



COMMUNICATION SCIENCES AND DISORDERS

M.A Degree Handbook



Table of Content

Sr.No	Title	Page No.
I.	Communication Sciences and Disorders Faculty	3
II.	Master of Arts Degree in Communication Sciences and Disorders a. Graduate program Standards b. Admission to the master’s degree program in Communication Sciences and Disorders.	4
III.	Procedures for Application a. Procedures for new graduate students	5
IV.	Classification of Graduate Students	6
V.	Requirements for the M.A Degree in Communication Sciences and Disorders a. Probation b. Directed Graduate Research Option	7 8
VI.	Communication Sciences and Disorders Comprehensive Examination policy	9
VII.	Clinical Procedures and Policies	11
VIII.	CSUF Speech and Hearing Clinic Communication Sciences and Disorders Program a. Clinic Observation Hours policy b. Clinic Remediation policy	16
IX.	Preliminary speech-Language pathology services credential in language, speech, and hearing a. Educational unit conceptual framework	20
X.	Requirements for Admission to the Preliminary Speech-Language Pathology	20
XI.	Services Credential in Language, Speech, and Hearing	21
XII.	Requirements for preliminary Speech-Language Pathology Services Credential in Language, Speech, and Hearing.	21

XIII.	Academic Dishonesty	22
XIV.	Requirements for Completion of the Clear Speech-Language Pathology Services Credential in Language, Speech, and Hearing	24
XV.	Procedures for Completion of the Preliminary Speech-Language Pathology Services Credential in Language, Speech, and Hearing	24
XIV.	Requirements for Completion of the Clear Speech-Language Pathology Services Credential in Language, Speech, and Hearing	24
XVII.	Standards for Continued Participation in Credential Programs at California State University, Fullerton, Policy One	25
XVIII.	Part Two: Proficiency in Written and Spoken English	26
XIX.	General Requirements	29
XX.	Summary	30
XXI.	A Commitment to Justice, Equity, and Respect for Diversity of all Kinds	35
XXII.	Communication Sciences and Disorders Program California State University, Fullerton Strategic Plan (2018-2023)	37
XXIII.		
XXIV.	2014 Standards and Implementation Procedures for the CCC-SLP	38
	Code of Ethics (Effective March 1, 2016)	50
XXV.	Complaint Procedures	56
XXVI.	Students Credential Appeals for Policy One	57
XXVII.	Additional Resources	58
XXVIII	References	59

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Master of Arts Degree in Communication Sciences and Disorders

The Master of Arts in Communication Sciences and Disorders is designed to:

- Ensure the preeminence of learning by addressing the knowledge and skill areas delineated in the appropriate ASHA Standards for the Certificate of Clinical Competence in Speech-Language Pathology;
- Provide a high-quality program by ongoing identification of the most appropriate student learning outcomes;
- Incorporate formative and summative assessment instruments to evaluate student achievement;
- Create an environment where students have opportunities to succeed;
- Strengthen institutional and community agency collaboration through expanded clinical site connections and educational partnerships.

The master's education program in speech-language pathology at California State University, Fullerton is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 220 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700

GRADUATE PROGRAM STANDARDS

The requirements of the Graduate Degree Program in Communication Sciences and Disorders are in keeping with the high scholastic standards of the University. The level of achievement required of graduate students will be considerably higher than in undergraduate work. Students will be expected to demonstrate qualities of self-reliance, thoroughness, creativity, accuracy, scholarly integrity, and ethical conduct.

You are expected to become familiar with the procedures, guidelines, and regulations that apply to graduate work as outlined in the current University Catalog under the Graduate Degree Programs.

ADMISSION TO THE MASTER'S DEGREE PROGRAM IN COMMUNICATION SCIENCES AND DISORDERS

Minimum Requirements for Admission to Conditionally Classified Graduate Standing

Applicants must meet the university requirements for admission to Conditionally Classified Graduate Standing: a baccalaureate degree from an accredited institution and a grade-point average of at least 3.0 in the last 60 units attempted. Students with majors other than Communication Sciences and Disorders may counsel with faculty concerning equivalency requirements for the B.A. degree. (See the section of the University Catalog under the Graduate Degree Programs for a complete statement and procedures for admission of graduates.) Also, the following factors will be taken into consideration by the Graduate Committee in determining who shall be admitted to the program:

1. Background studies and coursework completed in Communication Sciences and Disorders. Students with majors other than Communication Sciences and Disorders shall consult with the Department Graduate Adviser concerning equivalency requirements for the B.A. degree.
2. Grade point average (GPA)
3. Three letters of recommendation (two of them must be from academic faculty/adjunct faculty)
4. A student letter of intent stating professional goals and objectives

Conditional Admit:

It is understood that applicants may be completing the last four of the CSD prerequisite courses at the time they apply to the master's degree program, but their acceptance is contingent on confirmation of a B.A./B.S. degree in the major or successful completion of all courses before matriculating in the master's degree program. By the first day of Fall semester if the applicant whose B.A degree in CSD is not confirmed or she or he fails to complete 12 CSD prerequisites and one full statistics class, his or her conditional admission will be revoked.

Procedures for Application

1. File a formal application through [CSU APPLY](#) to the University of the Office of Admissions and Records.
2. In addition to applying to CSU APPLY, applicants are required to apply to Communication Science and Disorders Centralized Application Service ([CSDCAS](#)), which is administered by an independent third party provider and is not associated with the California State University or the CSU APPLY application system. The CSDCAS is a fee-based service that enables applicants to conveniently apply to multiple institutions.
 - 2a. A letter of intent (or personal essay) stating the student's professional objectives and goals should be submitted online through [CSDCAS](#) online application.
 - 2b. Three letters of recommendation (two of them must be from CSD faculty/instructors) commenting on the student's academic ability should be submitted online through [CSDCAS](#).
 - 2c. A copy of official transcripts from all institutions that the applicant has attended must also be filed with [CSDCAS](#) so that a GPA in the major can be calculated and verified.
3. All applicants to CSU Fullerton's M.A. program in Communication Sciences and Disorders MUST apply to both the [CSDCAS](#) and the [CSU APPLY](#).
 - 3a. Read application information posted on Communication Sciences and Disorders (CSD) [Website](#).
 - 3b. Check with the Graduate Adviser concerning any questions relating to the application or the admission process.
4. Applications will be received once a year—beginning October 1 for the following fall semester, with a deadline of **January 15th**. Hard copies of application materials will not be accepted for review.

PROCEDURES FOR NEW GRADUATE STUDENTS; Graduate Advisement

1. Following admission to the M.A. program, the following conferences are scheduled. You must complete all conferences with the graduate adviser before the first semester of enrollment.
 - a. Conference with the graduate adviser concerning your academic and clinical schedule. Your undergraduate coursework will be included in your graduate academic file.
 - b. Conference with the School Credential Coordinator if your undergraduate coursework was completed at another institution other than CSUF. The Credential Coordinator will determine whether your undergraduate coursework is “equivalent” to CSUF’s coursework. The equivalency form is included in your graduate academic file and submitted with KASA Competency Exam applications. This conference precedes the graduate adviser conference.
 - c. A 2 to 2.5 year (or 5 to 7 semesters) graduate study plan will be assigned to you based on your goal, course equivalency, work and/or clinical experience such as speech-language pathology assistant (SLPA), applied behavioral analyst (ABA) therapist, teacher’s aid, special education or general teachers, translator for multicultural clinic or other settings, and so forth.
2. Within the first month of the M.A. program, in a graduate seminar (COMD 501), you will learn about graduate policies and procedures in detail. You will also be assigned a faculty adviser. You will need to make an appointment to see your faculty adviser for the following:
 - a. To review your GSP and ISS-CPP and have him/her sign off for you. Your faculty adviser will then give the signed GSP and ISS-CPP to the graduate adviser for submission to the Office Graduate Studies and filing in your Department academic file.
 - b. With the approval of your faculty adviser, you may submit a request for making changes in your ISS-CPP to the graduate adviser. For changes in clinics, you will need to file a clinic form and submit it to the graduate adviser for approval.
 - c. In addition to your faculty adviser, you may still work with any of the faculty on their research.
 - d. You are required to meet with your faculty adviser to review your GSP & ISS-CPP at least once a semester and have him or her sign off for each advisement.
 - e. In the case that you would like to switch your faculty adviser. You will first notify the graduate adviser and seek his or her consultation. Next, you will seek agreement from the faculty who you would like to switch to. Finally, you will notify the faculty who originally assigned you, and include the graduate adviser in your communication.
3. New graduate students will be conditionally classified until the successful completion of the classification process.

CLASSIFICATION OF GRADUATE STUDENTS

1. As noted, students are admitted to the program in Conditionally Classified Status. To matriculate in the degree program, a student must successfully complete the classification process. This should be done toward **the middle of the first semester of graduate work** but no later than when nine units have been completed toward the degree.
2. Students should confer with her or his faculty adviser to finalize his or her Graduate Study Plan (GSP). The graduate adviser will then submit the GSP to the Graduate Studies Office for approval.
3. The Graduate Study Plan will include 30 units of only 500 level works.
4. Factors to be taken into consideration in approving a GSP are:
 - the student's future professional objectives,
 - the breadth and depth of the student's knowledge and training before admission to the graduate program, and
 - coursework for the graduate program which is consistent with all university standards for an advanced degree.
5. The Graduate Study Plan serves as a means of completing the classification process. When the GSP has been officially approved by the student's faculty adviser, the Department Graduate committee, and the Dean of Graduate and International Programs, it serves as a contract for the degree.

Changes in the plan MUST be petitioned by the student on a departmental Change of Study Plan form before substituting any courses for those listed and approved on the GSP. The petition must be approved by both the graduate adviser and the student's faculty adviser. Course substitutions may not be made once a grade is received for a course.

REQUIREMENTS FOR THE M.A. DEGREE IN COMMUNICATION SCIENCES AND DISORDERS

The following is a summary of the department's requirements for the M.A. in Communicative Disorders:

1. A requirement of 34 units of adviser and Graduate Committee approved coursework. That is, Students are required to take 12 graduate seminars. All seminars are 3 units, except for COMD 501 (Seminar in Speech-Language Pathology) that is only one unit, credit/noncredit.
2. To help the student achieve a balance of coursework representing both speech and language areas of study and meet the requirements for obtaining a master's degree, certificate, and credential, below are additional requirements.
 - a. COMD 501, Seminar in Speech-Language Pathology, must be taken as a pre-classification requirement.
 - b. COMD 500, Research in Speech Communication (to be taken in the first nine units of GSP coursework)

- c. The other ten seminars are:
 - COMD 542 (Neurological Bases of Speech and Language)
 - COMD 543 (Seminar in Dysphagia)
 - COMD 544 (Seminar in Neurogenic Speech, Language, and Cognitive Disorders)
 - COMD 554 (Seminar in Multicultural Issues in Communication Disorders)
 - COMD 564 (Seminar in Autism Spectrum Disorders)
 - COMD 571 (Seminar in Fluency Disorders)
 - COMD 573 (Seminar in Voice Disorders)
 - COMD 574 (Seminar in Phonological Disorders)
 - COMD 576 (Seminar in Augmentative and Alternative Communication)
 - COMD 577 (Seminar in Child Language Disorders)
 - d. COMD 554, COMD 564, and COMD 576 are required for school credential; and COMD 576 must be taken before Advance Practicum (559A).
 - e. To obtain Multicultural (MC) Certificate, COMD 599 (Independent Graduate Research) is required, in addition to COMD 404 (Communication Development/Disorders in Children from Culturally/Linguistically/Diverse Backgrounds) and COMD 554 (Seminar in Multicultural Issues in Communication Disorders)
3. According to the university's policy for all graduate schools:
- a. Twenty-one units must be taken in residence. No more than nine units may be transferred from other institutions.
 - b. A minimum of 21 units of 500-level coursework is required. At least 12 of the 21 units must be taken in residence.
 - c. No more than nine units may be completed before classification, and COMD 500 must be three of the nine.
 - d. Students must maintain a 3.0 GPA – both the cumulative overall GPA and a GPA based on ten seminars listed on the approved **Graduate Study Plan**, known as GSP-GPA. Failure to maintain a 3.0 in either case will result in academic probation and possible disqualification.

