



DEPARTMENT OF SPEECH, LANGUAGE, AND HEARING SCIENCES



MASTER OF ARTS IN SPEECH-LANGUAGE PATHOLOGY: GRADUATE STUDENT HANDBOOK

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Introduction

Welcome to the Department of Speech, Language, and Hearing Sciences at the University of Connecticut. The goal of this handbook is to provide speech-language pathology graduate students with the answers to basic questions about our university and program. This handbook and your materials in SLHS 5336 (available on HuskyCT at learn.uconn.edu) will provide you with procedures, policies and other information essential to your next two or three years as a Master's student. Your academic advisor and clinical supervisor of record are also available to provide guidance and advice.

Mission

To provide an understanding of human communication disorders and their clinical management by emphasizing current evidence-based practice. Academic courses and clinical education experiences encourage a theoretical perspective and experimental orientation to develop an appreciation of current knowledge and future research needs.

General Information

The Department of Speech, Language, and Hearing Sciences (SLHS) focuses on studying the normal development of speech, language, and hearing as well as the understanding and clinical management of disorders in these processes. The SLHS program offers curricula leading to a Master of Arts (M.A.) degree in Speech, Language and Hearing Sciences. The program is typically completed in two years (for students with a Bachelor's degree in SLHS) or three years (for students with a Bachelor's degree in an area other than SLHS). Once admitted to the program, students choose either the thesis (Plan A) or non-thesis (Plan B) option. The M.A. program in speech-language pathology leads to clinical certification and is accredited by the American Speech-Language Hearing Association's (ASHA) Council on Academic Accreditation (CAA).

Pre-professional Background/Three Year M.A. Program

Students are expected to have completed course work related to the field of speech-language pathology including 1) principles of biological sciences, physics, statistics, and the social/behavioral sciences; and 2) basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The determination of this need is made by the advisor(s) at the time of registration. Students admitted to the three year program are required to complete the pre-professional course work. The pre-professional background introduces incoming students to the fields of speech-language pathology and audiology, and provides basic knowledge necessary for graduate study. Students with no previous courses in speech-language pathology must complete the pre-professional background and typically take a year to do so. Courses taken as part of the pre-professional background include:

SLHS 2203 Anatomy of Speech and Hearing

Anatomical, neurological and physiological principles fundamental to the understanding

of speech and hearing.

SLHS 2204 Speech and Language Acquisition

How children learn their first language; the effects of language on their thinking and behavior.

SLHS 2156Q Speech and Hearing Science

Fundamentals of acoustics specifically oriented to voice, speech production, and hearing. Human response to sound and its measurement. Introduction to acoustic instrumentation and software used in communication sciences. Examples of concepts to be covered include frequency, intensity, decibels, filters, pitch, loudness, formants, critical bands, and masking.

SLHS 3247 Phonetics

The analysis of speech through the application of phonetic theory.

SLHS 3248 Introduction to Audiology

An introduction to the nature, causation, assessment and management of hearing impairment and the principles and techniques of public school conservation programs.

SLHS 4245 Neuroscience for the Study of Communicative Disorders

Anatomy and physiology of the central nervous system. Brain mechanisms that underlie speech, language, hearing, and cognition. Neurogenic communication disorders.

SLHS 4249 Introduction to Aural Rehabilitation

An introduction to the effects of hearing impairment on communication. Communication strategies for adults and children with impaired hearing are discussed.

SLHS 4251 Articulation, Voice, and Fluency Disorders

Communication problems resulting from disorders of speech, voice, and fluency. Assessment and management strategies in settings including public schools, hospitals, and rehabilitation centers.

SLHS 4254 Language Pathologies in Children

Development, measurement, and function of language in children. Introduction to assessment and management strategies in settings including public schools and private clinics. Development, measurement, and function of language in children. Emphasis on child language disorders and their causes. Introduction to assessment and management strategies in settings including public schools and private clinics.

Students who already have a background in speech, language, and hearing may be required to complete only a portion of the courses, or none at all, depending on the extent and nature of their background.

Knowledge and Skills for Certificate of Clinical Competency (CCC) in Speech Language Pathology

The M.A. in SLHS allows students to meet all academic and clinical practicum requirements for the ASHA Certificate of Clinical Competency and the State of Connecticut's requirements for licensure in speech-language pathology. The certification program typically requires two years of full-time graduate study beyond the pre-professional background. According to the Council for Clinical Certification (CFCC), students must obtain and demonstrate knowledge and skills in eight standard content areas: Statistics/Science (Standard III-A), Basic Human Communication and Swallowing (Standard III-B), Communication Disorders (Standard III-C/D), Ethical Conduct (Standard III-E), Research and Research Integration (Standard III-F), Contemporary Professional Issues (Standard III-G), Professional Credentials (Standard III-H), and Oral and Written Skills (Standard IV-B). The standards for knowledge and skills are achieved through the completion of a minimum of 75 credit hours of course work in these eight content areas. The credit hours may be obtained through courses taken at both the undergraduate and graduate levels. In addition, students must obtain a minimum of 400 clock hours of supervised clinical practicum. At least 375 hours must be in direct client/patient contact and 25 hours in clinical observation (325 hours must be earned during enrollment in the graduate program). An intensive summer session of supervised clinical experience between the first and second year is required for completing the clinical clock hours requirement of the certification program.

University of Connecticut: Essential Student Information

Communication

The University of Connecticut is committed to offering a quality educational experience. You can expect prompt attention to your concerns and requests from the administrators and faculty of this program. Our faculty holds office hours weekly. Hours are posted on each faculty member's office door and advapp.uconn.edu. In addition, faculty responds to email and phone requests. Communication is critical throughout the program. The most successful students in this program are those who are **proactive**. You will need to take responsibility for seeking out solutions to any problems.

NetID

You will be assigned a NetID number for identification purposes. Use this number on all correspondence to UCONN, on your registration forms, etc. You can find your NetID number by going to netid.uconn.edu/NetIDHome/.

Husky One Card

It is the goal of the University to enable students, faculty, and staff to use many services on campus with their Husky One Card (the UConn ID). It can currently be used for access into the residence halls, the Recreational Facility, the Dining Halls (with a valid meal plan). HUSKY Bucks can be used for doing laundry and photocopying, as well as making other purchases in various locations on the Storrs campus and at the regional campuses. Information about the Husky One Card can be found at onecard.uconn.edu/.

E-mail - Google Apps for Education

UConn has adopted Google Apps to manage your e-mail, calendar, documents, and other applications. You can access your e-mail at google.uconn.edu. Use your NetID and its associated password to access your account. UConn gmail is the primary method which your professors and supervisors will use to contact you. In addition, official University announcements and department information are communicated through this account, so please check it daily.

Graduate School

The Graduate School website (www.grad.uconn.edu) is a valuable resource. It contains information on registration, financial aid, graduation and more. In addition, many university forms can be accessed directly from the website.

Graduate Catalog

As a graduate student at the University of Connecticut, it is expected that you will be familiar, or know where to access information, pertaining to the policies and procedures of graduate education such as the academic calendar, academic integrity policy, programs and services, or complaint resolution. The University no longer distributes paper copies of the Graduate Catalog, but an electronic version can be found on the Graduate Catalog website (graduatecatalog.uconn.edu).

Students with Disabilities

Through the integration of teaching, research, and service, it is the mission of the University of Connecticut to provide an outstanding educational experience for each student. The mission of the Center for Students with Disabilities (CSD) is to enhance this experience for students with disabilities. The central goal is to ensure a comprehensively accessible University experience where individuals with disabilities have the same access to programs, opportunities and activities as all others. We encourage you to take advantage of these services. Students needing accommodation should visit the CSD website at www.csd.uconn.edu.

Students Who Have Experienced Harassment

Students can report incidents of harassment to an advisor, the Director of Clinical Education, or the Department Chair, who can assist the student in making a complaint and seeking redress. The University is committed to mutual respect for all students and any violation of this commitment should be addressed at any of the offices listed below:

- For complaints against fellow students, victims should be referred to the Dean of the Graduate School (grad.uconn.edu).
- For complaints of discrimination by University staff members, victims should be referred to the Office of Diversity and Equity (www.ode.uconn.edu).
- For some complaints it also may be appropriate to refer victims to the Campus Police. Telephone: 486-4800 **For Emergencies: Call 911.** (publicsafety.uconn.edu/police/)
- The Women's Center provides counseling services in cases of sexual assault and/or harassment. Telephone: 486-4738 (www.womenscenter.uconn.edu).

Cultural Centers

There are various cultural centers on campus that may be used to enhance the quality of life for students from diverse backgrounds and work to raise the level of awareness of ethnic culture and history within the University community.

- African American Cultural Center: 486-3433 (www.aacc.uconn.edu)
- Asian American Cultural Center: 486-0830 (www.asacc.uconn.edu)
- Puerto-Rican/Latin American Cultural Center: 486-1135 (www.latino.uconn.edu)
- LGBTQIA+ and Allied Community at the Rainbow Center: 486-5821 (www.rainbowcenter.uconn.edu)
- Women's Center: 486-4738. (www.womenscenter.uconn.edu)

Useful Numbers and Websites

Counseling & Mental Health Services: 486-4705 (after hours: 486-3427) (www.cmhs.uconn.edu)
Career Services: 486-3013 (www.career.uconn.edu)
Alcohol and Drug Services: 486-9431 (www.aod.uconn.edu)
Dean of Students Office: 486-3426 (www.dos.uconn.edu)
Graduate School: 486-3617 (grad.uconn.edu)

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Academic Progress

Program of Study

The key objective of the M.A. degree is to prepare UConn students to competitively enter the field of Speech-Language Pathology. The M.A. is a two year post-baccalaureate professional degree. This entry level degree will provide an academic and clinical education that will meet the demands of a quickly changing, technology driven, and publicly demanding era of speech-language pathology. The M.A. program will meet these challenges by providing state of the art clinical and academic experiences that thoroughly cover the prevention, assessment and management of a wide array of speech and language disorders for all ages in a variety of settings (medical, educational, private practice). The graduate curriculum, designed to meet these clinical and academic requirements, is required of all students, and presumes a pre-professional background in speech-language pathology, audiological assessment, and aural rehabilitation. The student may follow a thesis or non-thesis track, both of which allow for meeting the ASHA's certification requirements. A sample curriculum is found in Appendix A. In addition, you will find a checklist of procedures you need to complete during your first and second years (including graduation) in Appendix B.

