the appropriate medical and diagnostic documentation of such disability, including specifying what academic adjustments are needed to support the adjustment. The Disability Services Office serves as the university's primary vehicle for assisting students with physical and/or learning disabilities. Students with a disability who self-identify are encouraged to contact the Disability Services' coordinator and discuss their need for disability-related services. As part of the university's registration process, students are provided with a form that enables them to notify the University of a request for accommodations and/or services that are related to a disabling condition. After receipt of this form, the coordinator of the Disabilities Service Office contacts each student to discuss the specific request(s) and gather additional information if necessary. A Student Support Services Program is available to students with disabilities who desire additional help in the form of academic advising, informational workshops, and assistance with study skills. Information regarding requests for accommodations and other needed services is included on course syllabi. Accommodations in academic courses are routinely made, upon request, by all program faculty. On-campus clinical assignments are made individually for students in the program. Students have the right to request accommodations necessary for success in clinic and the program does accommodate requests. Requests for accommodations for students enrolled in clinical practice are made to the clinical supervisor and the university externship coordinator. Externship placements are arranged individually for each student in consultation with the academic advisor, the clinical practicum supervisor, the faculty externship coordinator and the student. Students request externship placements and are assigned to each placement upon consideration of the individual needs, skills and abilities of each student.

Any student who is in need of curricular accommodations or examination accommodations should contact the university's Office of Disability Support Services. Phone: 814-393-2095, website: <http://www.clarion.edu/academics/student-success-center/disability-support/>

Any student who is in need of accommodations to participate in clinical service delivery should make such requests to the CSD department chairperson.

ADDITIONAL UNIVERSITY SUPPORT SERVICES

Counseling Services: <http://www.clarion.edu/student-life/health-fitness-and-wellness/counseling-services/>

Graduate Student Services: <http://www.clarion.edu/academics/graduate-student-services.html>

Health Services: <http://www.clarion.edu/student-life/health-fitness-and-wellness/health-care-services/index.html>

Minority Student Services: <http://www.clarion.edu/student-life/clubs-organizations-and-activities/multicultural-life/index.html>

Registrar's Office: <http://www.clarion.edu/academics/registrars-office/index.html>

Research/Institutional Review Board: <http://www.clarion.edu/faculty-staff/faculty-research-and-development/irb/>

Technology Orientation: <http://www.clarion.edu/about-clarion/computing-services/for-new-students/Index.html>

Tuition and Financial Aid: <http://www.clarion.edu/tuition-and-financial-aid/>

Writing Center: <http://www.clarion.edu/academics/student-success-center/writing-center/>

APPENDIX 1: REQUIREMENT SEQUENCE FOR GRADUATE STUDENTS

UPON ARRIVAL TO CAMPUS/EARLY IN FIRST SEMESTER

- **Turn into Office of Field Services – 102 Stevens Hall – All of the following Must be Completed by October 1**
 - Physical Examination
 - Act 33/34/24/126 Clearances and Act 114/FBI Clearance – there are fees associated with these clearances. <http://www.clarion.edu/academics/colleges-and-schools/school-of-education/office-of-field-services/clearances.html>
 - Child Abuse Training: <https://www.reportabusepa.pitt.edu>

EARLY IN FIRST SEMESTER

- Orientation for all new grad students – Online learning: <http://clarion.edu/locations/clarion-online/resources-for-current-online-students/index.html>
- Graduate catalog: <http://www.clarion.edu/academics/catalog-and-class-schedules/grad-19-20.pdf>
- Review grad student website <http://www.clarion.edu/academics/graduate-student-services.html>
- Final transcripts with from your undergraduate degree granting institution showing documentation of a completed Bachelor's degree must be submitted to the Graduate Office by the end of the 1st semester of graduate coursework

FIRST SEMESTER

- Completion of Communication Screening – CSD Department
- 25 observation hours turned into advisor
- Obtain national NSSLHA membership : <https://www.nsslha.org/>
- Meet with advisor to complete plan of study – check if any undergraduate deficiencies – these must be removed **before** you go off campus. Students must meet with their academic advisory EVERY semester to ensure that the plan of study is followed and that the program is being completed in a timely manner. Only academic advisors may approve changes to a student's plan of study.