PROBATION

A graduate student enrolled in a graduate degree program will be placed on academic probation if either the cumulative or the Study Plan grade-point average falls below 3.0. A graduate student may also be placed on probation for reasons other than cumulative and/or Graduate Study Plan grade-point average. This is known as administrative-academic probation. The reasons for this may include repeated withdrawal, failure to progress toward an educational objective, non-compliance with an academic requirement, failure to demonstrate a level of professional competence or fitness commensurate with the standards of the student's discipline, or inappropriate behavior as defined in the Student Bill of Rights and Responsibilities, and in the Academic Dishonesty sections of this catalog (see "University Regulations").

- 4. At the beginning of the last semester of graduate work (or, if summer-completion, at the beginning of Spring semester), a student must file an **Application for Graduation check** before the beginning of classes. (See current Class Schedule for deadlines.)
- 5. **The time limit for the degree is five years.** This time limit commences with the semester of the earliest course used on the student's graduate study plan. (See University Catalog: Time

Limit for Completion) Courses on the Graduate Study Plan (GSP) that are over five years old must be replaced by more current offerings.

6. Students must maintain continuous enrollment until graduation from the program. Students must either be enrolled for coursework or register for **Graduate Studies 700 (GS700)** to be maintained in the program. Leaves of absence may be granted for one semester to conditionally classified or classified graduate students. Students must be in good academic standing and have completed at least six credit hours work in residence at the University toward the degree. Further information is available at the Office of Admissions and Records.
7. Students may not substitute a seminar listed on the approved GSP with independent study units.
8. At the beginning of the first term, each student will work with his or her faculty adviser and graduate adviser to develop an Individual Student Schedule (ISS) for completing the program in your 2 to 2.5 years (5 to 7 semesters with or without summer).
9. Students must take seminars as they are scheduled on his or her **Individual Student Schedule (ISS)**. **No change can be made without the approval of their faculty adviser and the graduate adviser.** The students may be administratively dropped from the seminar that was not on their ISS.

Independent Graduate Research Option (COMD 599)

Students who demonstrate the following interests and aptitudes will be encouraged to include COMD 599, Independent Graduate Research, on their Graduate Study Plan (GSP): 1) the capacity to do creative projects, 2) an appreciation of research applications to clinical and professional settings, and 3) research expertise appropriate to clinical analysis.

COMD 599 is open to graduate students only with signed consent from the department chair. May be repeated for a maximum of 6 units.

1. If COMD 599 is included in the Graduate Study Plan, the student's adviser will be primarily responsible for the direction and completion of the directed graduate research option.
2. The student's adviser should be selected on the basis of a shared research interest and area of expertise. Unlike the thesis option, the directed graduate research project will be done under the direction of a single faculty member.
3. COMD 599, Independent Graduate Research, carries one to three units of credit and can be taken any semester and usually completed toward the end of the student's program. When a student is ready to register for COMD 599, the student should pick up an application form available in the department office and have these forms signed by the faculty adviser responsible for the project. The department office will not complete the on-line permit to register until the form is signed by the faculty adviser responsible.
4. Summer session is not part of the regular workload for faculty members; therefore, members may not be available for students during the summer. Students must file a departmental and Graduate and International Programs summer completion petition before the end of the spring semester (deadline of **May 15**) if they want to make arrangements for summer completion of the directed research project (form in the department office).

COMMUNICATION SCIENCES AND DISORDERS COMPREHENSIVE EXAMINATION POLICY

Requirement

The student must pass a written comprehensive examination to earn the Master of Arts Degree in Communication Sciences and Disorders. The comprehensive examinations evaluate the KASA Knowledge-Based Competencies delineated by the American Speech-Language-Hearing Association. There are nine KASA Knowledge-Based Competency Areas (ten individual examinations). Students are required to pass all nine KASA Competency Areas to fulfill the M.A. terminal evaluation requirement. To pass a KASA Competency Area (e.g., Fluency), the student must pass all individual competencies within that area.

Procedure

1. The COMD 501 course instructs students on the nature of the KASA Competency Areas and the prerequisite coursework required before testing in each Competency Area.
2. The nine KASA Competency Areas encompass ten individual examinations since Receptive and Expressive Language are separate exams (Developmental and Acquired Language). The nine KASA Competency Areas are Articulation and Phonology, Fluency, Voice and Resonance, Receptive and Expressive Language (two separate exams), Hearing, Swallowing, Cognitive Aspects of Communication, Social Aspects of Communication, and Communication Modalities. Exam questions for each Competency Area (except the case study) will be specified on the KASA website. Any changes to specific questions except the case study will be provided to students one month before the examination.
3. Eight KASA exams are scheduled in graduate-level courses. These are called “**KASA Course Exams.**”

KASA Course Exam	Scheduled Course	
Hearing	COMD 569	Audiology Practicum
Articulation/Phonology	COMD 574	Seminar in Phonological Disorders
Developmental Language	COMD 577	Seminar in Child Language Disorders
Acquired Language	COMD 542	Neurologic/Clinical Aspects of Speech, Language and Cognition
Voice	COMD 573	Seminar in Voice Disorders
Modalities	COMD 576	Seminar in Augmentative and Alternative Communication
Swallowing	COMD 543	Seminar in Swallowing Disorders
Fluency	COMD 571	Seminar in Fluency Disorders

- Seminars using the Traditional method include **568, 577 and 573**.

The instructor administers the KASA Course Exams during the 14th week of class. Students who miss the exam due to documented emergencies (written documentation to the graduate adviser for approval) must wait until the next KASA administration.

- Seminars using in-class method include **542, 543, 571, 574, and 576**

The instructors integrate the KASA Examination questions into Course Examinations and administer them as part of the Course Exams administered throughout the semester.

- The in-class KASA Examinations will be taken as scheduled by the seminar instructor.
- Two KASA exams (Cognitive, Social) have multiple graduate course prerequisites. These are called “**KASA Cumulative Exams**”. They are typically taken toward the end of the M.A. program, when a student has 1) completed the required **course prerequisites**, 2) completed **6 out of 8 (75%) of the KASA course exams**, and 3) is **not currently on academic probation** and 4) received a GPA of 3.0 and above on graduate study plan.

KASA Cumulative Exam	Course Prerequisites
Cognitive	COMD 542 Neurologic/Clinical Aspects of Speech, Language, and Cognition
Social	COMD 577 Seminar in Child Language Disorders
	COMD 576 Seminar in Augmentative and Alternative Communication
	COMD 577 Seminar in Child Language Disorders

KASA Cumulative Exams will be administered during Department Comprehensive exam periods: 1) the fourth week in **September**, and 2) the fourth week in **February**.

- Students must apply to take their KASA Cumulative Exam(s) at least 30 days before the examination week and return the application form (available in Speech and Hearing Clinics) with attached unofficial transcripts displaying a grade for each prerequisite course to the department office by the deadline date.
- A 2 hours and 45 minutes writing period is allowed for each KASA Exam.
- The KASA examinations are anonymous regardless of the methods of administration. That is in the traditional method, students’ names will be removed from examination papers before readings and evaluations by professors. Each student will be given an identification number for the examination paper. For the in-class method, writing pads will be given to students to respond to KASA questions. They will be instructed to not write down their names while responding to the KASA questions.
- Faculty members will score questions anonymously and determine if all individual competencies within each KASA Exam are met. Second opinions shall be requested when an individual competency is failed. Disagreements will be negotiated between the two faculty members involved. Final decisions will be submitted in writing.

Academic KASA Remediation Process

- If the student fails to pass any individual competency within the KASA Exam, she or he must perform the “Completion Activity” designated by the primary faculty reader of that KASA Exam. The Completion Activity can include (but is not limited to) *short paper, assigned reading, clinical observations, oral conference, oral test of the failed competency question, and/or written rewrite of the failed competency question.*
- Upon satisfactory completion of the Completion Activity, the faculty reader signs the *Failed Competency Completion* form and submits the form to the Graduate Adviser. The student must satisfactorily pass the Completion Activity no later than the end of the following semester of the failed attempt (e.g., KASA Exam). Two attempts to satisfactorily pass the

Completion Activity will be allowed. The student must ensure that this process is completed early enough so that the faculty member can document successful completion. For any failed KASA examinations, you MUST *pass* remediation NO later than the end of the following semester. This does not include the KASA examinations of **Cognitive and Social** taken at the last semester, when the **remediation must be completed and passed satisfactorily no later than one month before the graduation date (i.e., end of Nov. and end of April)** to avoid unnecessary delays in their graduation.

11. The Department Graduate Advisor notifies the Graduate Studies Office when the student has passed all ten KASA Exams, thus completing the Terminal Evaluation requirement.

CLINICAL PROCEDURES AND POLICIES

1. Clinical Practicum Courses and Prerequisites: There are a total of seven different clinical practicum courses that students must take to fulfill their ASHA, state license, and/or public-school credential clinical clock hour requirements. Some clinics are operated on-campus (548, 569, 558A, and 558C) while others are operated off-campus (589A and 559A/B); the 569 clinic may involve a combination of on-campus and off-campus experience. The majority of these clinical practicum courses enable students to not only meet ASHA and other clinical clock hour requirements but also certain clinical competencies required by ASHA. The following is a listing of seven clinics with prerequisites that students take as part of their graduate clinical training at CSUF:
 - (1) COMD 548- Child Clinic (on-campus, clinical clock hours and competencies)
Prerequisites: 352, 476, & *574 or *577 (*may be taken concurrently)
 - (2) COMD 558A- Adult Clinic (on-campus, clinical clock hours and competencies)
Prerequisites: 472, 474, 475, 476, & *542 (*may be taken concurrently)
 - (3) COMD 569- Audiology & Aural Rehab (combined on-and off campus, no or up to 10 clinical clock hours, used for meeting student clinical competencies; clinical clock hours, used for meeting student clinical competencies)

Prerequisites: 461, 465, 548 or 558A
 - (4) COMD 589A- Public School (off-campus, clinical clock hours and competencies);
Prerequisites: 548, 558A, 564, 574, 576, 577, passing score on CBEST, concurrent enrollment in 590, & Certificate of Clearance
 - (5) COMD 559A/B- Advanced Clinic (off-campus, clinical clock hours and competencies)
Prerequisites: 548, 558A, 542, 543, 571, 573, 574, 576, & 577
2. ASHA Clinical Clock Hours: As part of their clinical preparation to obtain the credentials necessary for the ASHA Certificate of Clinical Competence, students complete in addition to the previously indicated academic coursework, a minimum of 400 supervised clinical clock hours. This includes 25 hours of clinical observation and 375 hours in direct client/patient contact completed under the supervision of ASHA certified and state licensed supervisors.

