

New Mexico State University
Communication Disorders Graduate Program

ADVISING MANUAL
2017-2018



Transitioning from Student to Scholar to Professional

The NMSU Program in Communication Disorders is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the [American Speech-Language-Hearing Association \(ASHA\)](http://www.asha.org). The CAA is the only accrediting agency for audiology and speech-language pathology education programs recognized by the Council for Higher Education Accreditation and the U.S. Department of Education (ASHA), 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.
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The program reserves the right to make changes to academic and practicum guidelines set forth in this manual.

COMMUNICATION DISORDERS GRADUATE PROGRAM
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COMMUNICATION DISORDERS GRADUATE PROGRAM

ADVISING MANUAL

OVERVIEW

“You were born with wings, why prefer to crawl through life?”

– Rumi

Welcome to the Communication Disorders program at New Mexico State University! As you begin your experience as a CD graduate student, you will have many questions regarding your responsibilities, rights, and privileges. You will have to comply with a variety of requirements from ASHA, the CD Program, the Department of Special Education/Communication Disorders, the College of Education, and the Graduate School. This manual is intended to guide you and help you get answers as you work your way through your program of study.

The CD program is part of a combined department, Special Education/Communication Disorders (SPED/CD), housed within the College of Education, which offers training in Developmental Disabilities, Autism, Bilingual and Special Education, School Psychology, Early Childhood Special Education, and the Visual Impairment/Orientation and Mobility Program. In addition, the Department offers doctoral training in Special Education. Therefore some of the graduate students in your department are not working to become SLPs as you are, but are interested in many of the same issues as you. Our College of Education (COE) is undergoing exciting changes at this time and is reorganizing. A consideration is to have three ‘schools’ within the college, and our program may become part of the School of Human Performance and Psychological Studies.

You will be interacting with faculty and students within the CD Program and SPED/CD Department. A list of current SPED/CD faculty members is included in this manual. The SPED/CD Department is administered by the Department Head. We currently have an interim department head, Dr. Victoria White. To assist the Department Head, the SPED and CD components in the Department each have a Program Director. A Program Director is responsible for consulting with both the Department Head and the SPED/CD Faculty in order to carry out many of the daily administrative tasks for their components. The CD Program Director (Dr. Heike Lehnert-LeHouillier) also functions as a liaison between NMSU and the national professional organization that accredits the CD Program, the Council on Academic Accreditation in Speech-Language Pathology and Audiology (CAA), of the American Speech-Language-Hearing Association (ASHA). The Graduate Faculty members in SPED/CD (Assistant, Associate, and Full professors) teach, supervise students and pursue research in their areas of expertise. Each component also has a Program Faculty that includes College Instructors, College Assistant Professors, College Associate Professors and full and part-time professional staff who teach some of the courses, supervise students and/or assist in administration of special projects. The work in the Department and CD Program is supported by the SPED/CD office staff, which includes two Departmental Administrative Assistant (Ms. Racquel Avelar, and Ms. Kristen Andrews), a Speech and Hearing Center Administrative Assistant, (Ms. Victoria Jaime) and work-study students. The Special Education Professors have their offices in O’Donnell Hall, and the CD program is housed in the Speech Building.

Housed in the CD Program is the Edgar R. Garrett Speech and Hearing Center. The primary purpose of the Center is to provide training opportunities for CD students, but it also provides a service to the community by offering supervised evaluation and intervention services to persons with speech, language, hearing, and swallowing disorders as recommended by the Coordinator of Clinical Services. The Coordinator of Clinical Education (Ms Yeboah), is a CD faculty member and the

Center Admin Assistant (Ms. Jaime) schedule student clinical training activities and coordinate the daily administration of the Center.

Much of your coursework and clinical activities are completed in the Speech Building on the NMSU Campus. The SPED/CD Departmental office is located in the Speech Building, Room 245. CD faculty offices are also located on the first and second floors of the building. The ERG office, student mailroom and materials room, Student Work Room, Edgar R. Garrett Speech and Hearing Center that houses the Client Clinic Lab, faculty research labs (Benfer Lab, Language Lab, and Picat Lab) and clinical service facilities, including an Audiology Suite are located on the first floor of the Speech Building. Since you are also a student in the Graduate School and College of Education, there are several other places you will want to locate. The Graduate School offices are located in the Educational Services Building, Suite 301. Hadley Hall houses the offices of much of the university-wide administration, including the office of the NMSU President. The Barnes & Noble bookstore is located on the corner of Jordan St. and University Ave. There are many other facilities that serve students, including eateries, located in Corbett Center. There are two library buildings at the center of campus, the Zuhl Library and Branson Hall. Both libraries house electronic and print media available for use by CD students.

One factor that determines your course of study is the requirements set forth by the American Speech-Language-Hearing Association (ASHA), the national governing body for the professions of Speech-Language Pathology and Audiology. It is ASHA that issues the Certificate of Clinical Competence (CCC) to professionals who have met a set of defined standards (see **Appendix A**, *Standards for the CCC in Speech-Language Pathology*). ASHA's Council for Clinical Certification in Audiology & Speech-Language Pathology (CFCC) defines the standards for clinical certification.

ASHA also maintains a system for the accreditation of graduate educational training programs through its Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). As of January 1994, only students who are graduates of a CAA-accredited training program are eligible for the CCC. ASHA requires that the academic coursework you take include curriculum and clinical practica in a number of specific areas. ASHA also requires that the clinical education you experience includes working with specific types of persons with a variety of communication disorders, and that these experiences occur in distinctly different kinds of work settings. You will meet these requirements through your clinical practica before you graduate. The *Clinical Program Manual*, which you will use during the practicum course CD 589 and CD 590, is designed to provide you with detailed information and forms that are needed to complete your clinical education successfully.

The CD Program has a list of 10 competencies that you will demonstrate through your academic and clinical work in the program. A table listing the competencies, how each relates to the ASHA Standards, and where within the curriculum each competency is addressed is presented in **Appendix C**.

Also NMSU requirements influence your individual requirements for graduation from the CD Program. At all levels of the university, including the Department and Program, there are rules and requirements that must be followed by all students. You can find specific statements of those requirements in several publications, including the NMSU Graduate Catalog and the Student Handbook. A few of these are restated here for your attention.

1. All graduate students must maintain a 3.0 grade point average (GPA) in order to remain in good standing with the Graduate School. If you fall below this GPA you will be placed on academic

probation the following semester. If you are unable to improve your GPA, you will be subject to disenrollment and will not be able to apply for readmission into the program for 5 years.

2. CD graduate students must earn a grade of “B” or higher in all CD courses in order for that course to apply toward graduation. If you earn a grade of “C” or lower, you may repeat the course once in an attempt to improve that grade. Any other arrangements regarding grade improvement will be subject to the review and approval of your Academic Advisor, the CD Graduate Faculty, the CD Program Director and the SPED/CD Department Head. A departmental Selective Review Committee may be formed to consider your options for further progress in the CD Program.

3. In order to participate in clinical practica, CD graduate students must maintain a 3.0 GPA. If your GPA falls below 3.0, you will not be allowed to enroll in CD 589 or do any clinical work to earn clock hours until the 3.0 has been re-established. Clinical hours completed in a semester where a grade of “C” or below is received in CD 589 will not count towards the 400 hours required. The clinician will be placed on a Remediation Plan (review Remediation Plan Protocol located in the Clinic Manual).