Required Courses

Students must complete all required courses and clinical practicum activities in order to obtain both their M.A. degree, and their certificate in clinical competency through the American Speech-Language-Hearing Association. The first year of the two year M.A. program consists of the majority of required courses and clinical practicum. During your final year, students complete 11 additional credits (including clinical practicum) of courses which include SLHS 5335 (Fluency Disorders), SLHS 5361 (Advanced Speech Science), SLHS 5336 (Clinical Practicum in Speech Disorders), and for students pursuing the Plan B option, SLHS 5374 (Clinical Project in Speech-Language Pathology). Students **must** be enrolled on a full time basis every semester, therefore, electives and courses leading to school certification are taken during the second year of M.A. program. In order to meet the requirements for the certificate of clinical competency, students will typically have completed a minimum of 55 academic credits during the two year program. The typical course sequence can be found in Appendix A.

Electives

Students are required to complete a minimum of 6 credits of elective courses. At least 3 of the credits must be from graduate courses taken within the department. Given the growing areas of knowledge within the field of speech-language pathology, students are encouraged to take more than the minimum number of elective credits. Electives are defined as any courses students take which are not required for the M.A. degree. For example, students who are thinking of working in the school system following graduation may take SLHS 5376 (Language Impairments and Literacy) or SLHS 6363 (Seminar in Speech Pathology), which can cover a variety of topics including SLI, ASD, or multiculturalism. Students who prefer to work in a medical setting may take SLHS 6363 (Seminar in Speech Pathology), which may include memory, cognition, or brain dissection. A variety of graduate courses in audiology can also be used as electives, if they are not required for the M.A. degree. It is best to talk with your academic advisor about selection of electives before you place them on your plan of study.

Advising

Major Professor – Academic adviser

Upon admission to the Speech, Language, and Hearing Sciences program each student will be assigned a major professor. The major professor has several responsibilities:

1. Chairs the student's graduate advisory committee.
2. Consults with the student regarding the overall program.
3. Advises the student in matters pertaining to the Plan of Study (POS).
4. Monitors the student's academic progress.

Advisory Committee, Thesis Option (Plan A)

The advisory committee for students pursuing the thesis option consists of at least three faculty members. The committee consists of the major professor and another faculty member within the designated area of study with the department. The third faculty member may be from outside the department. Committee members other than the major professor have the following duties: 1) approve the plan of study and the written thesis, and 2) participate in an oral examination of the thesis.

Advisory Committee, Non-Thesis Option (Plan B)

The advisory committee for students pursuing the non-thesis option consists of the following three members: The major professor and two members representing the student's major area of study. Committee members other than the major professor have the following duties: 1) approve the plan of study with the major professor, and 2) provide assistance to the student as needed.

Responsibilities of the Student:

- To obtain a copy of the requirements for the chosen field of study and to keep it up to date as program requirements are modified or fulfilled.
- To be aware that final responsibility for selecting courses and meeting degree requirements is the student's. The advisor can suggest, recommend, or remind the student of rules and requirements, but the student has the primary responsibility for meeting program and degree requirements.
- To be familiar with the published academic rules and regulations of the University.
- To complete the registration process each semester.
- To inform the Graduate School and advisor of important changes in plans which directly affect academic performance and educational goals.
- To discuss with the advisor and associate advisors notice of unsatisfactory academic performance and its implications, and to develop a program of action.
- Be prepared to ask questions of the advisors.
- Keep the advisor informed in a timely fashion of personal issues that have arisen and that may impact on academic progress.

Transfer Credit

The department and the Graduate School will not accept graduate academic credit taken at other graduate programs upon entry into our graduate program on a priori basis. Such credit, up to a maximum of 6 semester credits, may be allowable on the POS, only as stipulated by University of Connecticut regulations. The student's advisor, the course instructor, and the graduate committee must approve.

Full Time Status

In order to complete the M.A. program in a timely manner, it is a departmental requirement that students must be registered on a full time basis every semester that they are in the program. The Graduate School defines full time status as 9 or more credits per semester during the regular semester. There are no regulations on credits during the summer semester, but students will be in their clinical placements and registered for at least 1 credit of clinical practicum. See the Graduate Catalog (and page 24 of this handbook) for the Graduate School's policy on leave of absence.

Plan of Study

A Plan of Study (POS) is an academic contract between a student, the faculty members of the advisory committee, and the Graduate School. All departmental and Graduate School policies related to the filing of a POS must be adhered to explicitly. Three copies of the POS should be completed at the beginning of the semester that the student expects to graduate. One copy should be submitted to Degree Auditing in the Registrar's Office. One copy should be given to the department program director, and the third copy is for the student's records. The successful completion of all work indicated on the POS is a prerequisite for conferring of the degree. All copies of the POS must be signed by the student and each member of the advisory committee before submission. Students who have a bachelor's degree in an area other than Speech, Language, and Hearing Sciences may be required to complete prerequisite course work, as determined by their advisor, in the areas of normal and disordered speech and language. All students also need to show evidence of 3 credits of coursework in the biological sciences, 3 credits of coursework in the physical sciences, 3 credits of coursework in statistics. You must schedule a meeting with your academic advisor to review your plan of study. When completing your POS, the Degree Sought is an *M.A.* and the Field of study is *Speech, Language, and Hearing Sciences*. A sample plan of study can be found in Appendix C.

Alterations to the Plan of Study

Occasionally students find it necessary to change some aspect of their POS. For example, a student may be unable to enroll in a course listed on the POS because of a schedule conflict or course cancellation. In other cases, the student's program emphasis or professional interests may change. In this case, some of the listed courses are no longer appropriate. Sometimes, it may be necessary to change the members of the advisory committee. Such changes must have the approval of all members of the student's advisory committee. A *Request for Changes in Plan for Graduate Study* form is signed by the student, the major advisor and all associate advisors. The student must transmit the form to the Graduate School for approval and filing. In addition, a copy of the signed *Request for Changes in Plan for Graduate Study* should be placed in the

student's file in the department. Changes to the plan of study should be completed as soon as possible as late changes may delay your graduation date.

Forms may be found at <https://grad.uconn.edu/forms/>.

Thesis/Non-Thesis Options

The student may follow a thesis (Plan A) or non-thesis track (Plan B), both of which allow for meeting the ASHA's certification requirements.

Thesis Option (Plan A)

Students curious about research, as well as those contemplating future doctoral study, should give serious consideration to choosing the thesis option. The thesis option provides the student with an opportunity to work closely with a faculty member and to conduct research in an area of interest. The student must also select a minimum of two additional tenured or tenure-track UConn faculty to serve on their thesis committee.

The master's thesis is a culmination of the student's research. It consists of a written portion and an oral defense. The written portion must be approved by the student's thesis advisory committee and is followed by an oral defense presented to the faculty, including the student's thesis advisory committee, and fellow students. Students must pass both the written portion and the oral defense to successfully complete the thesis option. Passing of the thesis is defined as satisfactory performance on both the written and oral portions of the thesis as determined by all members of the thesis committee.

It is recommended that students choosing the thesis option should identify a faculty member to mentor the research project by the beginning of the second semester of their first year in the M.A. program. This should ensure that the student completes the program in a timely manner. Students completing the thesis option are not required to complete the clinical competency (Plan B) project. If a student elects a thesis advisor other than their original major advisor, that person becomes the major advisor. The major advisor serves as the director of the thesis and guides the student through its completion. Each and every semester that the student is working on the thesis, the student must register for GRAD 5950 (Master's Thesis Research). Students completing a thesis must have registered for a minimum of 9 credits of GRAD 5950 during their graduate program. Relatively early in the planning stage of the thesis, the student will meet with the full advisory committee for approval of the proposed research. The usual practice is for the student to have written a formal prospectus prior to this committee meeting, which may include a review of the literature, a statement of the research question, and a description of the experimental methodology. Any subsequent changes in the design of the study must have the approval of the student's advisory committee members. University requirements for preparation, guidelines, format, etc. can be found on the Graduate School website (www.grad.uconn.edu).

All students are required to successfully complete Human Subjects Training if their thesis will involve human subjects testing. This can be done online at www.citiprogram.org/default.asp. Separate approval of the thesis project is not required by the Internal Review Board (IRB) if the project is covered by an active, approved Internal Review Board protocol (typically under the name of the major faculty thesis advisor). The major faculty thesis advisor will be able to determine if the work is covered under an existing approved research protocol or if additional project approval is needed.

For our department, American Psychological Association (APA) style is preferred but other styles (corresponding to a specific journal where the work is likely to be submitted) may be substituted. The style being used and the resource for the style's guidelines (such as the *Publication Manual of the APA*) must be stated on a separate unbound, unnumbered sheet at the beginning of the thesis. The major professor has final responsibility for assuring that the final thesis meets stylistic requirements. After the research and the writing of the thesis have been completed, the student must satisfactorily pass an oral defense of the research in front of the full advisory committee. Three weeks prior to the date on which the oral defense is to be held, the student should obtain a *Report on the Final Exam for the Master's Degree* form from the graduate school website (grad.uconn.edu/forms/). It is the responsibility of the student to schedule the defense date once the thesis advisor is satisfied with the written thesis.

Once the student has successfully completed the oral defense of his/her thesis, the advisory committee will sign the *Report on the Final Exam for the Master's Degree* form. The thesis advisor will give the form to the Program Assistant who will turn it in to the Graduate School. A student must achieve a minimum grade point average or index of 3.0 on a 4-point scale over coursework on the Plan of Study before being permitted to hold the oral defense.