FIRST OR SECOND SEMESTER

- Praxis II: Fundamental Subjects Content Knowledge if you are planning on obtaining the PA Instructional I Teachers Certification www.ets.org/praxis

THIRD SEMESTER

- Application for graduation
- Exit interview with academic advisor and clinical supervisor
- Paperwork for externship – pre-extern meeting date will be announced – Review information found on the Field Services Website: <http://www.clarion.edu/academics/colleges-and-schools/school-of-education/office-of-field-services/>
- Application for Teacher Certification – online via TIMS
<http://www.education.pa.gov/Educators/Certification/Application/Pages/default.aspx>
- Review academic KASA via Calipso® with academic advisor
- Comprehensive Examination – This exam is REQUIRED for ALL students

WHEN ENROLLING IN CSD 512 – EITHER FIRST OF SECOND SEMESTER

- Make sure ALL Clearances are completed and up to date.
- CPR training, University Health Center - date will be announced
- HIPPA training
- Universal precautions training
- Child Abuse Training
- Physical Exam /Two-step Mantoux – University Health Center – take results to Field Services
 - Required Immunizations: Tetanus, Polio Vaccine, MMR: Measles - Mumps - Rubella/Rubeolla, Hepatitis B. This is part of the physical form and can be found at your primary care physician's office or in your home medical records. If you did not have these immunizations, you must get them. Keeling Health Center personnel can help you with this
- Purchase Professional Liability Insurance <http://www.clarion.edu/academics/colleges-and-schools/college-of-health-sciences-and-human-services/department-of-communication-sciences-and-disorders/>
- Purchase an account with Calipso: <https://www.calipsoclient.com/>
- Purchase an account with SimuCase: <https://www.simucase.com/>

EVERY SEMESTER

- Update KASA with academic advisor and clinical supervisor
- Submit clinical clock hours at the end of each semester – Department has gone to a clinical tracking program – Calipso. Details about Calipso will be provided.
- Update professional portfolio

DURING CLINICAL FELLOWSHIP YEAR

- NESPA Exam
- Submit Application for ASHA membership (www.asha.org) to Department Chair, Department of Communication Sciences and Disorders, Clarion University, 840 Wood Street, Clarion, PA 16214
- Apply for PA license to practice SLP

ADDITIONAL INFORMATION

- All graduate students are expected to remain in good academic standing by maintaining a cumulative QPA of 3.00/4.00 and earning no more than six semester hours of "C" or lower grades in graduate

courses. Grad students can repeat a single course only once and are limited to a maximum of 2 repeats across their program

- Formative assessment – after each semester, faculty will review student progress in the program. Students identified as having difficulty with academic and/or clinical skills will receive notification via the department chair to meet with the course instructor of record to discuss strategies for improvement/remediation
- Summative assessment - Comprehensive exam – objective questions and essays

APPENDIX 2: PA Licensure

Act 106: Pennsylvania now requires a Provisional License or Full License to practice as a speech-language pathologist. The new law continues to give an exemption from licensure to speech-language pathologists and audiologists who work in the public school system.

Speech-Language Pathology

Defines the scope of practice to include:

- Evaluation and treatment of disorders of speech, language, voice, swallowing, cognitive and social aspects of communication;
- Augmentative and Alternative Communication;
- Fitting and establishment of effective use of prosthetic and adaptive devices for speaking and swallowing;
- Auditory training, speech reading and speech and language intervention secondary to hearing loss;
- Using Instrumental Technology for disorders of communication, voice and swallowing.

The Provisional Licensure law went into effect on September 3, 2014. Since the CF is an ASHA requirement, there are no changes to supervision requirements. None of the rules for CFs will change. What does change is that when CFs obtain provisional licensure, they will be able to easily bill for their services.

- Licensure board contact information:
 - State Board of Examiners in Speech-Language and Hearing
P.O. Box 2649, Harrisburg, PA 17105-2649

Phone - (717) 783-1389
E-mail: ST-SPEECH@state.pa.us
 - http://www.dos.state.pa.us/portal/server.pt/community/state_board_of_speech_language_and_hearing_examiners/12525/licensure_information/572114
 - Provisional License: <https://www.pals.pa.gov/#/editdynamicform>
 - **Application** - This provisional license is valid for 6 months from the date issued.
 - **Attach \$50.00 application fee** (non-refundable) payable to the Commonwealth of PA.