4. All CD graduate students must successfully complete all academic and clinical program requirements prior to graduation. Graduation from an ASHA-accredited program implies that you have completed the academic and clinical program that ASHA approved. The CD Program Director must certify that you are academically qualified by signing the form, (Application Form/Verification) that you submit to ASHA as a part of the requirements for obtaining your Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). That signature will be given only after all program requirements have been completed prior to obtaining the Master of Arts degree from NMSU. Dr. Lehnert-LeHouillier will verify on the CALIPSO Clinic Clockhour Form and CALIPSO Experience Record Sheet before signing your paperwork during your final weeks of graduate school. Your degree will be a Master of Arts in Communication Disorders.

2.0 PHILOSOPHY OF THE COMMUNICATION DISORDERS PROGRAM

The Communication Disorders Program at NMSU is defined by the following philosophical concepts.

2.1 The NMSU Communication Disorders Program Logo

The NMSU Communication Disorders Program Logo (Advising Manual cover) represents how the three individual characteristics and the three major components of the program (Communication/Personal, Knowledge/Academics, and Skills/Clinical Experiences) interact in the transition from being students to developing scholarship and professionalism.

Communication—the competent use of verbal, nonverbal, oral, and literate communication to negotiate meaning is the key to developing and using functional knowledge and skills in the professional, administrative, clinical, educational, and research roles of the Communication Disorders profession.

Knowledge—usable information about basic human communication and swallowing processes; the nature of speech, language, hearing, and communication disorders and differences, and swallowing disorders; and principles and methods of prevention, assessment, and intervention for culturally and linguistically diverse people with communication and swallowing disorders.

Skills—demonstrated clinical competence in evaluation and intervention with culturally and linguistically diverse people with varied types and degrees of hearing, speech, language, and swallowing disorders.

Communication-Knowledge Interaction (self-advocacy)—using competent communication to identify, explore, develop, and use areas of knowledge that will facilitate personal breadth and depth of understanding, thinking, learning, and knowing relevant to areas of communication and disorders.

Communication-Skills Interaction (other-advocacy)—using competent communication to identify, explore, develop, and use areas of “best practice” knowledge and skills that will facilitate the evaluation, intervention, and management of clients’/patients’ communication and its impact on others.

Knowledge-Skills Interaction (scholarship)—synthesizing usable knowledge and skills into unique ways of thinking about and implementing ideas, concepts, hypotheses, and complex phenomena. Scholarship (discovery, application, teaching-learning, and integration) develops within self-directed constructive thinkers, problem solvers, and decision makers.

Communication-Knowledge-Skills Interaction (professionalism)—integrating competent communication, knowledge, and skills in ways that allow members of the Communication Disorders professions to provide services to society as distinguished by superior, on-going understanding, thinking, learning, and knowing. Professionalism earns the respect of society for contributions to using and refining the “best practices” knowledge and skills necessary to assess, treat, and manage individuals with speech, language, hearing, and swallowing disorders.

2.2 Vision and Mission Statements

“It’s not what happens to you that matters, it’s how you respond to what happens that makes a difference” Epictetus

The Communication Disorders Program is dedicated to excellence and best practices for delivering speech, language, hearing, cognitive, and swallowing services to diverse populations.

The mission of the Communication Disorders Program is to provide leadership to positively impact the lives of persons with speech, language, hearing, cognitive, and swallowing disorders. This mission is accomplished through the preparation of individuals who will provide services in a variety of settings by facilitating their development from student to scholar to professional. The mission is actualized through functional, collaborative, and accountable best practices in teaching and learning; administration, supervision, and leadership; research and creative activities; and community service.

2.3 The Transition from Students to Scholars to Professionals

Education is the best provision for the journey to old age—Aristotle

Students. A student acquires declarative and procedural knowledge and skills (“what” and “how”). Understanding, thinking, learning, and knowing primarily occur through memorization, rote and paraphrased recall, and basic demonstration of familiar concepts through a student’s personal language core and sensemaking. Students represent Perry’s *Dualism* level of intellectual development where knowledge is black and white, every problem has one and only one correct answer, the teacher has all the solutions, and the job of the student is to memorize and repeat them. Dualists want facts and formulas and don’t like theories or abstract models, open-ended questions, or active or cooperative learning. [From: Perry, W.G. (1970). *Forms of intellectual and ethical development in the college years*. New York: Holt, Rinehart, and Winston, Inc.]

Concepts Related to Students

- *View of Knowledge:* discrete, known, certain, factual, quantitative, additive
- *Role as Learner:* take in information as given; to learn = to memorize
- *Role of Peers:* partners in learning; supporters; provide a context for sharing
- *“Fairness” in Evaluation:* return information in same form as given; simple, straightforward
- *Sensible, Doable Tasks:* low-level, rote learning; simple explanations/use of terms or concepts
- *Challenges:* multiple perspectives, requests for interpretation by student
- *Support:* hints, assistance, concrete learning activities; a “safe” environment

Shall I tell you the secret of the true scholar? It is this: every man I meet is my master at some point, and in that I learn from him—Ralph Waldo Emerson

Scholars. A scholar acquires declarative, procedural, and structural knowledge and skills (“what,” “how,” and “why”) through contemplation, questioning and hypothesizing, and careful examination and analysis of elements that make up familiar and unfamiliar rules, methods, concepts, principles, laws, and theories, as well as identifying and changing one’s feelings, interests, and values while interacting with others. Scholars operate at varying degrees of Perry’s *Multiplicity* level of intellectual development. They create new ways of thinking about concepts and explore how and why rules, methods, concepts, principles, laws, and theories can help them become better at understanding, thinking, learning, and knowing complex phenomena. They become self-directed constructive thinkers, problem solvers, and decision makers. Scholars start using supporting evidence

to manage issues in productive ways rather than relying completely on what authorities say. They see that knowledge and values depend on context and individual perspective rather than being externally objectively based. Developing Scholars count preconceptions and prejudices as acceptable evidence and once they have reached a solution they have little inclination to examine alternatives. Advanced Scholars see that knowledge and values depend on context and individual perspective rather than being externally and objectively based. Using real evidence to reach and support conclusions becomes habitual and not just something professors want them to do.

Concepts Related to Scholars

- *View of Knowledge*: contextual and personally constructed; personal sensemaking of the world
- *Role as Learner*: to construct and live by a world view; to take best practices and integrate in self
- *Role of Peers*: partners in inquiry; community which understands and supports efforts to learn
- *“Fairness” in Evaluation*: evaluation information (+ and -) about how one is doing; formative
- *Sensible, Doable Tasks*: tasks and processes relate to personal issue values; support a stand/view
- *Challenges*: in-depth scholarship; new intellectual horizons outside a comfort zone
- *Support*: opportunities to share views; debate/discuss in secure climate of tolerance and diversity

Professionals. Professionals represent what Perry refers to as *commitment to relativism*, i.e., they begin to see the need for commitment to a course of action even in the absence of certainty, basing the commitment on critical evaluation rather than on external authority. Professionals begin to make commitments in personal direction and values, evaluate the consequences and implications of their commitments and attempt to resolve conflicts, and finally acknowledge that the conflicts may never be fully resolved and come to terms with the continuing struggle. According to Thomas D. Miller, “Professionals render services to society as distinguished by their superior [on-going] knowledge, training, and/or skill. They earn the respect of society for services provided. To maintain that respect, professionals are responsible for conforming to stated or implied minimum standards of conduct imposed by society and/or by the professions. The professional assumes legal and ethical liability for demonstration of the ability and competence of an ordinary member in good standing in the profession,” p. 64, in Lubinsky, R., & Frattali, C. (2001). *Professional Issues in Speech-Language Pathology and Audiology* (2nd ed). San Diego, CA: Singular/Delmar/Thomson Learning, Inc.