Students who begin a Master's thesis, but decide to discontinue on this track, may complete the non-thesis (Plan B) track if approved by the advisory committee. Students must complete the *Clinical Project in Speech-Language Pathology* (SLHS 5374) successfully in order to be awarded the clinical degree.

Comprehensive Academic-Clinical Project/Non-Thesis Option (Plan B)

The *Clinical Project in Speech-Language Pathology* (SLHS 5374) is required for students in the non-thesis track and is completed during the Spring semester of their final year. The "Comprehensive Academic-Clinical Project" is used by the faculty as a summative assessment of a student's knowledge of normal and disordered human communication and of his/her ability to apply critical thinking, problem-solving, and analysis to a clinical situation. Currently, as a requirement of the Master's degree curriculum, each graduate student in speech-language pathology who has not opted to write a thesis will successfully complete a comprehensive clinical project prior to graduating from this program. Students register for SLHS 5374 for three credits during the Spring semester of their final year in the M.A. program. However, students begin

working on this project during the summer in between their first and second year. The project includes three parts: 1) a proposal of an intended case study, 2) a written summary of a case study and 3) an oral presentation to the faculty and their peers. The entire project is evaluated using a scoring rubric applied across five categories of the entire project; the written paper is evaluated in the areas of Content and Organization, and the oral portion, in the areas of Preparation and Delivery, Response to Questions, and Professionalism. Students must obtain a final grade no lower than a “B” to pass this project. Students obtaining a final grade lower than “B” on the Comprehensive Academic-Clinical Project will be given an opportunity to redo the project with a new client. This will inevitably delay the student’s graduation date. Failure to obtain a grade of “B” or higher on the second attempt will result in the student being asked to withdraw from the program without being awarded the Master’s degree. The reading committee may ask that the student complete a writing course (e.g., technical writing course) for credit before s/he is allowed to continue with a second case study.

Academic Standing

Academic Standing is an indication of students’ current progress toward completion of their program. The faculty meets to review all students’ performance in both their academic coursework and clinical practica at the midterm and at the end of each semester as well as on an additional basis should such need arise for a particular student or students. The purpose of these meetings is to monitor students’ performance in individual classes and in clinical work in a preventative effort to identify and assist students who may be at risk for subpar academic and/or clinical performance.

The UConn Graduate School specifies the Graduate School requirements which all graduate students must meet to remain in good academic standing. The requirements can be found in the Graduate Catalog at gradcatalog.uconn.edu/. The Speech Language and Hearing Sciences (SLHS) Department holds its students to a more rigorous standard which is outlined below. Students are expected to meet both the UConn Graduate School and SLHS Department standards to remain in good academic standing.

Grading Criteria

The letter A signifies work of distinction. The letter B signifies work of good quality, such as is expected of any successful graduate student. The letter C represents work below the standard expected of graduate students in their area of study.

a. Students are required to maintain a minimum 3.0 cumulative GPA in graduate courses to continue with good academic standing in the graduate programs at UConn. If a student’s cumulative GPA falls below a 3.0, the student will be placed on academic probation. Students placed on academic probation must meet with their academic advisor to develop an academic remediation plan. Failure to meet the objectives of the remediation plan and to secure a 3.0 cumulative GPA for the next semester and

remaining semesters of the student's program will result in the student's recommendation for dismissal from their graduate program.

b. Students are required to demonstrate competency in each mandatory course of their program. Competency is typically demonstrated by achieving a final course grade of B- or higher. Students who do not demonstrate the B- competency for mandatory courses in their program offered within the SLHS department will be provided an opportunity to demonstrate competency in course content areas falling below standards per alternative methods specified by the corresponding course instructor. Demonstration of competency through alternative means will not result in a change in course grade.

c. If a student falls below a B- cumulatively in a required course for their graduate degree offered by the SLHS department at UConn at any point in time, the student will meet with the course instructor and be placed on a Support Plan or a Remediation Plan. A Support Plan is offered as a preventative measure to provide the opportunity for a student who has not met competency expectations to achieve and demonstrate competency at a time point during the semester that the course is offered (e.g., midterm). A Remediation Plan is intended to provide the opportunity for a student who has not met competency expectations to achieve and demonstrate competency after the course is completed.

d. If a student falls below a B- on a clearly defined and measured content area of the required course for their graduate degree offered by the SLHS department at UConn (e.g., assessment, intervention), the student will meet with the academic instructor and be placed on a Support Plan/Remediation Plan to be able to demonstrate competency in these specified areas. The student will be expected to demonstrate competence in the content that falls below B- work in the course, based on the expectations of the Support Plan or Remediation Plan.

e. Students who do not demonstrate competency with the Support Plan and/or Remediation Plan will be permitted to retake the course the next semester that it is offered in order to meet the competency expectations. This may or may not result in a delay in the student's program.

f. Additionally, in order to maintain good academic standing, students must demonstrate performance in clinical practicum that represents adequate progress toward clinical competency. The clinical skills checklists identify six areas of competency necessary for clinical practice and form the basis for assigning grades in clinical practicum for each semester. The six areas of practice include: 1. assessment, 2. intervention, 3. records and reports, 4. supervisory process, 5. technology, equipment and materials, and 6. professionalism and interpersonal skills. Students must achieve a minimum B grade on all clinical practica courses and on the clinical practica components of any course. This expectation exceeds the B- requirement in courses specified above because the M.A. degree is a clinical training program and because a B- represents work below the 3.0 level. Similar to that described above, students can be placed on a Support Plan and/or Remediation Plan in order to meet this competency expectation. Please see the Clinical Handbook for additional information.

g. If a student receives any form of D or F grade, the course will not remain on the Plan of Study and the student's eligibility to continue in the degree program is reviewed by the faculty, including his or her advisory committee. The grade of F signifies failure in

the course and necessitates a recommendation by the department to the Graduate School as to whether or not the student shall be permitted to continue graduate study.

h. A student may only be on academic probation for one semester during their entire program. A second occurrence of failing to meet the academic standards of the program will result in a recommendation for Dismissal to the Graduate School.

Additional Grading Criteria Requirement for Students in the Three Year Program

Students in the three-year program must maintain a GPA of at least 3.5 in undergraduate courses. Any student obtaining a GPA of less than 3.5 in the undergraduate courses during the first year of the three year program will be placed on academic probation. As in the two year program, students can be placed on academic probation for one semester only. Once students enter the second and third years of the three year program, they must maintain an average GPA of 3.0 or better in the graduate courses and meet the grading criteria requirements of all students in the M.A. program.

Remediation Options for knowledge/skills competencies:

Students who have difficulty demonstrating competencies for the knowledge/skills described in the ASHA 2020 (SLP) certification standards will be placed on a Support Plan, if during the semester, or a Remediation Plan, if the course has been completed. The Support Plan or Remediation Plan procedures and objectives will be specified to allow individuals an opportunity to satisfactorily demonstrate target knowledge/skills competencies. These procedures are typically described by instructors in their course syllabi.

While Support Plan procedures are typically initiated by the course instructor, Remediation procedures are typically initiated by the academic advisor (with the assistance of the course instructor) with the understanding that a target competency in the deficit area must be achieved (as defined in the KASA record) before the student will be allowed to begin clinical training in that area. When a standard has been met, the course instructor will indicate “satisfactory” performance and date the student’s Knowledge and Skills Assessment (KASA) form to indicate achievement of the competency (see Appendix D for an example). If a student fails to demonstrate a knowledge or skill competency at the completion of the support plan or remediation activities, the course instructor will submit a report to the academic advisor indicating that the student was unable to complete the competency. It is the students’ responsibility to monitor progress in achieving academic and clinical outcomes.

The described process serves as a method of developing professional responsibility and assures that students understand the ASHA Standards for academic programs in speech-language pathology. Academic advisors of M.A. students are expected to periodically review students' KASA progress. Failure to meet ASHA Standards as tracked by the KASA will affect students' eligibility to apply for the Certificate of Clinical Competence.

Remediation for clinical competencies:

At any time during clinical practicum, if a student is not demonstrating adequate progress or retention of skills, a Clinical Support Plan or Clinical Remediation Plan will be developed. Both a Clinical Support Plan and Clinical Remediation Plan outline the skills that do not or are not expected to meet the standard (see clinical skills checklists under Academic Standing), the ways in which the program will assist the student to attain those skills, and the time frame in which the skills should be demonstrated. If a student is not able to meet the demands of a Clinical Support Plan, the student will be put on Clinical Remediation Plan and be expected to meet the demands of the Clinical Remediation Plan. If students fail to meet the expectations of the Clinical Remediation Plan, then that will constitute a recommendation for dismissal from the program. A Clinical Remediation Plan cannot be repeated for the same area of clinical competency, however, additional Clinical Remediation Plans can be introduced for new areas of concern. See Appendix E for an outline of a Clinical Remediation Plan.

Remediation for clinical competencies at external sites:

In the second year (semesters 3, 4, & 5) of the program, students are placed in external clinical sites to obtain a larger variety of clinical experiences. They are supervised by certified and licensed Speech Language Pathologists who volunteer their services to the University of Connecticut Speech Language Pathology students.

Despite the UCSHC's best efforts to prepare students for their external clinical placements, occasionally a student is removed from a placement when his/her clinical performance does not meet the standards set by the training program. In other words, it is determined that the student is in violation of the Code of Ethics of the profession (e.g., "Individuals shall provide all services competently". See Principle of Ethics I: www.asha.org/policy/ET2016-00342/). The decision to remove a student from a placement is not made lightly and only happens when the student's clinical faculty advisor from the University of Connecticut, upon consultation with the external clinical supervisor, determines that the client care provided by the student clinician is being impacted and that it would be impossible for the student to receive a passing grade for

that clinical placement. When removal occurs -- and this does not happen often -- the Department works with the student to identify areas of clinical deficiency and to develop a Clinical Support or Clinical Remediation Plan to address these deficiencies. Furthermore, the student's clinical faculty advisor works with the UCSHC Director of Clinical Education to develop the Plan and to identify an alternate clinical experience. The student is then given another opportunity to achieve the clinical standards set out in the Clinical Support or Clinical Remediation Plan in a different clinical setting. To ensure that a student is treated objectively, the Plan is reviewed by the student's academic advisor and the Program Head for Graduate Training in Speech-Language Pathology before it is given to the student to review and sign.