- **Databank-** Applicants for provisional licensure are required to provide a Self-Query, completed within 6 months of submission of this application to the Board, from the National Practitioner Data Bank (NPDB) providing information about the applicant's licensure status in other states. Upload the Self-Query Report that you receive from the NPDB. It can be requested online at: <https://www.npdb.hrsa.gov/pract/selfQueryBasics.jsp>.
- **Educational Transcript-** Applicants for a provisional license as a Speech-Language Pathologist must possess a master's degree or higher in speech-language pathology from an academic program accredited by an accrediting agency approved by the Board. Request your master's or higher degree program to submit an official transcript that reflects the awarding of a master's or higher degree in speech-language pathology and the date conferred directly to the Board.
- **Child Abuse CE-** Per Act 31 of 2014, three (3) hours of Department of Human Services approved continuing education in child abuse recognition and reporting requirements must be completed prior to your license being issued. Verification of completion must be sent electronically and directly from the course provider. Please note that it may take up to 7 days for the provider to submit the records to our office. For more information and a list of Board-approved providers, click the "Act 31 Mandated Child Abuse Reporter Training" link
- **Exam Results-** Applicants for provisional licensure must pass the PRAXIS examination. Contact the Examiner, NTE, at 800-772-9476 and request that your PRAXIS scores be sent to the Board. Provide the Code 8053 when requesting the scores.
- **Supervision Verification-** A Verification by a currently licensed Speech-Language Pathologist documenting the applicant's completion of no less than 1260 hours of professional experience under the requirements of Section 45.20 of the Board's regulations. Download the Supervision Verification, provide it to the supervisor for completion and upload it with this application.

Regulatory Agency for Licensing:

Bureau of Professional and Occupational Affairs
Board of Examiners in Speech-Language and Hearing

P.O. Box 2649

Harrisburg, PA 17105-2649

Phone - (717) 783-1389

Fax - (717) 787-7769 ST-[SPEECH@pa.gov](mailto:ST-SPEECH@pa.gov)

http://www.portal.state.pa.us/portal/server.pt/community/state_board_of_speechlanguage_and_hearing_examiners/12525/licensure_information/572114

Information regarding licensure can also be accessed through the Pennsylvania Speech-Language and Hearing Association at www.psha.org.

Other states may require a provisional license to begin work – you MUST check on this before beginning employment. Go to www.asha.org and search for “state by state.” Contact state licensure board of the state.

APPENDIX 3: Pennsylvania Teacher Certification

Information:

http://www.pde.state.pa.us/portal/server.pt/community/teachers%2C_administrators_and_certifications/7199

1. Upon graduation you will apply for your Pennsylvania state certification through the Teacher Information Management System (TIMS).
2. **The certificate fee will be collected by Pennsylvania Department of Education through the TIMS program.**
3. **You are applying for Instructional I or Education Specialist Certification in Speech Language Impaired and you are being recommended for this certification by the university.**
4. The university's Office of Field Services staff will continue to compile the certification list and compare it to the TIMS database to ensure all requirements for certification have been met.

Language, Speech and Hearing Contacts in State Education Agency

Pennsylvania Department of Education
Bureau of Special Education
333 Market Street
Harrisburg, PA 17105

APPENDIX 4: Praxis Exams Required

PRAXIS TESTS REQUIRED FOR PA TEACHING CERT, ASHA CCC, & PA LICENSURE June 2018

PA Teaching Certification Instructional I

Test Code	Passing Score
5511 Fundamental Subjects: Content Knowledge	145 - 150
Score Report Codes: RA2649 – Clarion University R8033 – PDE	
5331 Speech Language Pathology.....	157 - 162
Score Report Codes: RA0256 – Clarion University R8033 – PDE	

Speech and Language Educational Specialist

Test Code	Passing Score
5331 Speech Language Pathology.....	157 - 162
Score Report Codes: RA0256 – Clarion University R8033 – PDE	

ASHA Certification and PA Licensure

Test Code	Passing Score
5331 Speech Language Pathology.....	162
Score Report Codes: RA0256 – Clarion University R5031 – ASHA R8053 – PA Board of Examiners	

www.ets.org/praxis

Search Terms for ETS site: Test Centers and Dates, Fee Waiver, Test at a Glance

Praxis II National Exam – Two practice tests are available on ETS site. 90 day subscription for \$31.95.