2.4 Foundational Concepts

Six major concepts form the foundation of the CD Graduate Program. The concepts are developed into Professional Reasoning.

Mental Literacy is the understanding, thinking, learning, and knowing of the biological and conceptual elements of the brain and its apparently infinite permutations and combinations. [From: Buzan, T., & Buzan, B. (1993). *The mind map book*. New York: Dutton.]

Vertical→Lateral→Radiant Thinking: *Vertical Thinking*, or one-dimensional thinking, is an analytical, sequential, high-probability, finite process. Vertical Thinking takes the most reasonable view of a situation and then proceeds logically and carefully to work it out. Computers are the best

example of vertical thinking. The programmer defines both the problem and the logical step-by-step procedure for solving it. The computer then employs the procedure unvaryingly and efficiently to work out the problem. An alternative to Vertical Thinking is *Lateral Thinking*. Lateral Thinking, or two-dimensional thinking, is a way to explore many alternative views of a problem rather than accepting what is apparently the most promising and proceeding from there. Lateral Thinking is not only used in problem managing, but also for looking at new ideas and situations of every sort. It is a productive strategy for enlarging one’s problem space or work of knowledge. *Radiant Thinking* (from ‘to radiate’, meaning ‘to spread or move in directions, or from a given center’) refers to associative thought processes that proceed from or connect to a central point. The other meanings of ‘radiant’ are also relevant: ‘shining brightly’, ‘the look of bright eyes beaming with joy and hope’, and ‘the focal point of a meteoric shower’, similar to a ‘burst of thought.’ Radiant Thinking is multidimensional. [From: Buzan, T., & Buzan, B. (1993). *The mind map book*. New York: Dutton.]

Competencies and Dispositions. *Competencies* are considered content-related aptitudes or abilities, supported by knowledge, developed to perform specific professional acts. A competency is the capability of “doing” a specific activity such as math; reading; writing; administering, scoring, and interpreting a test; etc. *Dispositions* are patterns of integrated, usable knowledge and skills that are representative of one’s persona, i.e., a person is defined and identified by his or her dispositions. A disposition is a tendency to exhibit habitually, voluntarily, intuitively, appropriately, and genuinely a pattern of behavior that is determined by the communication rules of a given context: who can communicate what, with whom, how, when, where, and why. According to the National Council for Accreditation of Teacher Education (NCATE), professional dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice. Dispositions are represented linguistically as personal nouns (e.g., thinker, researcher, teacher, collaborator, humanist, etc.). Dispositions emerge from competencies and are developmental in nature. At the post-secondary level, the progression from competencies to dispositions is represented on a continuum that begins at the undergraduate level and continues through the doctoral level of education and professionalism. Competencies are developed at the Bachelor’s level. Dispositions begin to emerge at the Master’s level and continue to be developed and refined at the doctoral level and in professional life:

<u>COMPETENCIES</u>		<u>DISPOSITIONS</u>
Bachelor’s Level	Master’s Level	Doctoral Level +

Triangulation and Connections. An emphasis in the CD Graduate Program is to help students transition into scholars and professionals by triangulating and connecting concepts that are presented in the classroom and clinic. Triangulation is the process that involves integrating concepts, methods, experiences, and beliefs, and is used to facilitate dynamic understanding, thinking, learning, and knowing. Triangulation links three diverse contexts: (1) Course Connections—Connections are made among concepts presented in coursework, (2) Classroom-Clinic Connections—Course concepts are connected through class discussions to clinical experiences and related to personal life experiences, (3) Clinical Connections—Clinical experiences are connected across clients and practicum sites through Clinical Staff Meetings and a graduate capstone experience.

Everything has its beauty but not everyone sees it--Confucius

Diversity. Diversity is a relative term used to describe variations around some accepted standard. In speech-language pathology and related professions, the term “diversity” is often used to describe variations in race, ethnicity, socio-economic environments, culture, or language compared to “mainstream” or majority standards. Implicit mainstream standards in the United States are White,

middle-to professional class, educated monolingual speakers of a standard dialect of English. For better or worse, implicit mainstream standards are used as the basis for describing all other groups; exceptions to mainstream standards are described as “different” or “diverse.”

[From: Kohnert, K., Kennedy, M., Glaze, L., Kan, P. & Carney, E. (2003). Breadth and depth of diversity in Minnesota: Challenges to clinical competency. *American Journal of Speech-Language Pathology*, 12, 259-272.]

The brain is not, and cannot be, the sole or complete organ of thought and feeling—Alice Stone Blackwell

Moral Intelligence. Moral Intelligence is the capacity to apply principles like integrity, responsibility, compassion and forgiveness, and emotions to goals and daily actions. [From: Lennick, D., & Kiel, F. (2005). *Moral intelligence: Enhancing business performance and leadership success*. Upper Saddle River, NJ: Pearson Education Inc. Wharton (University of Pennsylvania) School Publishing.]

2.5 Professional Reasoning

Professional Reasoning is the centerpiece of the CD Graduate Program and is developed across the curriculum. It is a thinking process directed towards enabling a health care or educational professional to take thoughtful action, which means taking the best judged action as directed by obligatory elements of culture and context. It requires extensive use of metacognition, i.e., the cognitive processes of thinking about thinking; knowing what we know; and recognizing, analyzing, and discussing these processes.

3.0 ACADEMIC OPTIONS: CURRICULA & PRACTICA

Ambition is the path to success. Persistence is the vehicle you arrive in. -- Bill Bradley

The NMSU Communication Disorders Program has designed three different ways for students to successfully complete an advanced education within the philosophical framework presented above. Students will choose the program that best fits their strengths and life demands.

3.1 Leveling Program (27 credits minimum)

The Leveling Program is designed for students who do not have an undergraduate degree in Communication Disorders. Students must be admitted to the graduate school and the CD Graduate Program to be able to enter the Leveling Program. The 30-credit academic program is outlined in Appendix D. Students may also be required to take additional basic courses if they do not have the background in science, math, etc. required to meet ASHA certification standards. Once the Leveling Program is completed, students enter either the 2-year or extended program.

3.2 Traditional Program (54-57 credits depending upon electives)

The Traditional Program is designed to be completed in 2 years. All coursework and clinical practica are completed during this time frame. The 54-57-credit academic and clinical program is outlined in Appendix D.

3.3 Bilingual Program (61-63 credits minimum)

The Bilingual Program includes nine additional credit hours of course work. See the program sheet in Appendix D.

3.4 English as a Second Language Program (67 credits minimum)

The English as a Second Language Program includes six additional hours. See the program sheet in Appendix D.

3.5 Master Thesis Track (57 credits minimum-63 maximum)

The Master Thesis Track includes no more than 6 additional hours. See the program sheet in Appendix D.

3.6 Extended Program (54-57 credits minimum)

The Extended Program is basically individualized to meet specific, documented needs of the student and to accommodate any special needs a student may have. Students who are interested in this program should meet with a faculty committee to discuss this option during their first semester. Please indicate your interest to the Program Director.