- a. The type of experience that students must obtain as part of their graduate program clinical training is detailed in ASHA's 2020 Standards and implementation procedures for the [Certificate of Clinical Competence in Speech-Language Pathology](#) (Effective January 1, 2020).
 - b. In addition to helping students meet their ASHA Clinical Clock hour requirements, the observation and/or clinical hours obtained as part of their graduate training experience are also used to help fulfill California State License and Preliminary Speech-Language Pathology Services Credential in Language, Speech and Hearing (SLPSC) credential requirements as discussed in other parts of this manual.
3. ASHA Clinical Observation Hours: As indicated above, students must complete a minimum of 25 observation hours to fulfill ASHA's clock hour requirement. In addition, the 25 observation hours must be completed before a student can be provided with a permit necessary to enroll in a clinic.
- a. CSUF graduate students who completed their bachelor's degree or post-baccalaureate program coursework in the CSUF CSD program would have obtained the 25 observation hours needed during their regular undergraduate coursework. The Clinical Services Coordinator will provide to the graduate program advisor, upon the student's acceptance into the graduate program, documentation of those completed hours.
 - b. For students who have completed their 25 observation hours at another institution, students will be asked to provide the graduate program advisor or clinic director/coordinator with a copy of completed observation hours from the institution from which they were obtained.
 - c. Students who have completed less than the 25 hours required will be notified by the Clinical Services Coordinator that they lack the hours needed. They will be asked to set up a meeting with the Clinical Services Coordinator to arrange for completion of those hours the first semester of graduate school.
4. ASHA KASA Clinical Competencies: In addition to meeting the clinical clock hour requirement for ASHA certification, students are required to demonstrate their clinical competence across a number of different skills areas.
- a. According to ASHA's requirements for obtaining the Certificate of Clinical Competence in Speech-Language Pathology (2020), there are several different competencies that need to be met in the areas of a) Evaluation, b) Intervention, and c) Interaction and Personal Qualities.
 - b. Students must successfully complete these competencies in each of the following disorder areas:
 - Articulation
 - Fluency
 - Voice and Resonance
 - Receptive and Expressive Language
 - Hearing
 - Swallowing
 - Cognition

- Social
 - Augmentative and Alternative Communication
5. Clinical Practicum Plan (CPP): When students are initially admitted into the graduate program, during their first conference meeting with the graduate program advisor, students will develop in consultation with the advisor a clinical practicum plan (CPP) included in their Individual Student Schedule (ISS).
- a. The CPP, different from the graduate study plan, includes a listing of all clinical practicum courses to be completed with accompanying prerequisite coursework along with a proposed semester/year for taking each of the required clinics. The following is listing of the seven clinical practicum experiences (3 on-campus and 2 off-campus clinics) that CSUF graduate students must complete in order to fulfill the ASHA clinical clock hour component along with the required prerequisite courses that need to be completed in order for students to receive a permit to register for clinics on their CPP.
 - b. The sequence and course in which clinics are scheduled on their CPP is developed based on the sequence and course of academic classes and is developed based on completion of the appropriate pre-requisites for each clinic.
 - c. The graduate program advisor retains the original of the CPP for the student's graduate file and provides the Clinic Services Coordinator with a copy for placement in the student's clinic file. The Clinic Services Coordinator uses this information to develop a master CPP plan that includes the names of all student clinic enrollments for each semester. The student is also provided with a copy for future graduate student/faculty advising purposes
6. Making Changes to your CPP: Although students develop and submit an approved CPP at the beginning of their graduate program, they can make changes such as 1) switching a clinic to a different semester, 2) adding a clinic, and 3) deleting a clinic. To make a change, there must be availability to make the change (there must be an opening for the semester that a student wants to move to). The following are the procedures that students must follow to initiate a CPP change request:
- a. **Review the list of available future clinic openings**: Before requesting a change to their current CPP, the student should check the CLINIC OPENINGS List located in the Speech and Hearing Clinic (CP-150) Workroom. This list shows which clinics are open during each semester and the number of spots available and is updated weekly. If there is no option to make the desired change, students should continue to periodically check the listing for availability to make the change(s) they want to make. If there is availability to make the clinic change, students should do the following steps.
 - b. **Schedule an appointment with faculty advisor**: Before submitting the necessary paperwork to make a change, students should consult with their faculty advisor to confirm that they have the necessary prerequisites to make the change to discuss the possible impact on their other coursework and clinic plan. If prerequisites do not have been met by the semester that a student wants to add or switch a clinic, the requested change will not be approved by the Clinical Services Coordinator.

If prerequisites have been met by the time that the student wants to make the change, the faculty advisor can give their approval for the change if it is determined that it will not have an adverse impact on any other aspect of academic and clinical program planning.

- c. **Complete a CPP revision request form:** If faculty advisor approval was given, the student needs to complete the CPP REVISION REQUEST FORM. This form is located in the Speech and Hearing Clinic and in the Department Dropbox. Once completed, submit the form to the Clinical Services Coordinator. Within two weeks, the Clinical Services Coordinator will notify the student via email as to the status of the request. It will either be APPROVED or NOT APPROVED (a reason will be provided). After review, your CPP request form with its approval status will then be filed within your Clinic File.
7. Clinic Registration and Enrollment Procedures: to register for all on-campus and off-campus clinics (COMD 548, 569, 589A, 558A, 558C and 559A/B), students must have a clinic permit issued by the main department office allowing students to register for the clinic.
- a. To receive permits for Titan On-Line registration, students must complete a NOTICE OF INTENT TO REGISTER (NIR) form before registration. These forms are located in the clinic and must be submitted by the following due dates.
 - On-Campus Clinics (548, 569, 558A, 558C)
Spring: September 15 Summer: February 15 Fall: March 15
 - Off-Campus Clinics (589A, 559A/B)
Spring: February 15 Summer: May 15 Fall: September 15
 - b. NIRs must be submitted with the following attached documents:
 - A copy of your Individual Student Schedule (ISS)
 - Copies of unofficial transcripts showing that you have met the prerequisites for the clinic(s)
 - The following additional items required for the following clinics:
COMD 548 and 558A: 548/558A Information Form
COMD 569: Certificate of Clearance. (Follow [the link](#) for directions on how to apply)
 - COMD 589A: passed CBEST results and a copy of your Certificate of Clearance
 - COMD 559 A/B: Questionnaire for Placement and a resume
 - c. All NIRs will be reviewed by the Clinical Services Coordinator and if approved, a permit will be issued allowing students to register for clinics. If a student's NIR were not approved, the student, student's advisor, clinic director, Department Chair and the graduate advisor would be notified. The following must be met for permit approval:
 - 1) The clinic and semester must agree with the students' approved or revised approved CPP on file in the clinic. If you have completed one or more of the required prerequisites at another institution, you must provide the "*Requirements for Degrees, Credentials, and Certificate of Clinical Competence-SLP*" form signed by the Graduate Advisor or the Credential Coordinator.
 - 2) Students must have met all prerequisites with a grade of "C" or higher before beginning the clinic.
 - 3) Students must maintain an overall GPA of 3 and above, and a GPA of 3 and above on the Graduate Study Plan before beginning the clinic.

- 4) Students must have successfully completed all prior clinics which mean that they must have received: No practicum evaluation ratings lower than 3.
8. Clinic Evaluation Procedures: At the end of each clinical practicum experience, students will be evaluated using the Performance Evaluation form on Calipso developed for use in all clinics by the CSUF CSD program to assess the extent to which students meet skills associated with required ASHA KASA clinical competencies.
- a. Clinical skills are assessed across the following three areas using a five-point rating scale (1=Not evident; 2= Emerging; 3=Present; 4=Adequate; 5=Consistent):
 1. **Evaluation**
 2. **Intervention/Instruction**
 3. **Professional Practice, Interaction, and Personal Qualities**
 - b. In most clinics, students are rated on an individual as well as group basis with either all or a portion of the grade based on this rating. There may be some clinics where student grades are based on criteria other than clinical competency ratings. In these cases, clinical competency ratings will still be input for tracking completion of student KASA clock hour requirements. There may also be some clinics where given the nature of the clinic, students are rated on a subset vs. all of the possible clinical competency requirements.
 - c. Clinical competency ratings are given at the end of the semester and in some cases also mid-semester dependent on the clinic.
 - d. Regardless of how ratings are conducted, students must meet minimum evaluation ratings of 3 or above on all assessed clinical skills across all relevant disorder areas.
 - e. Students can only be rated on clinical competency skills observed by the supervisor either directly or via video/audio recording of the clinical sessions.
 - f. Students can only receive clinical competency ratings in disorder/communication areas relevant to the client(s) with whom they are working.
 - g. Students who do not obtain a rating of 3 or above on one or more evaluated competencies will be required to successfully complete a remediation before they can be placed in their next clinical practicum experience.
 - h. Students who at the end of their graduate clinical training program, have not been rated on a given skill in one or more disorder areas will need to do one of more of the following to make sure that they have demonstrated satisfactory performance on that skill:
 - 1) obtain the additional clinical experience with the current or an alternate supervisor necessary for them to successfully complete the competency skill, and/or
 - 2) respond to a simulated clinical case study scenario or participate in some other type of clinical simulation activity to demonstrate adequate ability in the assessed skill area.