It is important to reinforce that the UCSHC must adhere to the profession's Code of Ethics and the provision of competent services. In order to protect patients and honor our contracts with clinical settings, a student must be removed from a placement if patient care is impacted. For example, if the student's placement is in the school system, the client (patient) with whom the student is working has a contract with the schools in the form of an Individualized Educational Plan (IEP). The IEP contains goals and objectives that the client must achieve within a specified period of time and is a legal document signed by the school officials and the parents. If the goals are not met, the school is liable for violation of the contract between the parents and the school. The same would be true of any other clinical setting (i.e., hospital, rehab center, private clinic, birth to 3 agency).

Student Recourses and Complaints

Due Process

Students have the right to: 1) challenge a grade on an assignment; 2) challenge a final grade in a course; and 3) challenge recommendation for dismissal from the program

- a. Appeal of a grade on an assignment, quiz, test, or paper (must be made prior to the end of course). The student contacts the instructor, per the instructor's written expectations on the syllabus. It is up to the instructor to make the decision in this situation. If the student is not satisfied, the student may ask the Department Head to attend the meeting between the instructor and the student in which the assignment, test, quiz, or paper is reviewed. If the Department Head is the instructor, the Program Head will attend as the third party.
- b. Appeal of a final course grade (must be within 30 days of the final examination). The student should first discuss his or her reason for the appeal with the instructor of the course. If no satisfactory agreement is reached the student has the option to submit an appeal in writing to the Department Head. If the instructor is the Department Head, the appeal should be submitted in writing to the Program Head. The written appeal should contain the necessary information and reasons that the student believes that her/his

course grade is incorrect and should be modified. The Department Head or Program Director recommends a course of action regarding the grade, and provides this recommendation in writing to the student and the course instructor.

c. Appeal recommendation of dismissal from the M.A. program. In cases where a recommendation of dismissal is made by the SLHS department to the Graduate School, the student can request a hearing with the Associate Dean of the Graduate School. The appeals procedure is described in the Graduate Bulletin. Students should refer to the Graduate Bulletin for complete information and may direct questions to faculty in the SLHS department or representatives within the Graduate School.

Grievance Procedures

The UConn Graduate School policies regarding students who feel aggrieved or uncertain about whether or not they have been treated fairly by a faculty or staff member have several routes that can be taken to seek resolution or redress. Refer to the UConn Graduate School for these procedures.

Depending on the nature of the complaint, the student may also contact the Office of Institutional Equity (<http://equity.uconn.edu/>), the Office of Diversity and Inclusion (<http://diversity.uconn.edu/>), the Center for Students with Disabilities (<http://csd.uconn.edu/>), or any of the cultural centers on campus (<http://diversity.uconn.edu/cultural-centers/>).

The Department's grievance procedures are as follows:

Step 1: If a student has a grievance with faculty or staff associated with the program, the student should meet first with the person that is believed responsible for the grievance in an attempt to informally resolve the problem through direct and open communication between the concerned parties.

Step 2: If a student is not satisfied with the results of the informal meeting, he or she should submit a written complaint to the primary faculty or staff member involved, along with a request for a formal meeting with this faculty or staff member. Another faculty member, who is not involved in the grievance, will be selected to serve as a mediator. This will typically be the primary advisor or an associate advisor if the primary advisor is the person believed responsible for the grievance. The written grievance should be presented promptly to the primary faculty or staff member, and prior to scheduling the meeting. The student may be accompanied by a representative of his or her choice at any step of the process. Subsequent to this meeting, the mediator will return a written response to the student grievant within 10 working days of the meeting. If the grievance is resolved, a copy of the written resolution will be included in the student's file.

Step 3: If the student is dissatisfied with the results of Step 2, he or she may appeal in writing to the Department Head, unless the Department Head is the individual responsible for the grievance. In this case, the appeal in writing would go to the Program Head within 10 working days of the date of Step 2 response. Upon receipt of the appeal, the Department Head or Program Head will schedule a meeting with the student and the individual at whom the grievance is directed within 10 working days. After the step 3 meeting, a written response will be issued to both parties within 15 working days.

Step 4: If either party is dissatisfied with the results of Step 3, he or she may appeal in writing to the SLHS Department faculty within 10 working days from the Step 3

response. Upon receipt, the department faculty will schedule a meeting to discuss. A written response will be issued to both parties within 15 working days. The step 4 decision is final by the department. A copy of the final grievance and results will be maintained in the student's file for historical purposes.

Complaints to the Council on Academic Accreditation

Students also have the right to submit complaints against a program to the Council on Academic Accreditation (CAA). Complaints to the CAA can be made when a student (or alumni) believes that the program is in violation of one of the six essential components of a training program in speech language pathology or audiology.

Criteria for Complaints to CAA

Complaints about programs must meet all of the following criteria:

- a. be against an accredited graduate education program in audiology or speech-language pathology;
- b. relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech-Language Pathology (caa.asha.org/wp-content/uploads/Accreditation-Standards-for-Graduate-Programs.pdf) in effect at the time that the conduct for the complaint occurred, including the relationship of the complaint to the accreditation standards;
- c. be clearly described, including the specific nature of the charge and the data to support the charge;
- d. be within the timelines specified below:
 - if the complaint is being filed by a graduate or former student, or a former faculty or staff member, the complaint must be filed within one year of separation* from the program, even if the conduct occurred more than 4 years prior to the date of filing the complaint;
 - if the complaint is being filed by a current student or faculty member, the complaint must be filed as soon as possible, but no longer than 4 years after the date the conduct occurred;
 - if the complaint is being filed by other complainants, the conduct must have occurred at least in part within 4 years prior to the date the complaint is filed.

*Note: For graduates, former students, or former faculty or staff filing a complaint, the date of separation should be the date on which the individual was no longer considered a student in or employee of the graduate program (i.e., graduation, resignation, official notice of withdrawal or termination), and after any institutional grievance or other review processes have been concluded.

Complaints also must meet the following submission requirements:

- a. include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA;
- b. include the complainant's name, address, and telephone contact information and the complainant's relationship to the program in order for the Accreditation Office staff to verify the source of the information;
- c. be submitted using the CAA's complaint form;

- d. must be complete at the time of submission, including the complaint and all appendices;
- e. append documented evidence in support of the complaint, including as appropriate relevant policies/procedures, relevant correspondence (including email), timelines of referenced events, etc. Complainants should not enclose entire documents; only the specific pages should be included that present content germane to the complaint. Page numbers to these appendices should be referenced in the complaint. Materials may be returned to the complainant if not properly organized to support the complaint.
- f. must submit all complaints and supporting evidence in English, consistent with the business practices of the CAA;
- g. be signed and submitted in writing via U.S. mail, overnight courier, or hand delivery—not via e-mail or as a facsimile—to:
Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850

Academic Integrity

A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g., papers, projects, and examinations); any attempt to influence improperly (e.g., bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code. The University considers the following as forms of academic and scholarly misconduct:

- cheating
- plagiarism
- misrepresentation
- unauthorized possession, use, or destruction of academic or research materials
- computer violations
- fabrication or falsification in research
- research violations
- conflicts of interest
- tampering any attempt to influence improperly

- aiding or abetting any impropriety or act of misconduct committed by a graduate student in a teaching role
- deliberate obstruction

These categories are not intended to be exhaustive. A complete description of the Graduate School's policy on academic integrity can be found at <https://community.uconn.edu/academic-misconduct/>.

Withdrawal from the Program

Students withdraw from a program for two main reasons. 1) The student withdraws from the program because the student no longer desires to continue with the program, or 2) The student withdraws from the program in anticipation of a dismissal decision by the Graduate School due to poor academic or clinical performance.

The Universities policy on withdrawing and reimbursement of fees taken from the Graduate Catalog is listed below.

Dropping of classes

The general policies and procedures regarding dropping a course apply to dropping all courses, whether the student wishes to remain active in the graduate degree program or to withdraw permanently from it. Permission' from the Graduate School is needed for the student either to remain active in the program or to leave in good standing. If a student wishes to remain active and registered after dropping all courses, an appropriate zero-credit Continuing Registration course must be added to his or her enrollment record. The determination of active status is subject to the provisions contained in the "Continuous Registration" section. If a refund is due to a student (See "Refunds and Cancellations of Charges"), the schedule revision-request card must be signed by the appropriate Graduate School officer, regardless of the week of the semester. This signature is required so that the refund process may be initiated. No refund is possible unless all course work for credit is dropped.

Cancellations and Refunds

In order to be eligible for a refund or cancellation of charges, a student must officially drop all courses currently being taken.

The University grants a full refund of fees to any student dismissed for academic deficiency or other cause, provided that the dismissal takes place prior to the start of classes. In certain other instances, including illness, full refunds or cancellations of charges may be made at the discretion of the Dean of the Graduate School, provided

that the interruption or termination of the student's program takes place prior to the start of classes. A student inducted into military service will receive a prorated refund or cancellation of charges based on his or her date of separation. The student in this situation must furnish the Office of the University Bursar with a copy of the orders to active duty, showing this to be the reason for leaving the University.

Refunds or cancellations of charges are available on the following schedule for students whose programs are interrupted or terminated prior to or during a regular academic semester. When notice is received prior to the first day of classes of a semester, full refund (less nonrefundable fees) will be made if the fees have been paid in full. Thereafter, refunds or cancellations of refundable charges will be made according to the following schedule:

- a) 1st week *90%*
- b) 2nd week*60%*
- c) 3rd and 4th week *50%*
- d) 5th week through 8th week *25%*

For graduate degree-seeking students who paid fees to the Office of Credit Programs, College of Continuing Studies, refunds are governed by the above schedule.