Communication Disorders Program Faculty or Adjunct Faculty will teach the academic CD Program coursework regardless of which track (Leveling, Traditional, or Extended Program) you are on. These are individuals who have earned an advanced degree in Speech-Language Pathology or Audiology. These faculty members are engaged in research and service activities in addition to teaching. As a graduate student, you may be able to participate in these activities as part of your training.

3.7 Clinical Practica

Both Program Faculty and Adjunct personnel supervise clinical practicum in the Edgar R. Garrett Speech and Hearing Center. Off-campus (External) clinical practica will be supervised by SLPs and audiologists who hold the ASHA CCC-SLP or CCC-A, who are licensed in the state in which they practice, and who have been approved by the CD Program. During your clinical training you will have the opportunity to learn from a variety of competent individuals, each with their own unique styles of delivering speech, language, hearing, and swallowing services. Although basic CD Program requirements will be applied throughout your practica, some feedback styles, forms, and practice expectations will vary from Clinical Supervisor to Clinical Supervisor. Such variety should broaden your perspectives on good service delivery and enrich your educational experience.

*Do not go where the path may lead, go instead where there is no path
and leave a trail—Ralph Waldo Emerson*

Each term that you do clinical practicum at the Edgar R. Garrett Speech and Hearing Center, you will work within the parameters of a Clinician Level (see *Clinician Levels*, Appendix E). You will earn “clinical clock hours” during practica to meet ASHA and CD Program requirements. Your Clinical Supervisor will provide further instruction/education concerning clinical application of the principles you have learned throughout your coursework, and provide verbal and/or written feedback on your clinical performance. Your clinical practica will be of two general types: diagnostic evaluation and intervention. You will be able to work directly with both individuals and groups of individuals of different ages with a variety of communication disorders. You will be required to earn your clinical clock hours in three different professional settings: the Edgar R. Garrett Speech & Hearing Center, an educationally-based practice such as a public school, and in a medically-related practice such as a rehabilitation center. In addition, just as you will have the opportunity to experience a variety of different intervention responsibilities, you will also have to be able to engage in a variety of diagnostic activities: traditional clinical diagnostic communication evaluations, language/learning disorder evaluations, augmentative and alternative communication (AAC) evaluations, swallowing evaluations, and evaluations in team contexts such as public/agency screenings. The NMSU Communication Disorders Program does not support a minimum requirement for speech and language evaluations, and intervention programs for child speech, child language, adult speech, and adult language. There may be some suggestions for audiology/aural rehabilitation hours.

The Clinical Assessment of Learning, Inventory of Performance, and Streamlined Office-Operations (CALIPSO) is a web-based application that manages key aspects of clinical education designed for speech-language pathology and academic programs. This system is the avenue for maintaining clinical hours and grades for clinical practicum experience. The grades will be assigned by clinical supervisors, both in the clinic and in externship locations. Grades will be based upon ASHA standards and CFCC/CAA requirements for clinical competency levels. The system will be a four-point scale with 1 being “performs unsatisfactorily” to 4 “Exceeds Performance Expectations”. Based upon the rating scale, letter grades will be assigned in the same manner with an average of the four-point scale. Each supervisor’s ratings will be weighted by the number of hours of supervision, giving the student an overall grade.

You will receive a grade for each clinical practicum in which you enroll. The grade will be the result of an averaging of grades assigned by each Clinical Supervisor to who you are assigned during that semester. That is, grades from every person who supervises your work in a diagnostic evaluation or intervention program will be weighted according to the number for hours completed with that Clinical Supervisor. The sum of your Clinical Supervisors’ grades will then be averaged to derive your final grade for that semester’s practicum course. A continuous record of clinical clock hours you earn in the CD program will be kept through the CALIPSO system, as well as in a program file. **You must take responsibility for making sure that you input your hours into CALIPSO weekly and that all of your Clinical Supervisors approve your hours in CALIPSO. Your supervisor must also complete a midterm evaluation and a final evaluation for you on CALIPSO.** Complete, detailed information concerning clinical practice and requirements is available to you in the *Clinical Program Manual*, which is a required text for CD590, Clinical Education.

4.0 POLICIES & PROCEDURES

Do not anticipate trouble, or worry about what may never happen. Keep in the sunlight—
Benjamin Franklin

4.1 Position Statements

The following points provide the CD Faculty's position regarding CD students doing off-campus practicum, working as Apprentices in Speech and Language (ASLs) or Speech-Language Pathology Assistants (SLPAs), or as Graduate Assistants during their tenure in the CD graduate program. A CD student's first priority is to be an academic and clinical scholar (discovery, application, teaching-learning, and integration) in classroom and clinical settings. The CD Graduate Program is designed to facilitate students' transitions from students to scholars to professionals by developing competence in constructive thinking, problem solving, and decision making. To be a competent Speech-Language Pathologist, you must first be a scholar.

4.1.1 Graduate Assistant Employment.

1. Students will apply to the Department Chair if they desire employment as a Graduate Assistant.
2. Graduate Assistants will be assigned to work with specific faculty on a semester basis; We are working on the system such that you maintain your GA ship up to the point when you go on full externship.
3. An average of 10 hours of work per week is required; duties and responsibilities will be determined by the supervising faculty. Graduate Assistant duties and responsibilities take precedent over any other employment.
4. Students will **not** be considered for employment as a Graduate Assistant if they are employed as ASLs/SLPAs.
5. Graduate Assistants will be evaluated each term using the *NMSU Graduate Assistant Evaluation* form (see Appendix E).

4.1.2 External Clinical Placements.

1. Students may be a Level I (second semester), Level II, or Level III clinician (See Appendix E for Clinician Levels descriptions). There may be some cases where students are sent to external placements during their first year at the discretion of the program director following faculty discussion.
2. In addition to the initial practicum experiences at the Edgar R. Garrett Speech and Hearing Center (Site A), students will be placed in two distinctly different external Sites (B, C, or D) and be supervised by different supervisors. Examples of site options and characteristics are listed in the table on page 16. All efforts will be made for each student to receive a medical site. This is not guaranteed, however, due to limited sites.
3. Students should expect to be placed in an extern site where they must travel up to 1 ½ hours. Plan to have an appropriate vehicle ahead of time. The lack of or reliable transportation will not be used as part of the equation for extern placements.

Selection of external sites will be based on a student's clinical needs and preferences, in coordination with his/her academic advisor and the Coordinator of Clinical Services. Site placements must provide students with prevention, assessment, intervention and management experiences that are diverse in age (child/adult, grade level), disorders (**H**earing, **S**peech, **L**anguage, **S**wallowing), service models (e.g., **D**irect, **I**ndirect, **C**onsultative, **G**roup, **I**ndividual, **I**n-Class/**P**ull-Out, **I**n-

Patient/Out-Patient, Team, etc.), and environments (e.g., Therapy Rooms, Class Rooms, Home, Hospital, Community-Based, etc.).

NOTE: Some sites may provide services in multiple environments. For example, Direct Therapy Services (DTS) may provide services in schools as well as in homes. It is possible for a student to accomplish their two external sites through DTS (school-based and home-based) if the experiences and supervisors are distinctly different, as defined above. The same situation is possible through Tresco TOTS (e.g., home-based and school-based), or other agencies that provide both home-based or services in extended care facilities. Such situations must be approved by a student’s academic advisor and the Coordinator of Clinical Services.