Speech & Hearing Clinic Communication Sciences & Disorders Program

CLINIC OBSERVATION HOURS POLICY

1. According to the American Speech-Language-Hearing Association (ASHA) 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology, students must complete a minimum of 25 clinical observation hours as part of their 400 clinical clock hour supervised clinical experience requirement (Standard V-C) if they wish to obtain an ASHA Certificate of Clinical Competence (CCC).
2. For undergraduate and post-bac students enrolled in the Communication Sciences and Disorders (CSD) program at California State University, Fullerton (CSUF), the 25 observation hours requirement must be met through the following CSD undergraduate courses: COMD 242 (4 hours), 352 (5 hours), 461 (2 hours), 474 (4 hours), 475 (3 hours), 476 (7 hours).
3. It is also possible for CSUF undergraduate and post-bac students to obtain up to 5 observation hours outside of class through observation experiences signed off by CSUF CSD supervising faculty/instructors such as participating as a student assistant or interpreter/translator volunteer within the CSUF Speech and Hearing Clinic or volunteering with a CSD program sponsored outreach event such as a community hearing screening under the direct supervision of a CSUF CSD supervisor/faculty/instructor with the appropriate ASHA certification/state licensure credentials.
4. Students applying to the CSUF CSD graduate program must provide written documentation of completed observation hours at the time of admission/acceptance into the program. All observation hours must meet the following requirements:
 - a. Hours must be signed off by professionals holding the appropriate ASHA certification/state licensure requirements.
 - b. Hours obtained at CSUF while the student was enrolled in the CSD undergraduate or post-bac program must be verified through submission of the clinic's "Verification of Clinical Observation Hours" form signed by the CSUF Speech and Hearing Clinic clinical services coordinator.
 - c. Hours obtained outside of CSUF must be provided in writing on letterhead from the department chair, program director, clinic director or authorized designee of a Council on Academic Accreditation (CAA) accredited Communication and Sciences (CSD) program through which the hours were obtained
 - d. Hours must be obtained as part of the academic/clinical training completed within one of the following types of programs:
 - i. Any CAA accredited program as verified through ASHA's Academic Program EDFIND website
 - ii. An undergraduate degree only program that is a participating ASHA Communication and Sciences (CSD) member institution as verified through ASHA's Academic Program EDFIND website. (**ASHA's Academic Program [EDFIND website](#)**)

5. Students accepted in CSUF's CSD graduate program must meet the 25-hour requirement before they can enroll in their first clinical practicum.
6. Students who do not meet the 25 hour observation hour requirement at the time of admission into the program must make arrangements with the CSUF Speech and Hearing Clinic Clinical Services Coordinator to acquire the hours needed through experiences such as CSUF summer clinic observations completed under the supervision of the clinical services coordinator or other clinic supervisory staff member.

CLINIC REMEDIATION POLICY

1. In the case where a student has received ratings of "2.99" or below on one or more competencies during midterm or at the end of their clinical practicum experiences, the following will be done within one week of the completed evaluation:
 - a. The clinical supervisor will notify the following individuals in writing: a) Clinic Director, and b) Clinical Services Coordinator
 - b. The Clinic Director or Clinical Services Coordinator will notify, in writing, the CD graduate program director and student's graduate advisor.
 - c. The following three individuals, a) Clinical Supervisor, b) Clinic Director and c) Clinical Services Coordinator, will meet to collaborate on the development of a clinic remediation plan that addresses any areas of clinical competency rated "2.99" or below: a) to discuss the development of an appropriate clinic remediation plan. The proposed plan should include the following:
 - 1) a listing/description of remediation plan activities
 - 2) deadlines for completing recommended remediation activities
 - 3) a delineation of the individuals who should be involved with the implementation and/or oversight of remediation activities (although the clinic supervisor as the primary oversight of the remediation plan, other clinical supervisory staff such as the clinical services coordinator, clinic director, part time or faculty clinic supervisors can work in consultation with the student's supervisor to carry out remediation plan activities.
2. Within two weeks of the completed evaluation, the clinic director, clinical services coordinator, and clinical supervisor will meet with the student to review the proposed plan. The following should be taken into consideration when developing the plan:
 - a. The final due date for any clinic remediation activities included on the plan should be no later than 30 days after the last day of the clinic for the current semester.
 - b. The student shall receive an incomplete in their current clinic if the due dates for remediation activities are after the last day that grades are to be submitted or if they fail to complete any activities on the plan by the final date that grades are due.
 - d. If the student is also on an English Language Proficiency remediation plan or consults, recommendations for that plan or consult may be modified to help address clinic remediation plan concerns.

- d. In those cases where clinic remediation needs may be related at least in part to a suspected or confirmed underlying disability, the clinic remediation committee should also consult with the appropriate staff member within the CSUF Disability Support Services program.
 - e. The student will need to complete all of the agreed upon requirements by the designated due date for each activity on their plan. If needed, the student or clinic supervisor can request an extension.
 - i. Requests for extensions initiated by students should be submitted in writing to the clinic supervisor who will then consult with the clinic director and clinical services coordinator for approval.
 - ii. Recommendations for extensions initiated by the clinic supervisor should be submitted in writing to the clinic director and clinical services coordinator. The clinic remediation team should meet with the student to discuss the recommendation and if needed update the written remediation plan to reflect changes in remediation activity due dates.
3. Students who successfully complete the remediation plan by the designated due dates will be allowed to enroll in the next available spot for remaining clinics at an approved placement site.
 4. The following applies to students who do not successfully complete all of the activities specified in their remediation plan by the established due date:
 - a. The student will continue to receive an incomplete until all remediation activities have been successfully completed.
 - b. The student will not be able to enroll in or be formally placed into a setting for the next scheduled clinic on his/her Clinical Practicum Plan (CPP) until the incomplete has been satisfied. As an alternate procedure, with approval of the committee, the student may be able to register for their next clinic before completing remediation plan activities but may need to withdraw from the clinic by the first day of clinic if all remediation activities have not been successfully completed by that date.
 - c. In some cases, a student's CPP schedule may need to be changed if the student has not yet successfully completed all remediation plan activities before the first day of the next scheduled clinic. If a student's CPP needs to be revised, the student should meet with the clinical services coordinator and CSD graduate program director to modify their clinic sequence/enrollment dates.
 - d. In the case of off-campus placements, students may also need to initiate in consultation with the appropriate clinic practicum coordinator, a new placement site that is not currently affiliated with CSUF. An affiliation agreement must be put in place before the student can be enrolled in this placement.

PRELIMINARY SPEECH-LANGUAGE PATHOLOGY SERVICES CREDENTIAL IN LANGUAGE, SPEECH, AND HEARING

The Preliminary Speech-Language Pathology Services Credential in Language, Speech, and Hearing is strongly recommended for all individuals who may work in the public schools at some time in their careers. Although professionals with a California License in Speech-Language Pathology may potentially work in the schools, they currently are not subject to the same protections that individuals with credentials receive.

EDUCATION UNIT CONCEPTUAL FRAMEWORK



Mission

The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance *just, equitable, and inclusive* education. As a professional community of scholar- practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in *a diverse and interconnected world*.

Program Outcomes and Indicators

After successful completion of a program of study, our credential recipients and program graduates are:

1. Knowledgeable and Competent Specialists who

- a) demonstrate a strong foundation of knowledge
- b) implement effective practice
- c) use current technologies for teaching and learning

2. Reflective and Responsive Practitioners who

- a) advance just, equitable, and inclusive education
- b) make informed decisions
- c) participate in collaborative endeavors
- d) think critically and creatively

3. Committed and Caring Professionals who

- a) demonstrate leadership potential
- b) maintain professional and ethical standards
- c) engage in continuous improvement

Requirements for Admission to the Preliminary Speech-Language Pathology

Professional Dispositions

Professional Dispositions Expected of Candidates Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes.

As candidates move through their programs it is expected they demonstrate a commitment to fairness and a belief that all children can learn through an increasing ability to:

Promote Diversity Candidates demonstrate a commitment to just, equitable, and inclusive education that meets the needs of all students in a caring, respectful, and non-discriminatory manner. In their work as future teachers and educational leaders, candidates identify and provide the academic support necessary for all students to attain high-quality outcomes. Candidates respect and value the inclusion of multiple perspectives, voices, styles of learning, and abilities, and are responsive to students' diverse backgrounds and experiences.

Engage in Collaborative Endeavors Candidates demonstrate interpersonal and communication skills that promote respectful and collaborative relationships with families, colleagues and other professionals to support student learning and well-being. In their work with others, candidates model and encourage positive social interaction, active engagement in learning, and self-motivation.

Think Critically Candidates systematically reflect on their practice and constructive criticism from others to make informed decisions and grow as effective educators and specialists. In their work with others, they use a variety of formal and informal assessments to evaluate progress and performance, identify individual and group needs and modify their teaching and leadership strategies for program and individual growth and improvement.

Maintain Professional and Ethical Standards Candidates understand and fulfill the ethical and professional responsibilities of educators and specialists as defined in the state, national, and institutional standards. They display the emotional maturity, academic integrity, and professional commitment necessary to successfully demonstrate these standards in their work with students, families, and other professionals.

Value life-long learning Candidates understand that professional development is a continuing process. They demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge-base of the profession. In the field, they act as responsible change agents by contributing to the school as a learning organization to foster student learning and well-being.

Services Credential in Language, Speech, and Hearing

The following is a summary of the department's requirements admission to the credential program:

1. Students may be admitted to the credential program in one of three ways: a) by declaring the credential as an objective when they apply to the graduate program; b) by declaring the credential as an objective later in the program as long as the student has maintained continuous enrollment in the graduate program; and c) by applying to the credential program for admission alone after obtaining the M.A. in Communication Sciences and Disorders from California State University, Fullerton, as well as the Certificate of Clinical Competence (CCC). As the last option involves reapplication and readmission to the university, it is strongly recommended that students complete the credential while working on the M.A. degree unless they are absolutely certain that they will not later wish to work in the public schools.
2. Students must pass the CBEST Exam before entering the credential program. Information on and application for the CBEST is available in CP-740.
3. Students must be admitted to the M.A. degree program in Communication Sciences and Disorders and the program for the Preliminary Speech-Language Pathology Services Credential in Language, Speech, and Hearing (SLPSC).

Requirements for the Preliminary Speech-Language Pathology Services Credential in Language, Speech, and Hearing

1. Students must meet all of the requirements for the M.A. Degree in Communication Sciences and Disorders.
2. Students must demonstrate proficiency in reading and writing through passing the University Examination in Writing Proficiency (EWP) and through obtaining a "C" (2.0) or better in COMD 300, Introduction to Research in Speech Communication. Alternatively, students may demonstrate reading and writing proficiency by obtaining a "C" (2.0) or better in COMD 500, Research in Speech Communication.
3. If equivalences have been granted for a clinical practicum that was completed at another university, appropriate documentation of clinical clock hours completed at the other institution must be provided to the Communication Sciences and Disorders program so that it can be placed in the student's clinical practicum file.
4. The required courses and clinical practice for the SLPSC must be completed with a grade-point average of 2.50, and at least a "C" (2.0) must be earned for each course and practicum. In the case of credit/no credit grades for certain clinical practicum courses, the student must earn credit.
5. Students are required to complete clinical clock hours according to the requirements of the American Speech-Language-Hearing Association. Also, 100 of the 350 supervised clock hours must be completed at a school site or its equivalent. The clinical clock hours must be supervised

in all cases by persons holding the ASHA Certificate of Clinical Competence in Speech-Language Pathology and the appropriate state license. The supervisor of the public-school practicum must also hold the Clinical Rehabilitative Services Credential or a Clear Speech-Language Pathology Services Credential in Language, Speech, and Hearing.

6. Students must take the following courses above and beyond the requirements for the M.A.:
 - COMD 589A Public School Practicum in Communication Sciences and Disorders
 - COMD 590 Seminar: Speech and Hearing Services in Schools
 - COMD 558C Clinical Practicum: Communication Disorders and Differences in Individuals from Diverse Backgrounds
 - COMD 564 Seminar in Autism Spectrum Disorders
 - Psych 361 Developmental Psychology
 - Special Ed 371 Exceptional Individual

7. Students must pass the CBEST by the semester before taking COMD 589A, Public School Practicum

ACADEMIC DISHONESTY

(UPS 300.021)

Academic dishonesty includes but is not limited to cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), assisting or allowing any of these acts, or the attempt to commit such acts.

Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Examples of cheating include, but are not limited to, the following: using notes or aids (including electronic devices) or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor, or any acts which defeat the intent of an examination, plagiarism as defined below, and collaborating with others on any assignment where such collaboration is expressly forbidden by an instructor. Violation of this prohibition of collaboration shall be deemed an offense for the person or persons collaborating on the work, in addition to the person submitting the work. Documentary falsification includes forgery, altering of campus documents or records, tampering with grading procedures (including submitting altered work for re-grading), fabricating lab assignments, or altering or falsifying medical excuses or letters of recommendation.

Plagiarism is defined as the act of taking the work (words, ideas, concepts, data, graphs, artistic creation) of another whether that work is paraphrased or copied in verbatim or near verbatim form and offering it as one's own without giving credit to that source. When sources are used in a paper, acknowledgment of the original author or source must be made through appropriate citation/attribution and, if directly quoted, quotation marks or indentations must be used. Improper acknowledgment of sources in essays, papers, or presentations is prohibited.

The initial responsibility for detecting and dealing with academic dishonesty lies with the instructor concerned. An instructor, who believes that an act of academic dishonesty has occurred, is obligated to discuss the matter with the student (s) involved. The instructor should possess reasonable evidence with respect thereto, such as documents or personal observation. In this meeting, and throughout the process, every effort should be made to preserve the integrity of the educational relationship between instructor and student. The student should be given the opportunity to respond to the complaint. If the violation is discovered during the offering or grading of the final exam, the instructor may assign a mark of “RP” until the instructor has an opportunity for such a meeting. Also, because the student may challenge the allegation, he or she must be allowed to attend all classes and complete all assignments until the appellate process is complete. When necessary, such discussion may be conducted by telephone or electronic mail. However, if circumstances prevent consultation with student(s), the instructor may assign an appropriate academic sanction (subject to student appeal). An instructor who is convinced by the preponderance of the evidence (the greater weight of the credible evidence) that a student is responsible for academic dishonesty, shall:

1. Assign an appropriate academic penalty, including, but not limited to: oral reprimand; “F” or “O” on the assignment; grade reduction on the assignment or course; or “F” in the course. Factors to take into consideration in assigning a grade sanction include: normative sanctions for comparable acts, severity of the offense (academic gain or potential academic gain if the action had gone undetected), harm or potential harm to other students in the class, premeditation of the act.
2. Report to the student(s) involved, to the department chair, and to the Dean of Students office, Student Conduct, the alleged incident of academic dishonesty, including relevant documentation, actions taken by the instructor including grade sanction, and recommendations for additional action that he/she deems appropriate. The written report should be distributed as soon as possible, preferably within 15 calendar days from discovery, but not later than 30 calendar days after the first day of classes of the regular semester (fall or spring) following the grade assignment.

The Dean of Students office, Student Conduct, shall maintain a disciplinary file for each case of academic dishonesty with the appropriate documentation. Students shall be informed that a disciplinary file has been established and that they have an opportunity to appeal the actions of the instructor under the Academic Appeals Policy. Dean of Students office, Student Conduct may initiate disciplinary proceedings under Title 5, Section 41301 and Executive Order 1098 (<http://calstate.edu/eo>). Sanctions which may be assessed include but are not limited to: warning, probation, educational sanctions, removal from academic program, suspension, expulsion, denial of admission or enrollment in university classes including Extended Education.

When two or more incidents involving the same student occur, the Dean of Students office, Student Conduct shall initiate disciplinary proceedings. A student may appeal any sanction assessed for a charge of academic dishonesty under UPS 300.030, “Academic Appeals.” If the Academic Appeals Board accepts the student’s appeal, then the disciplinary file will be purged. If a student does not appeal the instructor’s action or if the Academic Appeal Boards rejects the student’s appeal the disciplinary file will be maintained in a confidential file in the Dean of Students office, Student Conduct for a minimum of seven years. Disciplinary probation and suspension are noted on the student’s academic record during the term of the probation or suspension. A permanent notation will be made on a student’s academic record if he or she is

expelled from the university. A second academic integrity violation usually results in suspension from the university for a period.

In order to facilitate due process and to ensure that a student knows that academic dishonesty is subject to action, this policy shall be published in the *Catalog and Student Handbook*. Copies of this policy shall also be available in every department office, the Dean of Students office, and in the Office of the Vice President for Student Affairs.

Source: Academic Standards Committee
Student Academic Life Committee

EFFECTIVE DATE: June 16, 2015
Supersedes UPS 300.021 dated
6-30-10 and ASD 15-80

Requirements for Completion of the Clear Speech-Language Pathology Services Credential in Language, Speech, and Hearing

Students must obtain a Certificate of Clearance by the semester before taking COMD 589A, Public School Practicum in Communication Disorders or any other practicum that requires participation in the public schools, including COMD 569, Audiology Practicum. Students apply for the Certificate of Clearance online. To obtain instructions on how to apply, go online to the CA Commission on Teacher Credentialing website and google Certificate of Clearance.

Procedures for Completion of the Preliminary Speech-Language Pathology Services Credential in Language, Speech, and Hearing

1. Students should apply for the credential in the Credentials office in CP-740 during finals week of the semester they are due to graduate.
2. Students should check their KASA website a few weeks after they graduate to determine that all clinical and exam requirements are completed and entered on the website.
3. Paperwork for the credential is usually completed approximately three weeks after the end of the semester.

Requirements for Completion of the Clear Speech-Language Pathology Services Credential in Language, Speech, and Hearing

To obtain a Clear Speech-Language Pathology Services Credential in Language, Speech, and Hearing, graduates must meet the following requirements:

1. Graduates must have obtained the preliminary credential.
2. Graduates must pass the National Examination in Speech-Language Pathology.

3. Graduates must complete a Required Professional Experience (RPE) for the California license in speech-language pathology and a Clinical Fellowship Year (CFY) for the ASHA Certificate of Clinical Competence.
4. Graduates should apply directly to the California Commission on Teacher Credentialing for the clear credential.

Standards for Continued Participation in Credential Programs At California State University, Fullerton

Policy One

Revised December 2006

The credential programs endeavor to admit only candidates who have demonstrated through the application process that they possess the important characteristics necessary to be successful educators:

- Respect for all individuals enriched by an understanding of culture and diversity
- Commitment to working collaboratively
- Commitment to lifelong learning
- Wide constellation of knowledge and skills
- Ethical character demonstrated by
 - Having integrity, and being trustworthy, honest, courteous, open minded, and by treating others fairly and impartially.

Candidates are required to demonstrate professional behavior in all aspects of their participation in the credential program. Candidates are expected to be knowledgeable about and adhere to the professional standards for their field of teaching, as well as University standards outlined in the Schedule of Classes and Catalog, especially the sections on Student Conduct, Graduate Admission, and Academic Dishonesty, and student outcomes as described in the Education Unit's Conceptual Framework. Individuals who are accepted for admission to a credential program become credential candidates and are responsible for meeting the high standards of personal conduct expected of professional educators. Candidates' continued participation in credential programs at Cal State Fullerton is dependent upon their ability to adhere to professional standards as assessed within each credential program.

To continue to participate in a Credential Program and related master's Program (if there is one) you must:

- Behave in an honest and forthright manner.
- Follow standard scholarly practice in giving credit to sources used in assignments.
- Follow directions of University instructors, supervisors, and fieldwork and student teaching

- mentors such as master teachers.
- Behave in a manner expected of professional educators.
- Cooperate and collaborate with fellow candidates on projects and assignments.
- Maintain successful academic progress by passing all classes and maintaining at least a 3.0-grade point average. No classes for which grades of D or F were assigned will be used to meet credential requirements. In credit/no credit classes “B” level work is required to get credit.
- Maintain the standards of your department and program.

Credential candidates will be considered for removal from the program if they:

- Exhibit academic dishonesty as defined by the University Catalog
- Exhibit inappropriate student conduct as defined by the University Catalog
- Exhibit unacceptable academic, field, pedagogical, and clinical performance behaviors
- Fail to meet the standards set by the Commission on Teacher Credentialing
- Fail to behave according to the standards of the profession, public schools, university, department and program
- Fail to demonstrate credentialing competencies

Procedures to be followed by departments to remove a student from a credential program:

1. The process to remove a candidate from a credential program in accordance with written department or program policies can be initiated by a Department Chair after consultation with the appropriate faculty members.
2. If a department is considering removing a candidate from the program, the student will be notified in writing of the specific reasons. The written notice can be provided in person or by registered mail. A copy of the document will be provided to the Associate Dean, College of Education.

Part Two: Proficiency in Written and Spoken English

In addition to the previously discussed credential program requirements, all graduate students enrolled in California State University credential training programs, including the CSUF CSD “Preliminary Speech-Language Pathology Services Credential in Language, Speech, and Hearing (SLPSC) graduate program, are required to demonstrate proficiency in written and spoken English.

According to the California State University (CSU) chancellor office’s most recent directive (Executive Order No. 1077) issued in 2012 for all campus teacher education credential programs (The California State University, Office of the Chancellor, memorandum, May 3, 2012), candidates being considered for admission to teacher education preliminary credential programs “shall have demonstrated proficiency in written and spoken English, as determined by the campus” (p. 1). Additional requirements of this executive order are that:

1. Students admitted to a credential program have their proficiency evaluated throughout the program.
2. Department Chairs recommend measures to address the issues for students who are unable to demonstrate the necessary proficiency.

To ensure that graduate students entering the CSD credential program meet these requirements, the CSD program instituted a new English proficiency screening process in Fall 2013. This screening process was also designed to help provide all students with feedback as appropriate to prepare them to be successful in meeting some different communication related clinical skills that will be evaluated as part of their later on-campus and off-campus clinical practica training experiences such as the following:

- a) "Pacing and interaction during client/family interviews and counseling sessions."
- b) "Implementation of teaching strategies: Instruction and demonstration."
- c) "Implementation of teaching strategies: Modeling, cueing, reinforcement and feedback."
- d) "Oral speech and language model."

Successful completion of these oral communication clinical skills and competencies also enable students to meet ASHA Certificate of Clinical Competence (CCC) in Speech-Language Pathology standards.