Leave of Absence

Under compelling personal or medical reasons, a graduate student may request a leave of absence from his or her graduate program for a period of up to 12 months (one calendar year). The request for a leave of absence must be made in writing using the *Request for Leave of Absence from Graduate Studies Form*. The completed application form must bear the signatures of the student, the student's Major Advisor, and the Department or Program Head. The completed application form is to be submitted to the Graduate School for review and approval at least 30 days before the leave of absence is to commence, or the earliest date possible in extenuating circumstances.

Reinstatement from an approved leave of absence will occur at the beginning of the appropriate academic term. To request reinstatement from an approved leave of absence, the student should complete the form titled *Request for Reinstatement from Leave of Absence from Graduate Studies*, and submit it to the Graduate School. A complete description of the Leave of Absence policy and forms can be found on the Graduate School's website at graduatecatalog.uconn.edu/leave-policy.html.

Knowledge and Skills Assessment (KASA)

Formative assessment is the ongoing measurement during educational preparation for the purpose of improving student learning. Formative assessment yields critical information for monitoring an individual's acquisition of knowledge and skills. Such assessment must evaluate critical thinking, decision-making, and problem-solving skills.

Measures should include oral and written components, as well as demonstrations of clinical proficiency.

Formative assessments will be conducted in each course with ASHA standards covered in the class and evidence to be collected in each class showing achievement of target competencies identified in the syllabus of each course. As a summative assessment, each student is required to complete a research project (Thesis - Plan A) or a Comprehensive Academic-Clinical Project (Non-thesis - Plan B).

Knowledge and skills will be documented on the KASA form. A sample is found in Appendix D. Each academic advisor will review this form with the student during new student orientation. The academic advisor is responsible for completing the KASA form at the end of each semester. The KASA forms will be kept in digital format and will remain in the student's digital file at the end of the program.

Demonstration of continued professional development is mandated for maintenance of the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). The new standards take effect on January 1, 2020. The renewal period is 3 years. This standard will apply to all certificate holders, regardless of the date of initial certification. All aspects of the M.A. program meet the ASHA standards for certification in speech-language pathology. It is the advisors' responsibility to ensure that the student's KASA form is up-to-date. At the end of their final semester, students must meet with their advisor to review the KASA form. Their academic advisor will sign and date it to indicate that the student has met all the academic requirements for clinical certification. Use of the KASA form serves as a mechanism for monitoring progress towards meeting knowledge and skills outcome requirements delineated in ASHA standards.

STANDARDS OF WRITING AND ORAL LANGUAGE PERFORMANCE

International Students

International degree-seeking applicants whose native language is not English are required to submit a Test of English as a Foreign Language (TOEFL or TOEFL iBT) or International English Language Testing System (IELTS) scores for University of Connecticut Graduate School admissions. Many countries are still using the standard TOEFL exam with the TWE and TSE. Most other countries have available the newer TOEFL iBT or the IELTS. Applicants may take whichever exam is available in their country. Many departments require the TWE from applicants, since this tool explicitly evaluates writing skills; the TSE gives us a good indication of skills in spoken English as well. When applicants take the TOEFL, they must also take the Test of Written English (TWE) and the Test of Spoken English (TSE). A score of 5 or better (on a scale of 1 - 6) is considered adequate for the TWE and a score of 50 is considered adequate for the TSE. When applicants take the TOEFL iBT they must have an overall score of 79 and a 27 on the speaking section of the test. An applicant may also take the IELTS exam and

must receive an 8 in order to be considered for admission to our program. It is expected that students will have the necessary English skills to provide speech and language services to clients with a communication disorder. Periodically, international students who perform adequately on the TOEFL or the ITELTS do not have English proficiency sufficient to begin clinical practicum. These situations are dealt with on an individual bases by the faculty. Students may need to receive accent modification or second language instruction before a decision is made to allow them to participate in clinical training.

Writing Performance Requirements

At the master's level, it is recommended that, particularly in the first semester of academic work, all courses and clinical experiences contain a content-oriented writing component (e.g., papers, clinical reports, take home examinations, or projects, as appropriate). For those students who are working toward a clinical degree, writing skills specified in the ASHA 2020 standards must be met. If any student produces work that is of concern (e.g., difficulty with grammatical construction, spelling, or organization), the instructor may refer a student to the UConn Writing Center. The purpose of this referral is to assist the student in continuing to attain appropriate intervention services. The Writing Center routinely notifies the referring instructor when a student uses the services. If the student continues to struggle with writing, s/he may be asked to complete a college level English composition or technical writing course with a grade of B or better. It will be the responsibility of the individual student to implement the recommended procedure. It will also be at the discretion of the instructor to determine if the writing deficiencies are severe enough to potentially impede the student's success. If so, it will be the instructor's responsibility to inform the academic advisor. Professional writing skills will be emphasized and evaluated as part of the practicum experience each semester. An unsatisfactory performance on written assignments jeopardizes the students standing in the program and clinical privileges may be terminated.

Writing Intervention Referral Sources

Technical writing courses are available. These include exercises in writing essays, grant proposals, and personal statements, but are not content specific. The Writing Center is a major referral source. The Writing Center is available to meet with students to assist them in a one-on-one environment. It is very helpful for the Writing Center to receive information from the instructor regarding the specific concerns surrounding the student's writing. Information about the Writing Center can be found at www.writingcenter.uconn.edu/.

Speech, Language and Other Performances

It is expected that all students participating in clinical practicum will have good oral speech and language skills, as well as good motor, perceptual, emotional, and intellectual abilities. Students with speech and/or language errors may require intervention to correct these errors before they will be eligible for clinical practicum. In

addition, students enrolled in the M.A. program must be capable of completing, with reasonable accommodations, the entire clinical curriculum. The professional curriculum requires the demonstration of proficiency in a variety of cognitive, problem solving, manipulative, communication, and interpersonal skills. To achieve these proficiencies, several technical standards are required of each student. A description of the technical standards can be found in Appendix G.

Clinical Experiences for the SLP Student

Clinical Practicum

According to the ASHA guidelines, The applicant shall maintain documentation of academic coursework, practicum hours, and practicum supervision verified by the program. This documentation must demonstrate that the applicant possesses the knowledge and skills delineated in Standard IV. Clinical practicum is defined as clinical experience approved by an academic program. Clinical practicum is designed to foster the continued growth and integration of the knowledge and skills outlined in standard IV. Students shall participate in practicum only after it has been determined that they have had sufficient preparation to qualify for such experience.

At the University of Connecticut a minimum of 25 observation hours are required prior to beginning clinical practicum assignments in speech-language pathology. These observations cover a range of communication disorders and clinical services provided in speech-language pathology. They must be obtained under the direct supervision of qualified supervisors who hold current ASHA certification in the appropriate area. The observation hours must be in the areas of evaluation and treatment of children and adults with disorders of speech, language, voice, fluency, swallowing or hearing. The observation experience must be coordinated by a University program and the documentation of hours forwarded to the University of Connecticut directly from the undergraduate university. Graduate students must demonstrate proficiency in English speech production and English language skills and knowledge, before beginning clinical practicum.

Clinical practicum at the University of Connecticut provides students with a wide variety of clinical experiences at the graduate level. Students are scheduled for clinical practicum only when the requirements for academic preparation and observation have been satisfied. Occasionally this sequence may be adjusted so that clinical experiences may be scheduled concurrently with the required academic study. The first 25 earned clinical clock hours of practicum must be obtained under the direct supervision of qualified supervisors at the University of Connecticut Speech and Hearing Clinic and/or its contracted sites. In addition to their initial experiences in the university clinic, students are assigned to a minimum of two off-campus clinical sites during their graduate program. These include settings such as hospitals, private practice, schools,

early intervention sites, and rehabilitation centers. Most students will be placed in three external clinical placements during the final three semesters of the program

A variety of clinical practicum experiences must be obtained so that the applicant can demonstrate skills across the scope of practice in speech-language pathology. Acceptable clinical practicum experience includes clinical and administrative activities directly related to patient care. Supervision must be sufficient to ensure the welfare of the patient and the student in accordance with the ASHA Code of Ethics. Supervision of clinical practicum must include direct observation, guidance, and feedback to permit the student to monitor, evaluate, and improve performance and to develop clinical competence. The amount of supervision must also be appropriate to the student's level of training, education, experience and competence. Supervisors must hold a current CCC in the appropriate area of practice if students intend to apply clock hours toward the Clinical Certificate of Competency in Speech-Language Pathology (CCC-SLP). Activities supervised shall be limited to those specified in the Scope of Practice for the professional area in which supervisors are certified. Individuals educated in foreign countries must meet this standard. These clinical practicum requirements are met in the M.A. program through registration in clinical practicum (SLHS 5336 or SLHS 5302). The student must register for SLHS 5336 each semester in the program and for SLHS 5302 during the summer. Additional information regarding clinical practicum experiences will be available through the Huskyct section of the clinical practicum classes.

School Certification for Speech-Language Pathologists

Speech-language pathologists who work in the Connecticut public schools must have school certification. Through an arrangement with the School of Education, students enrolled in the M.A. program in SLHS can fulfill requirements leading to certification as an SLP for employment in Connecticut's public schools. Requirements include course work in Special Education, Regular Education, Human Development or Psychology, Classroom Instruction and Management, and Health. A practicum assignment as an SLP (EPSY 5188) in a public school setting enables the student to complete student teaching requirements for certification and is completed concurrently with the student's enrollment in the M.A. program. Below are listed the requirements for Connecticut State Board of Education school certification as Speech-Language Pathologists. Courses used to fulfill these requirements are also listed. Although completion of these requirements requires a Master's Degree, students planning to acquire this certification may begin meeting some of the requirements as part of their undergraduate program. Students who plan to do their graduate training in Connecticut will be required to submit evidence of a combined score of at least 1100 on quantitative and verbal portions of the SAT. If a student cannot meet this requirement s/he must take and pass the PRAXIS I examination. Students who plan to do graduate study in another state and who plan to obtain certification in that state are urged to investigate the requirements particular to that state, as they are occasionally different from Connecticut's.