A Center-Based Service Site (Accrue minimum of 65 clinical Clock Hours)	B School-Based Service Sites (Minimum of 50 clinical clock hours per site)	C Medically-Based Service Sites (Minimum of 50 clinical clock hours per site)	D Home-Based Service Sites (Minimum of 50 clinical clock hours per site)
Edgar R. Garrett Speech & Hearing Center	Las Cruces Public Schools Gadsden Independent Schools Ysleta I.S.D. Socorro I.S.D.	Mountain View Regional Medical Center Memorial Medical Center Rehab Hospital of Southern New Mexico William Beaumont Army Medical Center Providence Hospital Sierra Hospital University Medical Center	Tresco Tots Aprendamos Intervention Team (AIT) Direct Therapy Services (DTS) Paso Del Norte Children’s Services MECA
(Minimum of 50 clinical clock hours per site)			
Esperanza Speech Therapy ActionCare Rehab Center Rio Grande Speech Therapy MECA			
Ages: children & adults	Children & young adults	Infants, children, adults	Infants, children, adults

4. External practicum sites must be approved by the Coordinator of Clinical Services.
5. Arrangements for placements will be made by the Coordinator of Clinical Services.
6. The purpose of off-campus practicum is to gain experience with diverse clients in unique service sites; students will be supervised and will not function as an additional, independent staff member with a personal caseload. External placements will be monitored by an NMSU faculty member liaison. There may be an exception to this with a full-time faculty member who also is employed by a school system.
7. All clinical work at off-campus sites will be supervised by ASHA certified personnel according to ASHA direct observation guidelines (minimum of 50% for diagnostics; minimum of 25% of treatment sessions).
8. Problems encountered at external sites must be reported to the site Clinical Supervisor and the Coordinator of Clinical Services.
9. Grading of students’ clinical competence will be completed at mid-term and end-term by the site Clinical Supervisor through CALIPSO. Grade documentation and student feedback will be provided to the student and to the Coordinator of Clinical Services.
10. Students will provide written feedback about supervision and the placement site through CALIPSO before the end of the term. Site Clinical Supervisors will provide general comments about student preparation through CALIPSO.
11. Students involved in External Placements will attend a monthly Meeting to monitor clinical progress. Students’ performance and participation in Meeting activities will be included in the term evaluations for CD 589.
12. Students will attend one Disposition meeting in fall and spring one and fall two with all faculty to monitor academic & clinical progress and develop a service program.
13. Before students can do external practica they **must purchase personal liability insurance** (see *Personal Liability Insurance* form, Appendix D).

4.1.3 ASL/SLPA Employment.

- *ASHA uses the title Speech-Language Pathology Assistant (SLPA); New Mexico uses the title Apprentice in Speech and Language (ASL).*
 - *SLPA/ASL Graduate Practicum occurs a student provides services that are within the Scope of Practice of an SLP and with the defined supervision delineated by the NMSU CD Program (see Scope of Practice in Speech-Language Pathology, Appendix E).*
1. Students **should not** work as ASLs during their first term of graduate school. A major responsibility for students during the first term of graduate school is to develop the mindset and performance transition from an undergraduate student to a graduate scholar and a professional successfully. This will take a great amount of personal time and effort.
 2. Graduate students who want to work as ASLs are required to join ASHA as an “Associate Member”. You must agree to follow all ASHA policies related to support personnel and pay an annual fee to maintain your affiliation. See forms in Appendix D
 3. To complete a Graduate Practicum at an ASL site at which a student is employed, **prior** approval of the Coordinator of Clinical Services and CD Program director will be necessary.
 4. To complete practicum hours in an ASL site at which a student is employed, the conditions for off-campus practicum assignments (**minimum** of **50** clinical hours completed at the NMSU Edgar R. Garrett Speech and Hearing Center) will be applied.
 5. If a student works as an ASL but completes a Graduate Practicum with the agency (including the required supervision), the **total number of hours accrued (maximum of 50)** may be counted toward the required 400 clock hours. (See Plan GP in Appendix E). To obtain Graduate Practicum hours in an ASL site, a student must clearly be doing the work of a graduate clinician, not that of an ASL. The requirements are distinctly different. Students and Clinical Supervisors must review the requirements and provide a plan that demonstrates that the clinical services to be provided and supervised are consistent with Graduate Practicum. **The plan is to be submitted to the Coordinator of Clinical Services.** (See Plan AP in Appendix E). These hours must be supervised according to the minimum requirements of 50% of evaluations and 25% of intervention services with the supervising SLP in the facility if not directly observing the student.
 6. A student may use an ASL site for Graduate Practicum hours **only one time** during the graduate program.
 7. Problems encountered during graduate practicum at a site where a student is employed as an ASL must be reported to the site Clinical Supervisor and the Coordinator of Clinical Services so that problematic situations can be managed productively.
 8. Assessment and grading of a student who completes a graduate practicum in an ASL site will be completed at mid-term and end-term by the site Clinical Supervisor through CALIPSO. Performance and grade documentation and feedback will be provided to the student and to the Coordinator of Clinical Services before the end of the term.
 9. Students will provide written feedback about supervision and the placement in the ASL setting to site Clinical Supervisors and the Coordinator of Clinical Services before the end of the term through CALIPSO.
 10. Decisions about paying an ASL during a Graduate Practicum will be made by each Agency.

4.2 Advising

One of the CD Graduate Faculty members will be appointed as your Academic Advisor. Be sure to meet with your Academic Advisor soon after you first arrive on campus. You and your Advisor will keep a record of your progress in the CD Program. You will meet with your advisor for advising during advising week each semester. Feel free to meet with your advisor throughout your grad studies as needed.

4.3 Your SERVICE obligation as an NMSU Graduate Student

We have an amazing, vibrant department, which depends on student, faculty and staff involvement and engagement. Furthermore, studies that investigate reasons for student success have identified that those students who are engaged and active in their educational programs, are more likely to complete that program in a successful way. To this end, we have instituted a *Service Requirement* for our graduate students. We would like you to attend 5 service-based events throughout your time here at NMSU. You will receive a copy of a form you can use to keep track of your participation, and the form is include here on page 61.

4.4 Important Dates & Forms

As you move through your program of study and get ready to graduate, there are some schedules you must meet and some forms that must be processed. The dates and actions you are responsible for are shown in the *Academic Calendar* that NMSU issues every Fall term, in the online *Schedule of Classes* for each semester, and in the annual *Graduate Catalog*. (Also see the *Graduate Checklist* in Appendix F.) Some items that are specific to CD students are listed below. **It is your responsibility to ensure that all forms are completed correctly and submitted in a timely manner.**

Application for Admission to Candidacy for Masters Degree (see Appendix F). ***This should be filled out and filed once you have completed 12 credit hours of graduate work.*** The form requires information based on the program plan you have worked out with your Academic Advisor, and must be approved by the SPED/CD Department Head and both the Dean of the College of Education and the Graduate Dean. Once it is approved, it is your contract with NMSU as to the course requirements you will fulfill. The form is available on the NMSU Graduate School website.

Application for Degree (Diploma). This form is to be completed and turned in to the Graduate School at the beginning of the last term of your graduate program. The form is available on the NMSU Graduate School website.

Master's Comprehensive Examination. A Comprehensive examination must be passed before the graduation date. The content and format of the examination will be a case-study presentation that you will complete according to a guideline, which you will receive during the second fall semester. This guideline has been put together by members of the Graduate Faculty of the Communication Disorders Program, and will incorporate the program coursework and clinical practicum experiences you have acquired. Members of the Graduate Faculty will provide specific guidelines and an orientation for at the beginning of the semester in which the Comprehensive examination is to be administered for all students eligible to complete the examination.