One additional purpose of this screening is to help identify students who are bilingual, non-native English speaking, or speakers of varied English dialects who could potentially benefit from some form of English communication support in accordance with recommendations contained within ASHA's (1998 and 2011) position and policy statements with regard to the clinical training and education of students who speak with accents. In accordance with these position papers, the process is designed to provide students with the support necessary to be successful in their clinical training without discriminating against their ability to provide clinical services. The feedback from these screenings enables the program to provide students with early recommendations on ways that they can enhance their overall English proficiency for future work with English speaking clients. As part of the process, the English written and oral communication skills of all students enrolled in COMD 501 (Seminar in Speech-Language Pathology) are observed and evaluated using the following process:

1. During a designated class period or periods, students will be asked to do the following:
 - a. Give a 5-7-minute oral presentation on a topic approved by the COMD 501 instructor. This presentation will be audio-recorded for later review as needed with student approval by the CSD Credential coordinator or Clinic Director.
 - b. Verbally respond to questions posed by other class participants.
 - c. Respond in writing to a given writing prompt. The writing sample will be evaluated by CSD Credential coordinator or Clinic Director.
2. Following these written and oral presentations, the Clinic Director will evaluate each presentation for the following oral communication skills and abilities:
 - a. Spoken English grammar
 - b. Spoken English pronunciation
 - c. Spoken English stress/intonation in words and sentences
 - d. Written English grammar
 - e. Vocal loudness and quality
 - f. Fluency, rate, and pausing

Written question responses will also be evaluated concerning following:

- a. Written English grammar
- b. Vocabulary/word choice and phrasing
- c. Punctuation
- d. Spelling

3. No later than the last week of class before final exams, students will be provided a written summary of evaluator feedback.
4. The following process will then be used for students who are recommended for either a follow-up consult or English proficiency plan meeting with the program's English Language Proficiency Subcommittee:
 - a. Students who are recommended for a follow-up consultation meeting
 - 1) Students will be asked to setup a meeting with the Clinic Director at the beginning of the following semester to discuss possible recommendations for support and/or improvement of English communication proficiency/competency skills to meet the above stated clinical and academic training objectives.
 - 2) A written summary of agreed upon recommendations will be provided to the CSD Graduate Program Advisor, Credential Program Coordinator, and student.
 - 3) A copy of the co-signed consultation follow-up form will be placed in the student's academic folder by the Credential Program Coordinator.
 - c. Students who are recommended for a follow-up consultation and written English language proficiency plan.
 - 1) Students will be asked to setup a meeting with the Clinic Director at the beginning of the following semester to discuss possible recommendations for support and/or improvement of English. This meeting will then be followed up with a second meeting involving all members of the program's English Language Proficiency Subcommittee (the Clinic Director, Graduate Adviser, Department Chair and Credential Program Coordinator) during the same semester to discuss possible recommendations for support and/or improvement of English communication proficiency/competency skills to meet the above stated clinical and academic training objectives.
 - 2) A written summary of an agreed upon English language proficiency plan will be developed by members of the subcommittee in collaboration with the student. Examples of possible recommendations include:
 - i. A re-evaluation of oral and/or written skills within one year of the initial evaluation
 - ii. Possible enrollment as a student in the Department's Multicultural Clinic (COMD 558C) accent modification services component or some other university-based accent modification/English language instruction program (such as the American Language program)
 - iii. Ongoing consultation and follow-up as needed with graduate seminar instructors for feedback on oral and written English language assignments
 - iv. CSD program peer mentor/tutor support

- v. Other university programs designed to support international or non-native English student speakers
 - vi. A copy of the approved and signed plan will be placed in the student's academic folder by the Credential Program Coordinator.
- 3) The agreed remediation plan will need to be completed within one year of the initial COMD 501 presentation. Members of the program's English Language Proficiency subcommittee will meet again at that time with the student to evaluate their progress of the plan.
- i. Students who successfully complete the plan within the indicated time frame which receive written documentation of their successful completion of the plan with a copy placed in their academic file.
 - ii. Students who do not completed the plan successfully will need to meet with members of the program's subcommittee to determine the next step in the process.

GENERAL REQUIREMENTS

1. All graduate students must maintain continuous enrollment throughout their program. Leaves of absence may be for one semester on the grounds of illness or disability (permanent or temporary), activities that enhance a student's professional career objectives, or activation in the armed forces of the U.S., and must be requested and approved by the Office of Graduate and International Programs. (See University Catalog: Leave of Absence.) Students who have completed all coursework must enroll in Graduate Studies (GS700) to maintain continuous enrollment.
2. Courses on the Graduate Study Plan must be replaced or updated after five years from their date of registration. Students who have out-of-date coursework on their study plans must petition the department through the Office of Graduate and International Programs for an extension of time for the completion of the degree. If the petition is granted, then the student must decide to take updating examinations to demonstrate currency in coursework or replace the courses with current curricula.
3. Courses taken for a credential may not be appropriate for a Master of Arts Degree program. The academic merits of courses must be evaluated relative to professional standards.
4. Changes of the courses on the Graduate Study Plan may not include courses taken before the time of the petition for change.
5. Incomplete grades in graduate courses must be completed within one year of the date issued except for COMD 597 and 599. Arrangements for completion of such grades must be made **before the final examination week**. When incomplete grades are still outstanding at the time a student applies for a graduation check, an early deadline must be met by the student to allow sufficient time for notification of completion for graduation. Report in Progress (RP) grades may be issued for COMD 597, 598, and 599, and should be completed within two years. Check appropriate deadlines with your adviser early in the semester.
6. Students may request declassification from the master's program if they no longer intend to pursue the degree.
7. Students may be declassified for academic reasons by the department or by the university.
8. Students must have an approved Clinical Practicum Plan before enrolling in any Communication Disorders area clinical practicum. Specific information on developing a Clinical Practicum Plan is available in the Speech and Hearing Clinic and will be sent to you within two weeks of receiving notice of your acceptance in the M.A. program.

It is recommended that a student is familiar with the current University Catalog section on Graduate Programs.

SUMMARY

First Semester

- ✘ 1. Meet with the School Credential Coordinator to verify course prerequisites and sign a course waiver (if applicable).
- ✘ 2. Enroll in classes (seminars and unmet prerequisites) provided to you by the Graduate Adviser
- ✘ 3. Meet with your assigned Faculty Adviser to review and sign off your Graduate Study Plan (GSP) and Individual Student Schedule-Clinical Practicum Plan (ISS-CPP).
- ✘ 4. Submit your Graduate Study Plan (GSP) to the Graduate Adviser no later than the end of October
- ✘ 5. Submit a Notice of Intention to Register (NIR) by the posted deadline for your practicum (if applicable). Students with approved Clinical Practicum Plans must submit NIR for each practicum before the semester of enrollment.

Each Semester After that

- ✘ 1. Be sure to watch bulletin boards for deadlines and announcements regarding registration for Clinics, etc.
- ✘ 2. Maintain continuous enrollment (taking classes, GS700, or an official leave of absence) until graduation.
- ✘ 3. Maintain an overall 3.0 GPA and a GPA of 3.0 on Graduate Study Plan (known as GSP-GPA).
- ✘ 4. See your faculty adviser before class registration.
- ✘ 5. Submit any requests for changes in GSP to the Graduate Adviser. (These forms are available in the Department Dropbox and must be signed by your faculty adviser.) This request will be taken to the Graduate Committee for action. The Graduate Adviser will notify you of the decision and the signed request form will be filed in your Graduate folder.
- ✘ 6. Inform the department of any address, phone number or name changes.
- ✘ 7. Submit a Notice of Intent to Register (NIR) before each clinical practicum.
- ✘ 8. Take in-class KASA Examinations as they are scheduled by the seminar instructor. For any failed KASA examinations, you MUST **pass** remediation NO later than the end of the following semester. This does not include the KASA examinations taken at the last semester.

Before the Last Semester

- ✘ 1. Request permission to take KASA Cumulative Exams 30 days before that week, if you have taken six out of eight areas of in-class KASA Exams.
- ✘ 2. File for Application for Graduation check before the beginning of classes of the last semester.
- ✘ 3. Check your CALIPSO for the completion of KASA Academic Competencies.
- ✘ 4. Check your CALIPSO for the completion of KASA Clinical Competencies.
- ✘ 5. If you are taking COMD 589A and 590 (Public School Practicum), check with Credential Coordinator for your credential requirements to be met for the following term you will graduate.

Last Semester – To graduate timely, you MUST do the following

- ✘ 1. File the graduation check (refer to university webpage for the deadline or watch for announcement in your student portal)
- ✘ 2. Conference with the CSD Department Chair during the first two weeks of the semester that you are scheduled to graduate regarding procedures for obtaining ASHA certification.
- ✘ 3. Complete all areas of KASA examinations. Any KASA examinations taken during the last semester, if failed, you MUST *pass* remediation NO later than one month before the graduation (i.e., **end of April** for spring and summer graduation; **end of Nov.** for fall graduation).
- ✘ 4. Maintain an overall 3.0 GPA and a GPA of 3.0 on seminars on approved Graduate Study Plan.
- ✘ 5. Continue to check the completion of all areas of KASA Examinations and Clinical Competencies.
 - ✘ Register for COMD 599 with the appropriate instructor for any missing KASA clinical competency (e.g. fluency, voice or swallowing), if applicable to you.
- ✘ 6. Check your CALIPSO to see if you have met the ASHA requirement of 400 clinic clock hours, and all areas of clinical competencies have been checked off by the supervisors. It is the student's responsibility to maintain systematic, frequent communication with the adviser regarding progress toward meeting the clinical practicum requirements of these two outside agencies.

- ✘ 7. Mail ASHA and State Licensure materials to the COMD Department Chair, once a) your degree is officially conferred (appeared in your online academic record), and b) all KASA categories (both academic and clinical KASA skills) have been checked.

- ✘ 8. If you are taking the Public School Practicum, you should apply for the credential during finals weeks in the Credentials office in CP-740.

A Commitment to Justice, Equity, and Respect for Diversity of all Kinds

*Department of Communication Sciences and Disorders
California State University, Fullerton
January 2021*

Note: The faculty and staff within the Department of Communication Sciences and Disorders wish to acknowledge the COMD graduate students who took the first step in moving our department to the drafting of this statement in August 2020. We applaud you for your commitment, courage, and passion to make a difference in our department and this world. Thank you!

Over the last 30 years, the Department of Communication Sciences and Disorders (COMD) has made a commitment to addressing and advancing issues of diversity as they relate to the diversification of our COMD student, faculty and staff community, delivery of just, equitable, and quality services to diverse client populations, establishment of a strong multicultural clinical and academic curriculum at both the undergraduate and graduate levels and graduation of culturally competent, sensitive and aware clinicians. Most recently, the Department has established a Multicultural Speech-Language Pathology specialty certificate to enhance our students' ability to conduct culturally responsive and inclusive research.

However, several events over the last year, including the murder of George Floyd on May 25, 2020 and the attempted insurrection at our nation's Capitol on January 6, 2021, have caused each of us to reflect deeply on some questions and obvious realities that are both very personal and very painful. Over the last few years, we have also witnessed a growing close presence of racial, religious and other forms of hatred as well as violence that took the life of individuals such as our professional colleague, Reverend Sharonda Coleman-Singleton, a speech-language pathologist, member of the American Speech-Language-Hearing Association (ASHA) and South Carolina Speech Language Hearing Association who was gunned down by a white supremacist during a bible study meeting in 2015 at her church.

Over the last year, as a country and a global world, we have also witnessed the impact of the COVID-19 pandemic which has helped us to recognize that we actually have more in common with each other than we realize and that we are all interconnected. However, we acknowledge as well the disproportionate impact that this health crisis has had on some of our global, national and COMD communities more than others.

In light of these events, we agree on a personal as well as collective level that we need to strive to be better and to do better by becoming more educated and informed individuals who are sensitized to the differing as well as shared needs, differences and realities of each other. We agree to strive toward the ideals of justice, equity and inclusion. We will work to become more aware of our conscious and unconscious biases, prejudices, and acts

of discrimination through ongoing self-reflection and education. We know that each of us, from time to time, engage in words, actions, or non-actions that result in the marginalization, dehumanization, or othering of others. We promise to act in ways that minimize these behaviors while holding ourselves accountable when they do take place.