School Certification Requirements for Speech Language Pathology:

1. A bachelor's degree from an approved institution.
2. Master of Arts in Speech, Language, and Hearing Sciences from the University of Connecticut including a minimum of three semester hours of credit in curriculum and methods of providing clinical services to children with communication impairments in schools. These courses can be:

SLHS 5348	Language Disorders 1: Birth to 5 Years
SLHS 5349	Language Disorders II: School Age Population
SLHS 5353	Speech Sound Disorders in Children

3. A minimum of six semester hours of credit in professional education, including course work in such areas as:

a. Foundations of Education

EDCI 5700	Foundations of Bilingual Education Comparative and International Education
EDCI 5750	Language Diversity and Literacy

b. Psychology: child, educational, developmental, adolescent or cognitive learning

EPSY 3010	Educational Psychology
EPSY 5402	Individual Differences in Learners
EPSY 5510	Learning: Its Implication for Education
EPSY 5405	Applied Behavior Analysis
EPSY 5530	Theories of Learning: Cognition and Instruction
HDFS 2100	Human Development: Infancy through Adolescence
HDFS 3103	Adolescence: Youth and Society
HDFS 5102	Early and Middle Childhood Development
HDFS 5103	Adolescent Development
HDFS 5215	Models and Concepts of Lifespan Human Development
HDFS 5216	Advanced Seminar in Theories of Human Development
PSYC 2400	Developmental Psychology
PSYC 2500	Learning
PSYC 2501	Cognitive Psychology
PSYC 3400	Theories in Developmental Psychology
PSYC 5410	Advanced Developmental Psychology

PSYC 5420
PSYC 5470

Cognitive Development
Special Topics in Developmental Psychology

c. *Classroom instruction and management, bilingual/bicultural education, reading, curriculum development behavioral management*

EDCI 5705	Curricular Issues in Bilingual Education
EDCI 5715	Bilingualism and Second Language Acquisition
EDCI 5875	Multicultural Education
EPSY 5121	Developmental Foundations of Exceptionality
EPSY5123	Instructional Strategies and Adaptations for Students with Special Learning Needs
EPSY 5671	School-Based Systems Intervention

4. *Supervised clinical practice in an educational setting*

EPSY 5188 – School-based Practicum in Communication Disorders (6 credits)

Not open to undergraduate students. Offered as part of the M.A. Program for those enrolled in the Teacher Certification Program for College Graduates (TCPCG) through the School of Education.

5. *Course of study in special education*

EPSY 5108 Students with Special Needs in the Classroom Environment, 3 credits (not open to undergraduate students)

Requirements for Certification by ASHA

The American Speech-Language Hearing Association (ASHA) Council on Academic Accreditation (CAA) accredits the University of Connecticut Speech-Language Pathology program; our program is designed to provide all academic and clinical practicum requirements for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) issued by ASHA. In addition, students must pass the national PRAXIS exam. A complete description of the standards and procedures for obtaining the CCC-SLP is outlined on the American Speech-Language and Hearing Website (www.asha.org/Certification/2020-SLP-Certification-Standards/).

The National Examination

Passing the Speech-Language Pathology Praxis exam is one of the requirements for obtaining the CCC. It is recommended that students take this examination during the spring of their final year of graduate study. Applications can be obtained from www.ets.org/praxis. Students must indicate on the application form that their score is to

be sent to the national office of ASHA and to the University of Connecticut. The code you enter for the University of Connecticut for the SLP/AUD exam is #0044.

Documentation for Application for ASHA Certification

KASA Documentation: An individual KASA form will be developed for each student who enters the M.A. clinical program. Students are required to use their KASA form, in consultation with their academic advisor, from the beginning of their program to plan the courses that they will need to take and to record the accomplishment of knowledge and skill outcomes as they are achieved. Course instructors will indicate objectives addressing knowledge or skill outcomes identified in ASHA Standards 2020 through class syllabi. At the completion of each course and clinical practicum, instructors will provide feedback to students of the knowledge and/or skill areas that have been demonstrated. Students must maintain evidence of completion, such as course projects, exams, assignments, and/or records of clinical skill evaluation (CSCF). When applying for the Certificate of Clinical Competence (CCC) you are expected to have supporting documentation for the KASA.

Clinical Hours Documentation: (see clinician's manual)

Certification Procedures

Take the following steps to ensure that your certification application procedure goes smoothly:

1. Before you leave for externship, complete all parts of the KASA. If you have had areas identified as in need of remediation, you must send proof to your advisor of how those have been resolved. As previously mentioned, you must keep supporting evidence for the skills and knowledge outcomes.
2. Obtain a copy of your KASA form and put it with your own practicum log and keep them in a safe place with other valuable records, such as your birth certificate, wedding license, car title, etc.
3. No later than the end of your clinical fellowship (CF), complete the ASHA certification application (the application is available from ASHA, www.ASHA.org) and have the CF record signed by the appropriate persons at your CF site.
4. Fill out the first two pages of the ASHA application and sign it.
5. Send the ASHA application to the departmental secretary, who will check to make certain that all records are in order. If so, it will be sent to the department chair to be verified and signed. We will use the practicum log sheets, copies of your KASA form, the External Practicum SITE Forms, the External Practicum Summary Forms, Practicum Record Form and the Praxis score report as the basis for completing our part of your ASHA certification application forms. This information needs to be submitted as soon as possible prior to the ASHA application. If you do not follow all of these directions explicitly, it will delay the certification procedure and cause you and others to have to engage in unnecessary correspondence.

Exit Survey

Graduate students are required to complete the appropriate exit survey before they can receive their Master's degree and/or graduate. For master's degree students, the appropriate survey is the Masters Candidate Exit Survey.

Financial Assistance

Many students cite financial concerns during their M.A. program. You may find it beneficial to investigate a variety of funding options. Funding for graduate students may include scholarships, loans, grants and work study. The information below is designed to help assist you as you explore the various options. A good resource is: www.asha.org/students/financial-aid/.

Tuition Rates

Current tuition rates may be found at: grad.uconn.edu/financing/tuition-and-fees/.

Research Assistantships

Many faculty members in the department receive research or training grants from a variety of funding sources. If the faculty member has budgeted for one or more assistants in the grant proposal, and if this was approved by the granting agency, then the principal faculty member is responsible for selecting the graduate student to fill each appointment.

Need Based Financial Aid

United States citizens or permanent residents of the United States (but not International Students) may apply for need-based financial aid, which includes Federal Stafford Loans (FSL), Federal Work Study, and University of Connecticut Tuition Remission Grant. TO APPLY FOR NEED-BASED AID, AN ADDITIONAL FORM NOT INCLUDED IN THE ONLINE OR PAPER APPLICATION MUST BE COMPLETED. The required application for need-based aid is the Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA. Application materials should be available on/after December 15. You can also file an electronic FAFSA on the web at: www.fafsa.ed.gov. For more information on FAFSA, visit the University of Connecticut financial aid web site at: financialaid.uconn.edu/

NEED-BASED FINANCIAL AID DEADLINES are March 1 for continuing UConn graduate students and May 1 for entering UConn graduate students. The FAFSA must be received and logged in at the Federal Processor on/before the published deadline date. On-time status will not be determined by postmark dates or postage receipts.

Priority for the awarding of Federal Work Study as well as University of Connecticut Tuition Remission funds will be reserved for applicants who comply with the above

deadlines. Applications received after the deadline will be considered for Federal Stafford Loans only.

Private Loans

Two financial aid sites available, containing deadline calendars guides for choosing a loan, and specific information for financing your graduate education: www.gradloans.com or online Sallie Mae loan search:

Department of Student Affairs Short-Term Emergency Loan Fund

The Dean of Students Office administers this program that can help graduate students who have encountered unforeseen financial difficulties that pose a hardship to their student status. Students must be currently registered and degree-seeking to be eligible. **Contact:** Dean of Students Office (486-3426), Wilbur Cross Building, Room 221

Work Study Program

Federal Work-Study (FWS) provides part-time jobs to graduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the recipient's course of study. Students are paid on an hourly basis. Earnings may not exceed your FWS award. Contact Sirrah Laughery or Wendy Chase for information about available jobs in our department.

Scholarships

Graduate students may also receive financial support from a variety of outside sources in the form of scholarships. The support, which is offered on a competitive basis, has come from the American Speech Language and Hearing Association, state organizations and private organizations. Application information is made available to students as the opportunities are advertised. For updated information, please check the student board and watch your email on a regular basis.

Student Organizations

NSSLHA Chapter

The National Student Speech-Language-Hearing Association (NSSLHA) is a national organization for graduate and undergraduate students interested in the study of normal and disordered human communication. NSSLHA has approximately 18,000 members with chapters in more than 285 colleges and universities. Visit the national page for NSSLHA, www.nsslha.org/nsslha/, for information about membership and local activities.

Appendix A: Sample Speech-Language Curriculum

Fall 1	Course	Credits
SLHS 5336	Clinical Practicum in SLP	3
SLHS 6368	Topics in SLP	2
SLHS 5345	Motor Speech Disorders	3
SLHS 5348	Language Disorders I: Birth to 5	3
SLHS 5353	Speech Sound Disorders in Children	3
SLHS 5377	Introduction to Research Methods	3
Spring 1	Course	Credits
SLHS 5336	Clinical Practicum in SLP	3
SLHS 6368	Topics in SLP	2
SLHS 5342	Aphasia	3
SLHS 5343	Cognitive-Communicative Disorders	3
SLHS 5346	Dysphagia	3
SLHS 5349	Language Disorders II: Kindergarten to 12	3
SLHS5359	Voice Disorders	3
May Term/Summer Course		Credits
SLHS 5302	Summer Clinical Practicum in Speech Disorders	1
Fall 2	Course	Credits
SLHS 5335	Fluency Disorders	3
SLHS 6368	Topics in SLP	2
EPSY 5188 ^[1]	School-based Practicum	6
EPSY 5108 ^[1]	Students with Special Needs	3
SLHS 5336	Clinical Practicum in SLP	3
SLHS 5361	Advanced Speech Science	3
SLHS	Elective ^[2]	3
Spring 2	Course	Credits
EPSY 5188	School-based Practicum	6
EPSY 5108	Students with Special Needs	3
SLHS 5336	Clinical Practicum in SLP	3
SLHS 6368	Topics in SLP	2
SLHS 5374	Clinical Project in SLP	3
SLHS	Elective	3

[1] EPSY 5188 may be taken either in the fall or spring terms of the second year (but not both terms) of the MA program. EPSY 5108 is taken in the same semester as EPSY 5188. Students also register for 3 credits of SLHS 5336 in the same term.