The comprehensive examination will be scheduled for all exiting graduate students by the Program Director no later than 4 weeks before the graduation date. The Compressive examination

will be administered over a morning session (e.g. 8:30 a.m. to noon). The Graduate Faculty will grade the presentation and you will receive the results within a week. Students pass the examination if the presentation and content receive a passing score. If a student does not obtain a passing score, the student may re-do the presentation within 2 weeks of notification of the area(s) of deficiency. Should a student fail on the second trial, a re-do will be scheduled by the Program Director for the following term (students are required to wait a minimum of 16 weeks before retaking a comprehensive examination). The comprehensive examination is not required for those students completing a thesis, but the student must pass an oral defense. Once a student successfully passes the Master's Comprehensive Examination, the Program Director will complete a *verification form* (see Appendix F) for placement in the student's academic file and will forward this form to the graduate school.

Thesis. *If you wish to pursue a thesis study during your graduate study, timing will be very important!* A booklet called "Thesis Guidelines" is available on request from the NMSU Graduate School. It will give you details regarding preparation requirements for doing a thesis. All students in CD 505, Research Methods, will have the opportunity to meet with Dr. Valdez and discuss their interest in writing a thesis. If you chose the thesis option, we recommend you have a strong writing and research background with a class in statistics. There also will be additional requirements in the CD 505 course for those in the thesis track. There will no less than 4 and no more than 6 additional credits in the thesis track in the form of registering for Special topics section (CD 599) with the professor you will be working with. It is advisable that you talk with CD Graduate Faculty about your interest and ideas for a thesis study, during your first semester on campus and identify a temporary thesis committee. Follow the guidelines of the Thesis Track Documents provided in Appendix D. By the end of the second semester, you should select one of these persons to serve as your Thesis Chairperson. The Chairperson will help you select the remainder of your committee members. Those members must meet the same qualifications as those stated for any graduate orals committee (see the *NMSU Graduate Bulletin*). An additional member or two might be appropriate; you and your Chairperson can determine that. Once you have selected your committee you can begin enrolling in CD 599 under the section number of your Chairperson. Your Chairperson will guide you in developing a proposal for your study that will be presented to your committee. You will schedule a preliminary meeting with the committee during which comments and suggestions will aid you in refining and further developing your study. You probably will not meet with the entire committee again until your oral examination, but you may be speaking with them individually for help as the study progresses. Minimally, you will deliver drafts of each chapter of your thesis to your Chairperson for comments, suggestions and editing, and a complete, final draft to all committee members at least 7 days prior to the scheduled Final Examination. During the examination, the committee may require further changes or additions to be done by you and approved by the Chairperson before it is signed and delivered to the Graduate School. Your thesis must be finished and approved before you receive your Master's degree. Final changes required in the thesis and certification of passing the final examination must be turned in to the Graduate School no later than 1 week before the graduation date. Oral examinations typically include questions/discussion over the thesis, as well as over coursework and clinical experiences.

PRAXIS Examination (National Examination in Speech-Language Pathology and Audiology). This test must be passed as part of the ASHA requirements to earn the Certificate of Clinical Competence. You may take the PRAXIS during the last semester of your graduate work. This is probably a good idea since you will be very current in your knowledge base. **You are required to have a copy of your examination results sent to us.** Your final ASHA signed form will not be provided until the program has received a copy of your PRAXIS scores. This is one measure we use in determining whether or not we are offering an effective course of study for our

students, and ASHA requires that we include this information in the annual report we make to them. The results of your examination will, of course, be kept confidential.

Exit Interviews. The Program Director will conduct an Exit Interview with each student graduating with the Master’s Degree in Communication Disorders within the last two weeks of the final semester. The interview will cover a range of topics which allows the student to reflect upon his/her graduate program, the curricula, the practica, and other topics relevant to the graduate program. The feedback provided by the graduate students is used by the faculty to assess program requirements, curricula, etc. Student responses will remain anonymous except to the Program Director.

4.5 Problem Management

When you get into a tight place and everything goes against you till it seems you could not hold on a minute longer, never give up then for that is just the place and time that the tide will turn—Harriet Beecher Stowe

During the time you spend here you may experience difficulty in some aspect of your studies, responsibilities, or academic/ clinical relationships. We would like to suggest some ways in which you can find help in coping with any problems you might encounter. (See also the Student Code of Conduct found in the NMSU Student Handbook.)

Academic. If you are having difficulty in a particular class, the first person you need to speak with is the Instructor. Often, the Instructor has helped other students with the same types of problems and will have concrete suggestions that will be relevant for you. If you are unable to get help by talking with the Instructor, talk with your Academic Advisor. The CD Program Director is your next resource, and can offer helpful and objective advice. If the problem is one in which the CD program personnel have not been able to help, further contacts would be the SPED/CD Department Head, and then the Deans of the College of Education and Graduate School. We will do our best to get things taken care of within the Program, but we feel you should know the route to take if we are unable to do so. You also have access to the Graduate Student Appeals Board that is convened by the Graduate Dean. You may also contact the Graduate School for more information.

Clinical. The direction you take for help with problems that occur related to clinical work is very similar to that you take with academic work. Begin by talking with your Clinical Educator. The Supervisor holds responsibility both for your training and for the welfare of the persons you are assigned to work with. Most difficulties can be managed productively at this level. In the case of off-campus practicum problems, after talking with your on-site Clinical Supervisor, you may talk with the Coordinator of Clinical Services who arranged the practicum. Beyond this, further discussion should be with the CD Program Director. The remainder of your resources will be the same as above: SPED/CD Department Head, etc. Remember, though, that particularly in clinical operations we must be responsive to ASHA policy or risk losing our accreditation.

Students in the CD Program are required to carry Liability Insurance when participating in External practicum experiences. The form and instructions for purchasing personal insurance are provided in Appendix E.

Some situations occur frequently enough that a form exists to take care of them. Many of the forms are available to you in the SPED/CD office. These include:

Drop/Add Slips – used for withdrawing from a course, registering for practicum, or for adding/dropping any course that needs approval by the Instructor/Academic Advisor. Be sure to talk to both your Academic Advisor and the course Instructor; you will need their signatures on this form. You can only use this form to add courses during the first 2 weeks of class, or to drop a course up until the last date for withdrawal shown on the Academic Calendar. After that, it will take a memo signed by your Academic Advisor and approved by the Department Head and the Dean(s).

Change of Advisor or Course Requirements – this form will get the process rolling, but your reason will need to be valid and approved through the same administrative process described above.

Assignment of Incomplete Grade – your course Instructor has access to these forms. According to University policy, your Instructor is very limited in the circumstances for which an “I” grade is permissible. These involve serious illness or unusual, extenuating circumstances which make timely completion of course requirements impossible (i.e., “circumstances beyond the student’s control”). You and the Instructor will come to an agreement on the requirements you will need to meet in order for the “I” to be removed before the Instructor will complete the form which states those requirements. The “I” grade must be removed within 1 year or it will become a permanent part of your record. In addition, the grade must be removed prior to your graduation. This form will also require administrative signatures for approval.