We recommit to our association's ASHA (2016) Code of Ethics which asserts that, as professionals, we: 1) "shall not discriminate in the delivery of professional services or in the conduct of research and scholarly activities on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language or dialect" (*Principle of Ethics 1, Rule of Ethics C*) and 2) shall not discriminate in "relationships with colleagues, assistants, students, support personnel, and members of other professions and disciplines on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, dialect, or socioeconomic status" (*Principle of Ethics IV, Rule of Ethics L*).

We voice our support for our association's "Response to Racism" position statement (ASHA, 2020) which "explicitly condemns systemic racism and oppression" and commits to "rooting out the systemic inequities that exist in our communities—within our professions, our schools, and universities and workplaces" as well as its statement on the Capitol Hill Violence incident (ASHA, 2021, January 8) which "categorically condemns the violent, destructive and deadly attack on the U.S. Capitol and our democracy."

As members of our association and Cal State Fullerton community, we reaffirm, as well, our commitment to civility as a shared responsibility of our department, expressing respect for others. We commit as well to always engage in civil discourse where all perspectives and beliefs are heard even when we disagree.

Finally, we commit to the development of an annual department action plan with input from the various stake-holders and voices within our COMD community to ensure that the principles outlined in this statement are put into action. We also pledge to say what we mean and mean what we say. We promise to live our lives in harmony with each other from this point forward.

References

American Speech-Language-Hearing Association (2021, January 8). *ASHA Statement on Capitol*

Hill Violence [Position Statement]. Retrieved from:

<https://www.asha.org/news/2021/asha-statement-on-capitol-hill-violence/>

American Speech-Language-Hearing Association (2020). *Response to Racism* [Position Statement]. Retrieved from: <https://www.asha.org/policy/response-to-racism/>

COMMUNICATION SCIENCES AND DISORDERS DEPARTMENT CALIFORNIA STATE UNIVERSITY, FULLERTON

Revised STRATEGIC PLAN (2018-2023)

The long-term strategic plan of the Department of Communication Sciences and Disorders aligns long-term goals with the university mission statement and with American Speech-Language-Hearing Association (ASHA) objectives.

Schedule for analysis of the plan: and The progress toward meeting each goal/objective of the strategic plan will be reviewed and analyzed by the full-time faculty members annually at the department retreat.

Sharing of the analysis of the plan: The executive summary of the status of the goals/objectives will be shared with the College and campus leadership team, and with students. The executive summary will be distributed to the College leadership team and posted on the department website.

The Department of Communication Sciences and Disorders at California State University, Fullerton provides its majors with an understanding of speech, language, and hearing sciences and disorders, and also of the high-quality services that are delivered by professionals in speech-language pathology and audiology. Our faculty and staff aspire to combine excellence in teaching, research, and clinical practice for students in and out of the classroom. At the on-campus Speech and Hearing Clinic and off-campus medical, community, and educational training sites, we strive to provide graduates of our program with the essential knowledge and skills to become professional practitioners in speech-language pathology who are capable of serving in clinics, schools, community centers, hospitals, and private practice. We also strive to prepare our graduates to become advocates for people with communication disorders.

Positioned within a comprehensive, regional university with a global outlook in Southern California, our faculty expertise and diversity provide a distinctive opportunity for exploring, understanding, and developing an appreciation for normal and disordered human communication across the life span and across culturally/linguistically diverse populations. In our university, where learning is preeminent, graduates represent our aspirations to combine the best of current theory with contemporary clinical practices across the broad areas within our profession.

GOAL 1 ***Ensure the preeminence of learning by addressing the knowledge and skill areas delineated in the appropriate ASHA Standards for the Certificate of Clinical Competence in Speech-Language Pathology.***

Objectives:

1. Annually review and update at a faculty retreat as needed 22% of our curriculum in the areas of basic communication sciences, articulation and phonology, cognitive aspects of communication, modalities of communication, fluency, receptive and expressive language disorders, social communication issues, voice and resonance, swallowing, and hearing across culturally/linguistically diverse backgrounds and across the lifespan.
2. Annually review the 95% or higher completion rate of the master's degree program within the expected time frame, a Praxis passing rate of 95% or higher, and a 95% or higher Required Practicum Experience (RPE)/Clinical Fellowship Year (CFY) employment rate.

Strategies:

- a. Twenty-two percent of the curriculum (4 out of 17 courses, two seminar and two practicum courses each) will be reviewed annually for currency.
- b. Curricular adequacy and currency will be examined annually during curricular review by Communication Sciences and Disorders (COMD) faculty, by examining factors such as students' performance in Knowledge and Skills Acquisition (KASA) and Calipso clinical skills ratings, high M.A. completion rates, high passing rates on Praxis exams, and satisfactory ratings on the Survey of Graduates and Employers.

GOAL 2 ***Provide high-quality clinical training with an emphasis on cultural/linguistic diversity and ethical practices.***

Objectives:

1. Integrate knowledge and skill areas with the ASHA Code of Ethics by 100% of graduate students passing a test with 85% accuracy on the ASHA Code of Ethics in COMD 501 Seminar in Speech-Language Pathology.
2. Develop and maintain attractive, accessible, and functional on-campus clinical facilities that support clinical learning.

Strategies:

- a. A test regarding the ASHA Code of Ethics will be administered in every fall semester during COMD 501 Seminar in Speech-Language Pathology.
- b. Enhancement of clinical facilities (including technology/equipment and assessment tests update) and space will be implemented annually with regards to the recommendations of the Clinical Services Committee and the COMD faculty.

GOAL 3 ***Incorporate formative and summative assessment instruments to evaluate student achievement.***

Objectives:

1. Annually seek evidence of achievement in knowledge and skills areas by an initial passing rate by graduate students of all ten academic KASAs with a mean of 70% or more questions passed.
2. Annually demonstrate graduate learning from Graduate and Employer Surveys by receiving responses averaging 3 or higher points out of a maximum of 4 points.
3. Annually demonstrate undergraduate student learning by students demonstrating an average of 70% or higher on a multiple choice test of undergraduate students' cumulative learning given in COMD 476 Clinical Methods and Procedures.

Strategies:

- a. KASA exam results will be analyzed and measured by the graduate advisor and chair, and discussed by the faculty on an annual basis.
- b. The Survey of Graduates and Employers will be administered and analyzed annually by the chair and discussed by COMD faculty.
- c. A multiple choice exam that encompasses core undergraduate classes will be administered in COMD 476 Clinical Methods and Procedures each semester, and the data will be evaluated annually by the COMD faculty.

GOAL 4 ***Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.***

Objectives:

1. Provide a minimum of two High Impact Practice (HIP)/InterProfessional Education (IPE) collaboration opportunities for students to interact with faculty, their peers, and community partners.
2. 100% of students will be offered opportunities to participate in curricular and co-curricular programs that advance students' recognition of roles they play in a global community.
3. Provide a minimum of two resources for programs that increase student participation in activities and services that link degree, career, and community.

Strategies:

- a. Provide IPE opportunities in COMD 544 Seminar in Neurogenic Speech-Language by collaborating with the Nursing simulation lab.
- b. Provide IPE opportunities in COMD 571 Seminar in Fluency by collaborating with the Counseling department
- c. Provide HIP experiences in, COMD 478 Counseling in Speech-Language Pathology, COMD 465 Aural Rehabilitation, and student clubs such as Students for Smile, by collaborating with such community organizations as the Tzu-Chi Foundation, Flying Samaritans, Smile Train, and other global organizations.
- d. Support the COMD Peer Mentor program, National Student Speech Language Hearing Association (NSSLHA), Student Speech Therapists and Audiologists Nurturing Cultural Enrichment (S.T.A.N.C.E.), Students for Smiles, Student Academy of Audiology and any additional student groups focused on relevant issues such as diversity.
- e. Continue to support and encourage student participation in the following existing COMD program High-Impact Practices (HIP)
 - *serving as student clinic assistants*
 - *students participating in service learning*
 - *students participating as research assistants*

- *students participating in mentoring programs such as the American Speech-Language Hearing Association's career-related programs of Student to Empowered Professional S.T.E.P) and Minority Student Leadership Program (MSLP).*

GOAL 5 ***Strengthen institutional and community collaboration through clinical site connections, educational partnerships, and alumni activities.***

Objectives:

1. Establish links with our alumni that optimize an ongoing commitment to the success of the clinical training within our program by having a get-together at the California Speech-Language-Hearing Association state convention each year.
2. Have an annual meeting of the COMD Advisory Board that includes community professionals.
3. Each semester successfully place 100% of students in all off-campus practicum.

Strategies:

- a. Organize an annual alumni event at California Speech-Language Hearing Association (CSHA) convention and invite the alumni to the annual Honors and Awards event.
- b. Host annual meetings of the COMD Advisory Board to address any clinical concerns and issues.
- c. Continue to expand the off-campus practicum sites for medical and public schools.

GOAL 6 ***Create an environment where students have opportunities to succeed academically and clinically.***

Objectives:

1. 100% of graduate students will meet with their academic advisors each semester to document their progress in acquiring their critical knowledge- and skill-based competencies, including identifying and remediating any areas of weakness in Calipso KASA & Cumulative skills evaluation.
2. 100% of graduate students will have access to advanced technologies and instrumentation supportive of research, scholarly, and creative activity through training in COMD 576 Seminar in Augmentative/Alternative Communication, COMD 573 Seminar in Voice Disorders, COMD 543, Seminar in Swallowing Disorders, and 569 Audiology Practicum.
3. Facilitate the development of life-long learners and professionals through instruction of 100% of graduate students in COMD 501 Seminar in Speech-Language Pathology regarding the training requirements for obtaining the Certificate of Clinical Competence in Speech-Language Pathology, the California State License in Speech-Language Pathology, and the California Speech-Language Pathology Services Credential in Language, Speech, and Hearing.

Strategies:

- a. Faculty advisers will conduct academic advisement sessions each semester and complete the on-line documentation of advisement with a log of 100% of graduate students per semester.
- b. Documentation of progress on academic and clinical KASA competencies will occur systematically on Calipso with 95% currency of the information on the site. The department administrative support coordinator, the graduate adviser, and chair will handle the documentation update on Calipso each semester. Systematic and ongoing remediation of academic KASAs will be demonstrated by a 95% remediation completion rate by the exit interview in the first week of students' final semester.
- c. Adequate exposure of students to new technology and instrumentation will be demonstrated in coursework such as COMD 576 Augmentative/Alternative Communication, COMD 573, COMD 543, and clinical practica such as COMD 569 Audiology Practicum.
- d. Students will be informed of the requirements for licensure and ASHA CCC application and the need for continuing education/life-long learning in the profession in COMD 501 Seminar in Speech-Language Pathology every fall semester and COMD 590 Seminar in Speech/Hearing Services in Schools, teaching clinics, regular advisement sessions, and exit interview with the chair in the first week of his/her final semester.