[2] *Students must take six credits of electives as part of their degree requirements. The electives are typically courses offered within the department, but may be taken outside the department if approval is obtained from the student's academic advisory committee. The entire list of courses offered in SLHS can be found in the graduate catalog.

Appendix B: Academic Checklists

First Year Academic Checklist

- 1) Get to know your academic advisor.
- 2) Review the KASA form and monitor progress toward meeting goals and objectives identified in academic courses and clinical practicum at the end of each semester by meeting with your advisor.
- 3) Join the National Student Speech Hearing Language Association (Must be a NSSLHA member for one year prior to the time of and at graduation in order to receive the \$50.00 savings on ASHA certification fees).

Second Year Academic Checklist

- 1) Meet with your academic advisor to ensure that all necessary courses and KASA standards are completed for the Master's degree and ASHA certification before your final externship.
- 2) **Submit your final plan of study to degree auditing at the beginning of your final semester.**
- 3) Review requirements for ASHA Membership and Certification
- 4) Contact the State Licensure Board in your target state of professional practice to determine any unique (beyond those for ASHA certification) requirements for licensure and the licensure process.
- 5) ASHA Clinical Fellowship (CF) Preparation: Specific ASHA requirements for the CF available on the ASHA web page.
- 6) To apply for degree completion, log in to the Student Administration System (student.studentadmin.uconn.edu) and complete these four steps:

Apply for graduation:

- Navigate to the Apply for Graduation page (Self-Service --> Student Center --> select Apply for Graduation in the drop down menu)
- Complete the fields on this page and click the Submit Application button to continue the process.

Check your name for correct spelling and form:.

- Navigate to the Names page (SA Self-Service --> Personal Portfolio --> Tasks --> Names)
- To have a different name on your diploma & Commencement Program, click the link and enter a Diploma Name, then save the page.

Check your current mailing address.

- Navigate to the Addresses page (SA Self-Service --> Student Center --> Personal Information --> Addresses)
- If you are planning to move following completion of your degree, enter your new address and the date your new address will be effective.

Let us know your post-graduation plans.

- Navigate to the Work Plans page (SA Self Service --> Student Center --> Personal Information --> Work Experience)
- Enter your employer's name, country, city, and state, along with your start date and job title. If you do not know all the information, complete as much as possible.

We will use this information to complete your degree, to mail your diploma to you, to communicate with you in the future, and to improve graduate program quality.

Appendix C: Sample Plans of Study Plan A (Thesis)

Plan of Study for Master's Degree

Name: Doe Jane S
Last First Middle Initial

Student ID: 1 2 3 4 5 6 7 and/or NetID: J S D 0 2 0 0 6 Phone: 860.555.5555

Email address: jane.doe@uconn.edu

Degree sought: MA Field of Study: Speech, Language, and Hearing Sciences

Area of Concentration (if any): Speech-Language Pathology

This plan of study should be submitted to the Office of the Registrar by the end of the fourth week of the student's final semester before degree completion. The successful completion of all work indicated on the plan of study is a fundamental prerequisite for the conferring of the degree. This form must be signed below by the student and each member of the advisory committee. Any changes in listed coursework should be submitted on the "Request for Changes in Plan of Study" form.

	ADVISOR'S NAME (PRINTED) Minimum of three required	ORIGINAL SIGNATURE REQUIRED
MAJOR ADVISOR	<u>Benard Grela, Ph.D.</u>	_____
ASSOCIATE ADVISOR	<u>Tammie Spaulding, Ph.D.</u>	_____
ASSOCIATE ADVISOR	<u>Rachel Theodore, Ph.D.</u>	_____
ASSOCIATE ADVISOR	_____	_____
ASSOCIATE ADVISOR	_____	_____
ASSOCIATE ADVISOR	_____	_____

Date by which you expect to complete work for the degree: May 12, 2022

Formal application for graduation by the student to be placed on the list of degree candidates must be submitted through the Student Administration System before the conferral date. See the Academic Calendar for conferral dates and deadlines.

LEAVE BLANK

Date by which all requirements for the degree must be completed: _____

PLAN A (THESIS)

PLAN B (NON-THESIS)

Course Work

The plan of study should be completed in consultation with your advisory committee. List in chronological order all courses that fulfill the requirements for the Master's degree.

Plan A (Thesis): At least 21 credits of appropriate course work, as well as a minimum of nine of GRAD 5950/5960 Master's Thesis Research credits must be listed. Your advisory committee may require more than the minimum 21 depending on the scope and quality of your preparation and objectives.

Plan B (non-Thesis): A minimum of 30 credits of appropriate course work must be listed. Your advisory committee may require more than the minimum 30 credits depending on the requirements of your field of study.

Refer to the Graduate Catalog in regard to transfer credit courses and submit any request for transfer credits on the "Transfer Credit Request" form with advisor's approval signature and official transcript. Please retain a copy of the plan for your records.

College	Course Number	Course Title	Course Credits	Leave Blank	Year	Semester
EXAMPLE U OF CONNECTICUT	GRAD 5950	MASTER'S THESIS RESEARCH	3		2010	SPRING
UConn	SLHS 5336	Clinical Practicum in SLP	3		2019	Fall
UConn	SLHS 5345	Motor Speech Disorders	3		2019	Fall
UConn	SLHS 5348	Language Disorders I	3		2019	Fall
UConn	SLHS 5353	Speech Sound Disorders in Children	3		2019	Fall
UConn	SLHS 5372	Intro to Research	3		2019	Fall
UConn	SLHS 5336	Clinical Practicum in SLP	3		2020	Spring
UConn	SLHS 5346	Dysphagia	3		2020	Spring
UConn	SLHS 5342	Aphasia	3		2020	Spring
UConn	SLHS 5343	Cognitive-Communicative Disorders	3		2020	Spring
UConn	SLHS 5349	Language Disorders II	3		2020	Spring
UConn	SLHS 5359	Voice Disorders	3		2020	Spring
UConn	SLHS 5302	Summer Clinical Practicum	1		2020	Summer
UConn	SLHS 5335	Fluency Disorders	3		2020	Fall
UConn	SLHS 5361	Advanced Speech Science	3		2020	Fall

Sample Plan of Study Plan B (Non Thesis)



233 Glenbrook Road, U-4077
 Storrs, CT 06269-4077
 Phone: 860-486-3331 Fax: 860-486-0062
 Email: registrar@uconn.edu

Plan of Study for Master's Degree

Name: Doe Jane S
Last First Middle Initial

Student ID: 1 2 3 4 5 6 7 and/or NetID: J S D 0 2 0 0 6 Phone: 860.555.5555

Email address: jane.doe@uconn.edu

Degree sought: MA Field of Study: Speech, Language, and Hearing Sciences

Area of Concentration (if any): Speech-Language Pathology

This plan of study should be submitted to the Office of the Registrar by the end of the fourth week of the student's final semester before degree completion. The successful completion of all work indicated on the plan of study is a fundamental prerequisite for the conferring of the degree. This form must be signed below by the student and each member of the advisory committee. Any changes in listed coursework should be submitted on the "Request for Changes in Plan of Study" form.

	ADVISOR'S NAME (PRINTED) Minimum of three required	ORIGINAL SIGNATURE REQUIRED
MAJOR ADVISOR	<u>Benard Grela, Ph.D.</u>	_____
ASSOCIATE ADVISOR	<u>Tammie Spaulding, Ph.D.</u>	_____
ASSOCIATE ADVISOR	<u>Rachel Theodore, Ph.D.</u>	_____
ASSOCIATE ADVISOR		_____
ASSOCIATE ADVISOR		_____
ASSOCIATE ADVISOR		_____

Date by which you expect to complete work for the degree: May 12, 2022

Formal application for graduation by the student to be placed on the list of degree candidates must be submitted through the Student Administration System before the conferral date. See the Academic Calendar for conferral dates and deadlines.

LEAVE BLANK

Date by which all requirements for the degree must be completed: _____

PLAN A (THESIS)

PLAN B (NON-THESIS)



registrar.uconn.edu

Course Work

The plan of study should be completed in consultation with your advisory committee. List in chronological order all courses that fulfill the requirements for the Master's degree.

Plan A (Thesis): At least 21 credits of appropriate course work, as well as a minimum of nine of GRAD 5950/5960 Master's Thesis Research credits must be listed. Your advisory committee may require more than the minimum 21 depending on the scope and quality of your preparation and objectives.

Plan B (non-Thesis): A minimum of 30 credits of appropriate course work must be listed. Your advisory committee may require more than the minimum 30 credits depending on the requirements of your field of study.

Refer to the Graduate Catalog in regard to transfer credit courses and submit any request for transfer credits on the "Transfer Credit Request" form with advisor's approval signature and official transcript. Please retain a copy of the plan for your records.