Course and Practica Evaluations – We hope that you encounter little difficulty in completing your course of study in the CD Graduate Program. If problems occur for you, we will try to be as helpful as we can as you deal with them. Students are in a position however, to see problems and solutions that faculty have missed. That is why we provide you with numerous feedback opportunities. We sincerely want your comments so that we can continue to improve the CD Graduate Program. During your tenure here, you will be asked to evaluate each course, course Instructor and Clinical Supervisor with whom you work. The evaluation form you fill out is anonymous so that you can feel comfortable being as honest as you need to be. That feedback is read by the SPED/CD Department Head and given to the course Instructor after the class grade sheet is turned in. The Dean of the College and departmental faculty will read the feedback you provide. In addition, we will also ask you to evaluate your educational and clinical experiences after you have been out working in the field for a while. Many of the changes we have made in the past have been in response to students’ comments and suggestions.

4.5 Grievance/Complaint Procedures for Graduate Students

While you are a student at New Mexico State University, you may wish to make a formal complaint in the event that you believe that you have been unjustly treated. The best method of settling misunderstandings is to talk to the individual involved. While we all like to think of ourselves as reasonable, reasonable people can disagree. These grievance procedures also are located in the New Mexico State University Graduate Catalog and the Clinical Program Manual. The information below outlines procedures to be followed when filing a complaint and are directly quoted from the Graduate Catalog. For access to the Graduate Catalog, type into your web browser: <http://nmsu.smartcatalogiq.com/en/2016-2017/Graduate-Catalog>

Concerns with a Faculty/Instructional Staff Member. The following are procedural guidelines to follow when filing a complaint (see section in Graduate Catalog on Disciplinary Issues for Graduate Students Graduate Student Appeals Board).

“Each academic year a standing committee, consisting of three members of the graduate faculty and two graduate students, is appointed by the dean of Graduate School to handle grievance complaints including grade appeals. Any graduate or prospective graduate student who believes that he or she has been unjustly treated within the academic process may proceed as far as necessary in the following steps to resolve his or her grievance. In general, there are three levels at which a grievance can be addressed: a course instructor or adviser, a department head, or the dean of the Graduate School. If the initial grievance is with an instructor or adviser, the process begins at Step 1. If the initial grievance is with a departmental committee, the process begins at Step 3. In all instances, the process must begin at the lowest possible level.

1. Under normal circumstances, the student should discuss the issue with the instructor/adviser.
2. If the student is unable to resolve the issue through consultation with the faculty member, the student *must submit a written memorandum detailing the grievance to the course instructor or adviser within 10 calendar days of the beginning of the following full (i.e., fall or spring) semester.* The person to whom the memorandum is addressed must respond in writing within 30 calendar days to the student.
3. If the student is not satisfied with the response from Steps 1-2, he or she must submit a *written appeal to the department head within ten working days of the initial decision.* If the student is initiating the appeal at the departmental level, he or she must do so, in writing, within 10 calendar days of the beginning of the following full (i.e., fall or spring) semester. The department head must respond in writing within ten working days to the student, the instructor or adviser (if one is involved), and the dean of Graduate School.
4. If after the third step the student or any of the other parties involved is still not satisfied with the response, he or she must *present to the dean of the Graduate School within ten working days a written complaint* detailing the nature of the grievance and requesting a Graduate Student Appeals Board hearing. After receiving a written complaint, the dean of the Graduate School will determine whether the complaint has merit. If the graduate dean determines that the appeal does not have merit, he or she will inform the appellant and other parties, in writing, within ten working days of receiving the appeal. If the graduate dean decides that the appeal does have merit, he or she will convene the Graduate Student Appeals Board, normally within three weeks. The Graduate Student Appeals Board will conduct, within 60 days of their convening, whatever investigations and deliberations are necessary, and will forward to the dean of the Graduate School a recommendation to resolve the grievance.
5. After reviewing the recommendation of the Graduate Student Appeals Board, the dean of Graduate School will, within ten working days, inform all parties involved of his or her decision in writing. The decision of the dean of the Graduate School is final.

The dean of the Graduate School may waive the normal time frame for grievances when either party presents compelling evidence justifying such a delay, but grievances must be launched within one year.”

New Mexico State University. (n.d.) *Graduate Catalog 2014-2015*. Retrieved July 25, 2016, from <http://nmsu.smartcatalogiq.com/en/2016-2017/Graduate-Catalog/Search?q=grievance>

Complaint with an External Practicum Site Supervisor. A complaint with an Off-Campus Clinical Supervisor should begin with that person. It is always important to begin with the “offending” person so that he or she can have the opportunity to rectify the situation or to provide an explanation or rationale. If you do not feel that the supervisor has listened to your complaint, given it due consideration, or rectified or explained the situation, you should go to the next higher level within the CD Program administrative structure. This structure is as follows:

- Edgar R. Garrett Speech and Hearing Center Coordinator of Clinical Services
- Communication Disorders Program Director
- Special Education/Communication Disorders Department Head
- Associate Dean of the Graduate School
- Associate Dean of Students of the College of Education

Complaint to the Council on Academic Accreditation. On occasion, students may feel that it is necessary to contact the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). Obviously, CAA is only contacted with the most serious of offenses. CAA is concerned with the ASHA standards for programs that train students to become speech-language pathologists and audiologists. Grievances to this body should concern violations of these standards. Standards for CAA accreditation are located at:

<http://www.asha.org/uploadedFiles/Accreditation-Standards-Graduate-Programs.pdf>

Complaint Procedure. Procedures for complaints against Graduate Education Programs may be obtained at: http://www.tamuk.edu/artsci/csdo/_pdf/CAA%20Complaint%20Policy%202015.pdf

Other grievances to be directed to CAA would involve behavior in violation of the ASHA Code of Ethics. To view the Code of Ethics, visit the ASHA website at <http://www.asha.org> or view the copy of the ASHA Code of Ethics provided in this Graduate Advising Manual. Obviously, receiving a poor test grade does not fall within these parameters. The grievance procedure should begin with the person involved. You should go through the CD Program administrative chain and contact CAA only if you are still concerned that violations are continuing or are part of the overall procedures of the department or institution.

All complaints must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech Language-Hearing Association, 2200 Research Blvd., Rockville, MD 20850. (Phone: 1-800-498-2071)
Complaints will not be accepted by e-mail or facsimile.

4.6 Materials and Equipment That May Facilitate Your Transition to Graduate School

Time organization system (e.g., calendar, date book, electronic organizer, etc.)

Materials organization system (e.g., filing cabinet, 3-ring binders, computer files)

Books

APA Style Manual (6th ed.)

Justice, L.M., & Ezell, H.K. (2007). *The syntax handbook*. <https://www.amazon.com/Syntax-Handbook-Everything-Learned-Forgot/dp/1888222808>

Nicolosi, L., Harryman, E. & Kresheck, J. (2004). *Terminology of communication disorders* (5th ed.). Baltimore, MD: Lippincott, Williams & Wilkins.
Stedman's concise medical dictionary for the health professions and nursing (6th ed.) (2007). Baltimore, MD: Lippincott, Williams & Wilkins.

Equipment

Quality Audio Recorder, Pen Light, Stopwatch, Rolling Bag/Carrier.

4.7 PLEASE NOTE: GRADUATE STUDENTS SHOULD FAMILIARIZE THEMSELVES WITH THE CONTENTS OF THE NMSU GRADUATE CATALOG AVAILABLE ON-LINE AT <http://nmsu.smartcatalogiq.com/en/2016-2017/Graduate-Catalog>

The Graduate Catalog provides details on policies and procedures applicable to students completing graduate degrees at New Mexico State University.