PA Provisional License

What **is required** for the PA Provisional License?

- Must have a conferred Master’s degree.
- Must have secured employment.
- Must have a licensed supervisor for the Clinical Fellow Experience.

What is **not required** for the Provisional license?

- The Praxis II National exam is **not required** for the PA Provisional license. It **is required** when applying for **FULL** licensure.

The application for PA Provisional Licensure is completed through the PALS (Pennsylvania Licensing System) @ <https://www.pals.pa.gov>.

- This can be reached through **Internet Explorer** or **Google Chrome** platforms.
- As a first time user on PALS, select REGISTER, to establish an account (including creating username and password)
- Choose licensure obtained by **EXPERIENCE**, not by **APPLICATION**.
- The license obtained by “APPLICATION” is for the regular licensure, not the PA Provisional license.

APPENDIX 5: Program Benchmarks

CLARION UNIVERSITY

College of Health Sciences and Human Services
Department of Communication Science and Disorders

Student Outcomes Data

Graduation Rate: Program completion rates include number of students completing the program on-time (as published) as well as students taking longer to complete the program. Students taking longer to complete the program reflect decisions made by students to extend their program based on a variety of factors (i.e. learning needs, personal factors, etc.)

M.S. in Speech-Language Pathology (4 semester program)

Year of Graduation	Total Number of Students Who Graduated	Number completed in Expected Time Frame	Number completed later than expected	Number not completing program	Percentage of Students who Completed on Time	Overall Percentage of Students who Completed Program
2018-2019	61	61	0	0	100%	100%
2017-2016	62	62	1	1	96.8%	98.4%
2016-2017	57	57	1	0	98.3%	100%
Three year average					98.36%	99.46%

Praxis Test Passing Rate in SLP: Data is collected from the *Educational Testing Service (ETS)*

Period	Number of Students Taking Exam	Number of Students Passed	Pass Rate (%)
2018-2019	51	41	80.39%
2017-2018	55	50	90.9%
2016-2017	46	44	95.5%
Three year average			88.98%

Employment Data: Program employment data reflects graduates who have found employment in speech-language pathology within 1 year of graduation.

Academic Year	Number of graduates employed	Number of graduates not employed	Total %
2018-2019	61	1	98.4%
2017-2018	57	1	98.3%
2016-2017	55	0	100%
Three year average			98.86%

V. EXTERNSHIP (Students will need to successfully complete two 10 – 12 week Externships to obtain sufficient hours of supervised practicum)

<u>CSD 522</u>	<u>Externship</u>			<u>6</u>
<u>CSD 522</u>	<u>Externship</u>			<u>6</u>

VI. COMPREHENSIVE EXAM _____ (Date Completed)

No changes since Fall 2016

APPENDIX 7: Optional Capstone Student Portfolio for Students

- Professional and Health Documents
 - Clearances with dates
 - Certification of training (e.g., CPR training)
 - Physical/TB 1 or TB 2 Step Test Results
 - Licensure and ASHA Certification application information
 - Malpractice Insurance
- Clinic Materials (identifying information MUST be removed from all clinic reports submitted)
 - Assessment (e.g. dispositions, evaluations, etc.)
 - Treatment (lesson plans)
- Projects
 - Projects or papers from class assignments
- Continuing Education
 - Records of continuing education that have been completed
- Research
 - Research paper or thesis
 - Research project
 - Awards given for research
 - Documentation for research presentations
- Resume
- Transcripts

APPENDIX 8: ASHA Standards

AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION (ASHA)

SUMMARY of STANDARDS/CODE OF ETHICS/SCOPE OF PRACTICE

Standards and Implementation Procedures for the Certificate of Clinical Competence
Effective September 1, 2014

The following items are downloadable at the American Speech-Language-Hearing Association Website:

Certification Standards

<https://www.asha.org/Certification/2020-SLP-Certification-Standards/>

- [Standard I—Degree](#)
- [Standard II—Education Program](#)
- [Standard III—Program of Study](#)
- [Standard IV—Knowledge Outcomes](#)
- [Standard V—Skills Outcomes](#)
- [Standard VI—Assessment](#)
- [Standard VII—Speech-Language Pathology Clinical Fellowship](#)
- [Standard VIII—Maintenance of Certification](#)

The following items are downloadable in PDF Format at the American Speech-Language-Hearing Association website:

Code of Ethics of the American Speech-Language-Hearing Association:

<https://www.asha.org/Code-of-Ethics/>

Ethics Resources: <http://www.asha.org/practice/ethics>

Scope of Practice in Speech-Language Pathology:

<https://www.asha.org/policy/SP2016-00343/>

Pennsylvania Code of Ethics:

<http://www.pacode.com/secure/data/049/chapter45/s45.102.html>

APPENDIX 9: Applying for ASHA Certification

How to Apply for Certification in Speech-Language Pathology

Applicants for the **Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP)** may submit an application under 2020 Standards for Certification: <https://www.asha.org/Certification/2020-SLP-Certification-Standards> .

Initial Application

You may submit an application any time after you have completed the necessary coursework, practicum, and received the required graduate degree from a CAA-accredited academic program. When completing your application, please consult the [list of institution codes](#) [PDF] to determine the code for your college or university.

2020 Standards/Certification in Speech-Language Pathology

- <https://www.asha.org/certification/SLPCertification/>
- <https://www.asha.org/uploadedFiles/SLP-Certification-Handbook.pdf>

Additional Required Documents

To complete your application for certification, you must also submit the following:

- Passing [Praxis exam scores](#) (sent directly to ASHA from ETS)
- Official graduate transcript* which verifies the date and degree awarded (may arrive directly from institution)
- or a letter from the registrar verifying completion of requirements for the degree
- [Speech-Language Pathology Clinical Fellowship \(SLPCF\) Report and Rating Form](#) [PDF] to report [Clinical Fellowship](#) experience
- Disclosure documents: If you checked yes to a disclosure question on the application, please review the <http://www.asha.org/Certification/Certification-Standards-for-SLP--Certification-Disclosure/>

*Applicants applying more than three years after graduation from a CAA-accredited graduate program must submit official undergraduate transcripts reflecting all coursework completed for certification.

Internationally educated applicants must submit an original [evaluated transcript](#).

Certification Timeline

Once received at the National Office, please allow 4–6 weeks and sometimes as long as 6–8 weeks during very busy periods for the review of your paper completed application and all additional required documentation. **Applications may now be submitted on-line which expedites the certification process.** Certification cannot be awarded until we have verified that all requirements of the standards have been met.

Questions?

Contact the Action Center at 800-498-2071 with any questions about applying for ASHA certification.

Clarion University
Department of Communication Sciences and Disorders
M.S. in Speech-Language Pathology Program

COMPREHENSIVE EXAM DATES

FALL 2019

- Friday, October 11
- Friday, November 1 – retake date

SPRING 2020

- Friday, February 21
- Friday, March 20 – retake date

SUMMER 2020

- Friday, July 10
- Friday, July 23 – retake date

FALL 2020

- Friday, October 9
- Friday, October 30 – retake date

SPRING 2021

- Friday, February 19
- Friday, March 19 – retake date

SUMMER 2021

- Friday, July 9
- Friday, July 23 – retake date

Clarion University
Department of Communication Sciences and Disorders
M.S. in Speech-Language Pathology Program

GRADUATE PROGRAM INFORMATION, POLICIES AND PROCEDURES
ACKNOWLEDGEMENT FORM

I, the undersigned, acknowledge that I have reviewed the program Graduate Manual, including the ASHA Scope of Practice, ASHA Code of Ethics and the ASHA Certification Standards in Speech-Language Pathology. I agree to the terms and will adhere to the standards and policies set forth in these documents. I am also aware that the Graduate Manual can be found on the Clarion University departmental webpage: <http://www.clarion.edu/academics/colleges-and-schools/college-of-health-sciences-and-human-services/department-of-communication-sciences-and-disorders/> Additionally, I have had an opportunity to clarify any questions I might have concerning the provisions of the aforementioned documents.

Name: _____
(Printed)

Name: _____ Date _____
(Signature)