College	Course Number	Course Title	Course Credits	Leave Blank	Year	Semester
EXAMPLE U OF CONNECTICUT	GRAD 5950	MASTER'S THESIS RESEARCH	3		2010	SPRING
UConn	SLHS 5336	Clinical Practicum in SLP	3		2019	Fall
UConn	SLHS 5345	Motor Speech Disorders	3		2019	Fall
UConn	SLHS 5348	Language Disorders I	3		2019	Fall
UConn	SLHS 5353	Speech Sound Disorders in Children	3		2019	Fall
UConn	SLHS 5372	Intro to Research	3		2019	Fall
UConn	SLHS 5336	Clinical Practicum in SLP	3		2020	Spring
UConn	SLHS 5346	Dysphagia	3		2020	Spring
UConn	SLHS 5342	Aphasia	3		2020	Spring
UConn	SLHS 5343	Cognitive-Communicative Disorders	3		2020	Spring
UConn	SLHS 5349	Language Disorders II	3		2020	Spring
UConn	SLHS 5359	Voice Disorders	3		2020	Spring
UConn	SLHS 5302	Summer Clinical Practicum	1		2020	Summer
UConn	SLHS 5335	Fluency Disorders	3		2020	Fall
UConn	SLHS 5361	Advanced Speech Science	3		2020	Fall

Appendix D: Sample Academic Knowledge and Skills (KASA) Tracking Sheet

SLHS – M.A. Advising Plan

Name: Doe, Jane

Indicators: S = Satisfactory meets knowledge; U = Unsatisfactory, competency not met

Courses:	Course Number	S	U	Notes
	Prerequisite Courses			
Biological Science	BIO 1102	S		UConn Foundations of biology
Physical Science	PHYS 1010Q	S		UConn Elements of Physics
Statistics	STATS 1100Q and 2215Q	S		UConn Elem concepts of stats and Intro to Stat II
Social/Behavioral Science	PSYC 1103	S		Gen Psychology II
Biological	BIO 1102	S		UConn Foundations of biology
Neurological	SLHS 4245W	S		Neurosci of Study Cog&Com Disorder
Acoustic	SLHS 2156Q	S		Intro to Sound
Psychological	PSYC 2101	S		Intro to multicultural psychol
Developmental	SLHS 2204	S		Speech and Language Acquisition
Linguistic	LING 1010	S		Language and mind
Cultural	PSYC 2101	S		Intro to multicultural psychol
Audiological Assessment	SLHS 3248	S		Intro to Audiology
Aural Rehab	SLHS 4249	S		Aural Rehab
Required M.A. Courses				
Summer Clinical Practicum	SLHS 5302	S		Summer 2020
Fluency Disorders	SLHS 5335	S		Fall 2020
Clinical Practicum	SLHS 5336	S		Fall 2019, Spring 2020, Fall 2020, Spring 2021

Aphasia	SLHS 5342	S		Spring 2020
Cognitive Comm Disorders	SLHS 5343	S		Spring 2020
Motor Speech Disorders	SLHS 5345	S		Fall 2019

Courses:	Course Number	S	U	Notes
	Dysphagia	SLHS 5346	S	
Language Disorders 1: Birth to 5 Years	SLHS 5348	S		Fall 2019
Language Disorders 2: School Age	SLHS 5349	S		Spring 2020
Speech Sound Disorders in Children	SLHS 5353	S		Fall 2019
Voice Disorders	SLHS 5359	S		Spring 2019
Advanced Speech Science I	SLHS 5361	S		Fall 2020
Clinical Project in SLP OR Thesis Research	SLHS 5374 GRAD 5950	S		Spring 2021
Introduction to Research	SLHS 5377	S		Fall 2019
Intro to Medical Speech Pathology 1	SLHS 5379	S		Fall 2010
Intro to Medical Speech Pathology II	SLHS 5380	S		Spring 2020
Clinical Practicum Hours		S		425 hours obtained

Applicants for ASHA Certification must complete a minimum of 75 credit hours (at least 36 at the graduate level) that includes coursework sufficient in depth and breadth to achieve the specified knowledge outcomes. It is expected that coursework addressing the professional knowledge areas as specified in Standard IV-C will be completed primarily at the graduate level.

Faculty Advisor: Bernard Grela

Date: May 12, 2021

Appendix E: Sample Clinical Remediation Plan for M.A. SLP

Clinical skills in several areas have not been demonstrated at the level expected at midterm for a fourth semester student. Because these are core skills that will impact success at each successive level of clinical practicum, it is imperative that they are brought up to standard. The clinical content areas that need to be addressed at this time are:

1. Long and short term plans:
 - a. The student will specify intervention objectives (goals) for the client that are observable, measurable, and relevant
 - b. The student will develop client specific hierarchical steps (objectives) that are expected to result in the stated outcome(s)
 - c. The student will specify criterion for each objective
 - d. The student will specify materials, instrumentation, environments, and/or techniques that are appropriate to achieve the objectives
 - e. The student will select tasks and materials that reflect client's interests/needs/abilities
 - f. The student will specify data to be collected and cites type, methodology, schedules, etc.

To address these issues the student must take the following steps:

1. Prepare lesson plans that reflect the above goals consistently.
2. Construct data collection tools that facilitate goal specific data collection.
3. Determine activities that will allow the client to demonstrate the target behaviors and are appropriate to the language, cultural and interest levels of the client.
4. Prepare analysis of client performance from each session to present to supervisor at weekly meetings, with suggestions on how the goal will be modified for the next session based on performance.
5. Write chart notes independently that reflect the data collected, the assessment of the client's performance week to week and the changes made to the treatment plan.

To support the student in meeting these goals, the following steps will be taken by the clinical supervisors.

1. Additional meeting time (up to two, one hour meetings) with the clinical supervisor to work on goal writing, using the actual lesson plans for student's clients.
2. Written correction of lesson plans prior to the planned session for two sessions per client. This requires that the student submit lesson plans 48 hours in advance of the client session.
3. Identification of resources in the clinic, in print and on the internet for treatment material options, without giving specific instruction to use any particular material. The student will need to determine the actual materials selected on the lesson plan.

This plan will be reviewed with the student on <specific date>. It is expected that the goals will have been met. If that is the consensus among the relevant clinical faculty then the plan will be considered complete. If the student has not met the criteria outlined above, participation in the

Appendix F: Speech, Language, and Hearing Sciences Graduate Student (MA) Advisory Committee

Purpose of the Advisory Committee:

1. To provide students with an avenue for advising, complaints, and resolving academic, clinical or personal concerns.
2. To provide faculty a place to discuss student performance, on or off campus, that has not been satisfactorily resolved by direct communication between the student and the faculty member or off campus clinical supervisor. This may include academic grades, evaluations, and reports of clinical and academic performance and professional characteristics essential to speech language pathology or audiology clinical practice such as unprofessional, irresponsible, or inappropriate behavior conducted by the student in connection with his or her academic and/or clinical activities.
3. To provide guidance and support in the development, delivery, and monitoring of academic and clinical remediation plans,
4. To review the progress of students on clinical and academic remediation plans and make recommendations to the Speech, Language, and Hearing Sciences faculty.

*Membership:

1. Student's Academic Advisor/Major Professor, Chair
2. Associate Advisor I
3. Associate Advisor II
4. Clinical Advisor

*Other members may be solicited on a case by case basis to address the concerns specific to a student issue

The role of the chair person will be to receive requests for review, to coordinate the meetings necessary to address the concern, and to convey the results to the Speech, Language, and Hearing Sciences Faculty.

Meetings:

The committee will convene upon the request of any faculty member or student when the concern meets the criteria identified by the advisor or committee member. Meetings will occur as determined by the committee until resolution of the presenting issue(s).

Criteria for Issues brought to the committee: (Any one of the following is sufficient in itself to be referred to the committee)

1. The issue should have been previously discussed between the student and the faculty member or off campus clinical supervisor involved without satisfactory resolution OR.
2. The issue should be of sufficient magnitude to represent a threat to satisfactory student completion of their program of study OR
3. The issue should represent a violation of the HIPAA standards for privacy and security of patient health information OR
4. The issue should represent a violation of the code of ethics of the American Speech, Language, Hearing Association OR.
5. The issue should represent a violation of the code of ethics of the American Academy of Audiology OR
6. The issue should represent a violation of the student code of conduct of the University of Connecticut.

Appendix G: Technical Standards for Clinical Training M.A. Program

1. OBSERVATION

Students need to be able to accurately observe clients' physical status including body type, posture, ability to ambulate, fine motor skills, response to sensory stimuli, and the structure and function of the oral, pharyngeal, and respiratory systems. Additionally, students must be able to accurately observe clients' behavior including verbal and nonverbal communication patterns. Finally, students must be able to comprehend and produce text, numbers, and graphs.

2. COMMUNICATION

Students must be able to communicate effectively, sensitively, and efficiently with clients and colleagues; comprehend technical, procedural and professional materials; and follow instructions. Students must be able to readily communicate observations and findings, prepare progress notes, correspondence, as well as evaluation and treatment reports in a clear, logical, and professional manner.

Students must also be able to perceive the speech of clients and to accurately judge its quality. They must be able to readily comprehend language expressed in oral, graphic, and gestural forms. The speech and English language skills of the student must be such that colleagues and clients consistently understand them. Moreover, students must be able to model desired exemplars of voice, fluency, articulation, and oral/nasal resonance, as well as the features of English grammar and syntax, consistent with the objectives for clients in treatment. Finally, the student's speech and language skills must be intelligible to permit administration of speech and language assessment instruments in a reliable and valid manner.

3. MOTOR COORDINATION

Students must be able to travel to various clinical practicum locations, access and control equipment, safely and reliably perform an oral mechanism examination, and engage in oral manipulation (e.g., oral musculature palpation, laryngeal massage) as needed.

4. INTELLECT

Students must be able to problem solve effectively, and analyze, integrate, and synthesize data concurrently in a multi-task setting. In addition, students must be able to comprehend three-dimensional relationships and understand the spatial relationships of anatomical structures, physiology, and pathology.

5. BEHAVIORAL AND SOCIAL ATTRIBUTES

Students must possess the emotional health required to exercise good judgment, and timely and safely carry out responsibilities. They must be able to adapt to change, display flexibility, and function appropriately in stressful situations. Students must exhibit empathy for others and focus on the need of the clients. They must exhibit polite behavior, integrity, manage criticism, be reliable and punctual and be respectful in relations with colleagues, external clinical supervisors, faculty, and clients.