5.0 FINANCIAL SUPPORT

Money to help support CD Students is available from sources both inside and outside the SPED/CD Department. The NMSU Financial Aid Office can give you information regarding money that is currently available to support students across the campus. The University administers an extensive program of loans and part-time employment. You may stop by the Financial Aid office in the Educational Services building beside the Pan American Center. *Students who are in the Leveling Program and are receiving financial assistance should talk with their Academic Advisors about special conditions involving financial aid.*

Most awards take the form of either *Scholarships* (i.e., a grant based on meeting certain specific qualifications, and requiring no work from the recipient), *Fellowships* (i.e., a grant based on meeting certain specific qualifications, and requiring some work from the recipient), or *Graduate Assistantships* (i.e., these do require a specified number of hours of work each week). In addition, you can apply for a work-study job that may be available somewhere on the NMSU campus. A work-study job will be like any other you might obtain outside the University, except the accommodations to your study schedule are usually easier to arrange.

A list of the funding sources available to CD Students within the SPED/CD Department is described below. Since this money usually comes from sources outside the University, such funding may not be a permanent fixture and may be available on an annual or semester basis only.

1. SPED/CD Graduate Assistantship (GA): GAs are part-time (e.g. 10-hours/week). Current funding rates are listed in the annual Graduate Catalog. Students who apply for a Graduate Assistantship will be considered for an award if they meet the eligibility criteria of: (a) completed registration and/or acceptance by the Graduate School and Department, (b) classification as a “regular” graduate student (or GRE aptitude scores above a point to be designated by the Graduate Dean), and (c) a continuing 3.0 GPA in all graduate work. Various grant funding for GAs is available and requirements will depend upon current grants in progress in the CD Program.
2. Scholarships available through NMSU Scholar Dollars. Applications for scholarships is available at this website: <http://fa.nmsu.edu/scholarships/>

3. 6.0 PROFESSIONAL ORGANIZATIONS

There are three organizations related to the CD Program that are usually of special interest to CD Students. You are invited to participate and experience an additional part of transitioning to professionalism.

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

The local chapter consists of undergraduate and graduate students interested in human communication sciences and disorders and the professions of Speech-Language Pathology and Audiology. The purpose of NSSLHA is to provide a vehicle for student representation in matters of professional concern, and to encourage professional interest among college students in the study of normal and disordered human communication behavior. The local chapter is active socially and in community philanthropic projects, as well as money raising activities. Annual dues are paid by members. At NMSU, we have a special NSSLHA branch for graduate students, and this is called the GSO.

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

Membership in the national NSSLHA (additional dues) offers students subscription opportunities to various professional journals (e.g., *ASHA*, *JNSSLHA*, *AJSLP*, and *NSSLHA* clinic series), and reduced registration fees for professional conventions and meetings. If you apply simultaneously for membership and certification during the calendar year in which your Master's degree is granted, you will get a reduced rate for ASHA membership.

New Mexico Speech Language Hearing Association (NMSHA)

Membership in the state organization offers students a closer look at how professional organizations operate. Students can have an active role in NMSHA by presenting Poster Sessions at the annual convention, attending the annual convention, or being selected to be a student representative on the NMSHA Legislative Council.

7.0 CERTIFICATION AND LICENSURE

Certification in Speech-Language Pathology

Following successful completion of the Master's degree in Communication Disorders at NMSU, a student is eligible to participate in a Clinical Fellowship (CF). The CF provides an important transitional phase between supervised graduate-level practicum and the independent delivery of services. Once a student completes the CF and successfully passes the PRAXIS examination, he or she is eligible for ASHA membership and certification. Copies of the ASHA Membership & Certification Handbook and an outline of specific requirements are available via:

<http://www.asha.org/uploadedFiles/SLP-Certification-Handbook.pdf>

Licensure in the State of New Mexico

Individuals who obtain a Clinical Fellowship position in Speech-Language Pathology, as well as individuals who work in the state of New Mexico as practicing Speech-Language Pathologists, must be licensed by the New Mexico Regulation and Licensing Department through the Speech, Language Pathology, Audiology and Hearing Aid Dispensers Board. Information regarding requirements for licensure may be obtained via the following website:

http://www.rld.state.nm.us/boards/speech_language_pathology_audiology_and_hearing_aid_di_spensing_practices.aspx

8.0 Communication Disorders Program Faculty and Staff

Moumita Choudhury, AUD, CCC-A

College Assistant Professor

Areas: Audiology, hearing aids, diagnostics

Room: College Clinics

Telephone: 674-0596

Email: moumc@nmsu.edu

Heike Lehnert-Lehouillier, M.A. Ph.D. CCC-SLP

Assistant Professor

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APPENDIX A

ASHA STANDARDS FOR CERTIFICATION IN SPEECH-LANGUAGE PATHOLOGY Revised in 2014

Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2013). 2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. Retrieved 8-12-1014 from - See more at: <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/#sthash.tzxN7SMx.dpuf>

The Standards for the Certificate of Clinical Competence in Speech-Language Pathology are shown in bold.

The Council For Clinical Certification implementation procedures follow each standard.

Standard I: Degree

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

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

- See more at: http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/#Standard_I

Standard II: Education Program

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

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

- See more at: http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/#Standard_I

Standard III: Program of Study

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

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

Standard IV: Knowledge Outcomes

Standard IV-A

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

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

Standard IV-B

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

Standard IV-C

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

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

Implementation: It is expected that course work addressing the professional knowledge specified in Standard IV-C will occur primarily at the graduate level.

Standard IV-D

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

Standard IV-E

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

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

Standard IV-F

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

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

Standard IV-G

The applicant must have demonstrated knowledge of contemporary professional issues.

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

Standard IV-H

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

Standard V: Skills Outcomes

Standard V-A

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

Implementation: The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence.

Standard V-B

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

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

c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

d. Adhere to the ASHA Code of Ethics and behave professionally.

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

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

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

Standard V-C

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

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

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

Standard V-D

At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

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

Standard V-E

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

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

Standard V-F

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

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

Standard VI: Assessment

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

Standard VII: Speech-Language Pathology Clinical Fellowship

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

Implementation: The Clinical Fellowship may be initiated only after completion of all academic course work and clinical experiences required to meet the knowledge and skills delineated in Standards IV and V. The CF must have been completed under the mentorship of an individual who held the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) throughout the duration of the fellowship.

Standard VII-A: Clinical Fellowship Experience

The Clinical Fellowship must have consisted of clinical service activities that foster the continued growth and integration of knowledge, skills, and tasks of clinical practice in speech-language pathology consistent with ASHA's current Scope of Practice in Speech-Language Pathology. The Clinical Fellowship must have consisted of no less than 36 weeks of full-time professional experience or its part-time equivalent.

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

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

Standard VII-B: Clinical Fellowship Mentorship

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

Implementation: Mentoring must have included on-site observations and other monitoring activities. These activities may have been executed by correspondence, review of video and/or audio recordings, evaluation of written reports, telephone conferences with the Fellow, and evaluations by professional colleagues with whom

the Fellow works. The CF mentor and Clinical Fellow must have participated in regularly scheduled formal evaluations of the Fellow's progress during the CF experience.

Standard VII-C: Clinical Fellowship Outcomes

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

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

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

In addition, upon completion of the CF, the applicant must have demonstrated the ability to perform clinical activities accurately, consistently, and independently and to seek guidance as necessary.

Standard VIII: Maintenance of Certification

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

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

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

- See more at: http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/#Standard_I

APPENDIX B

STUDENT DOCUMENTATION AND MONITORING

CALIPSO DB

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CALIPSO Experience Record

Page 62