GOAL 7 *Improve student persistence, increase graduation rates, and narrow the achievement gap for underrepresented students.*

Objectives:

1. 100% of undergraduate students who are placed on academic probation will receive counseling as to their options, including the opportunity to repeat courses and strategies for improvement.
2. 70% of students who declare the major as undergraduates will successfully complete the bachelor's degree within four years.
3. Undergraduate advisement will be available throughout the year to 100% of students.
4. 70% of graduate students will pass written KASA exams the first time, with successful remediation for the remaining students.
5. 100% of available positions for student clinic assistants and research assistants will be filled each year.
6. 100% of students who start the graduate program will successfully complete it within 3 years, and 80% will complete it within 2.5 years.

Strategies:

- a. Identify and expand programs that have a documented impact on increasing student achievement in bottleneck, gateway and low success rate academic courses. Collect data on the number of undergraduate students who repeat the first core undergraduate courses of COMD 241 Introduction to Phonetics, 242 Introduction to Communication Disorders, 307 Speech/Language Development, and 344 Anatomy and Physiology of

Speech and Hearing. The undergraduate adviser and the chair will handle the data collection and analysis.

- b. Identify and increase participation in new and ongoing efforts that support underrepresented student persistence and achievement. This includes faculty participation in Health Careers Opportunity Program (HCOP) 2 as well as student participation in the Department Peer Mentor program.
- c. Monitor the number of graduate students who must remediate each individual KASA examination and the specific failed competencies. The graduate adviser and the chair will handle the monitoring and data analysis.
- d. Establish accountability metrics at the program level to ensure progress on retention and graduation rate strategies. The COMD chair will track undergraduate and graduate student graduation rates.
- e. Strengthen the mandatory advisement requirement for current and transfer undergraduate students each semester including summer. Provide a stipend for the undergraduate advisor or provide a one-course teaching assignment for his or her advisement activities during the

GOAL 8 *Recruit and retain a high-quality and diverse faculty and staff.*

Objectives:

1. Maintain 60% of all full-time faculty members to be from diverse backgrounds.
2. 80% of all new tenure-track faculty will be retained through the granting of tenure and promotion.
3. 100% of full-time faculty will receive support for professional development, travel to meetings, completion of CEUs, and maintenance of licensure and certification.

Strategies:

- a. Create and implement a diversity action plan to focus on the retention of diverse faculty, recruitment of diverse faculty, and fostering an inclusive environment for all faculty. Conduct annual review of percentage of diverse tenure-track faculty who obtain or do not obtain tenure and/or promotion, and also provide mentors for all junior tenure-track faculty.
- b. Enhance and maintain professional and leadership development opportunities to better support retention and engagement throughout all career stages. Provide pre-tenured faculty a student assistant and/or release time, mentoring by another eligible faculty member, in addition to relief from student advice for the first year. Encourage faculty to attend relevant workshops at the Faculty Development Center.
- c. Provide faculty travel funds for all faculty members. Maintain \$1500 annual travel support for faculty who are presenting at ASHA, CSHA, or other conferences and \$500 for full-time faculty who do not present but need to attend for CEUs for CA license and/or ASHA CCC.

- d. Augment the support for collegiality by periodically arranging informal cultural exchanges, which can potentially enhance healthy work-life balance.

GOAL 9 *Increase revenue through fundraising, donations, grants, and contracts.*

Objectives:

1. An alumnus will be recognized each year and at least 20 graduate alumni will be invited to attend the department's award event each year.
2. 50% of full-time faculty will participate in at least one activity each year in support of fundraising and development.
3. Annually document intramural and/or extramural grants submitted by the faculty.

Strategies:

- a. Implement a comprehensive development plan that moves the program toward increased stakeholder engagement and fundraising, which includes:
 - *an alumni outreach newsletter,*
 - *an invitation to selected alumni to Comm Week events,*
 - *the establishment of an alumnus of the year award, which will be awarded at the annual department awards and honors event.*
- b. Provide resources, enhance infrastructure, develop support systems and provide incentives necessary to increase faculty and staff engagement in fundraising, entrepreneurial activities, grants and contracts, including the following:
 - *the provision of faculty release time to write external grants and work with the private sector to elicit funding to support research*
 - *attend workshops offered by the Office of Research and Sponsored Projects for assistance and training in grant-writing.*

**2020 Standards and Implementation Procedures for the Certificate of
Clinical Competence in Speech-Language Pathology
(Effective Date: January 1, 2020)**

Introduction

The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) is a semi-autonomous credentialing body of the American Speech-Language-Hearing Association (ASHA). The charges to the CFCC are to define the standards for clinical certification; to apply those standards in granting certification to individuals; to have final authority to withdraw certification in cases where certification has been granted on the basis of inaccurate information; and to administer the certification maintenance program.

A [Practice and Curriculum Analysis of the Profession of Speech-Language Pathology](#) was conducted in 2017 under the auspices of the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) and the CFCC. The survey analysis was reviewed by the CFCC, and the following standards were developed to better fit current practice models.

The 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) go into effect on January 1, 2020. View the [SLP Standards Crosswalk](#) [PDF] and consult [Changes to Speech-Language Pathology Standards](#) for more specific information on how the standards will change.

Terminology

Clinical educator: Refers to and may be used interchangeably with supervisor, clinical instructor, and preceptor

Individual: Denotes clients, patients, students, and other recipients of services provided by the speech-language pathologist.

Citation

Cite as: Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2018). *2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology*. Retrieved from <https://www.asha.org/certification/2020-SLP-Certification-Standards>.

The Standards for the CCC-SLP are shown in bold. The CFCC implementation procedures follow each standard.

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

Standard I: Degree

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

Standard II: Education Program

All graduate coursework and graduate clinical experience required in speech-language pathology must have been initiated and completed in a speech-language pathology program

accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

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

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

Standard III: Program of Study

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

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

Standard IV: Knowledge Outcomes

Standard IV-A

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

Implementation: Coursework in statistics as well as in biological, physical, and social/behavioral sciences that is specifically related to communication sciences and disorders (CSD) may not be applied for certification purposes to this category unless the course fulfills a general the university requirement in the statistics, biology, physical science, or chemistry areas.

Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Chemistry and physics are important for the foundational

understanding of the profession of speech-language pathology. For all applicants who apply beginning January 1, 2020, courses that meet the physical science requirement must be in physics or chemistry. Program directors must evaluate the course descriptions or syllabi of any courses completed prior to students entering their programs to determine if the content provides foundational knowledge in physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Coursework in research methodology in the absence of basic statistics cannot be used to fulfill this requirement.

Standard IV-B

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

Standard IV-C

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

- Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification
- Fluency and fluency disorders
- Voice and resonance, including respiration and phonation
- Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing
- Hearing, including the impact on speech and language
- Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span
- Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning
- Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities
- Augmentative and alternative communication modalities

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

Standard IV-D

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

Standard IV-E

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

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

Standard IV-F

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

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

Standard IV-G

The applicant must have demonstrated knowledge of contemporary professional issues.

Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues include trends in professional practice, academic program accreditation standards, [ASHA practice policies](#) and guidelines, educational legal requirements or policies, and reimbursement procedures.

Standard IV-H

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

Standard V: Skills Outcomes

Standard V-A

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

Implementation: Applicants are eligible to apply for certification once they have completed all graduate-level academic coursework and clinical practicum and have been judged by the graduate program as having acquired all of the knowledge and skills mandated by the current standards. The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with persons receiving services and relevant others. For oral communication, the applicant must have demonstrated speech and language skills in English, which, at a minimum, are consistent with ASHA's current position statement on [students and professionals who speak English with accents and nonstandard dialects](#). In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English.

Standard V-B

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

1. Evaluation

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

2. Intervention

- a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
- b. Implement intervention plans that involve clients/patients and relevant others in the intervention process.
- c. Select or develop and use appropriate materials and instrumentation for prevention and

- intervention.
- d. Measure and evaluate clients'/patients' performance and progress.
 - e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
 - f. Complete administrative and reporting functions necessary to support intervention.
 - g. Identify and refer clients/patients for services, as appropriate.

3. Interaction and Personal Qualities

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

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

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

These experiences allow students to:

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

Supervised clinical experiences should include interprofessional education and interprofessional collaborative practice, and should include experiences with related professionals that enhance the student's knowledge and skills in an interdisciplinary, team-based, comprehensive service delivery model.

Clinical simulations (CS) may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). These supervised experiences can be synchronous simulations (real-time) or asynchronous (not concurrent in time) simulations.

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

Standard V-C

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

Implementation: Guided clinical observation hours generally precede direct contact with clients/patients. Examples of guided observations may include but are not limited to the following activities: debriefing of a video recording with a clinical educator who holds the CCC-SLP, discussion of therapy or evaluation procedures that had been observed, debriefings of observations that meet course requirements, or written records of the observations. It is important to confirm that there was communication between the clinical educator and observer, rather than passive experiences where the student views sessions and/or videos. It is encouraged that the student observes live and recorded sessions across settings with individuals receiving services with a variety of disorders and completes debriefing activities as described above.

The observation and direct client/patient contact hours must be within the [ASHA Scope of Practice in Speech-Language Pathology](#) and must be under the supervision of a qualified professional who holds a current ASHA certification in the appropriate practice area. Guided clinical supervision may occur simultaneously during the student's observation or afterwards through review and approval of the student's written reports or summaries. Students may use video recordings of client services for observation purposes.

Applicants should be assigned practicum only after they have acquired a base of knowledge sufficient to qualify for such experience. Only direct contact (e.g., the individual receiving services must be present) with the individual or the individual's family in assessment, intervention, and/or counseling can be counted toward practicum. When counting clinical practicum hours for purposes of ASHA certification, only the actual time spent in sessions can be counted, and the time spent cannot be rounded up to the nearest 15-minute interval.

Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through CS methods. Only the time spent in active engagement with CS may be counted. CS may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included as clinical clock hours.

Although several students may observe a clinical session at one time, clinical practicum hours should be assigned only to the student who provides direct services to the individual receiving services or the individual's family. Typically, only one student at a time should be working with a client in order to count the practicum hours. Several students working as a team may receive credit

for the same session, depending on the specific responsibilities that each student is assigned when working directly with the individual receiving services. The applicant must maintain documentation of their time spent in supervised practicum, and this documentation must be verified by the program in accordance with Standards III and IV.

Standard V-D

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

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

Standard V-E

Supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession, who has the equivalent of a minimum of 9 months of full-time clinical experience, and who has completed a minimum of 2 hours of professional development in clinical instruction/supervision after being awarded ASHA certification. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience; must not be less than 25% of the student's total contact with each client/patient; and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the individual receiving services.

Implementation: Effective January 1, 2020, supervisors for ASHA certification [must complete 2 hours of professional development/continuing education](#) in clinical instruction/supervision. The professional development/continuing education must be completed after being awarded ASHA certification and prior to the supervision of a student. Direct supervision must be in real time. A clinical educator must be available and on site to consult with a student who is providing clinical services to the clinical educator's client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition of essential clinical skills.

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

Standard V-F

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

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

Standard VI: Assessment

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

Implementation: Results of the [Praxis® Examination in Speech-Language Pathology](#) must be submitted directly to ASHA from the Educational Testing Service (ETS). The certification standards require that a passing exam score be earned no earlier than 5 years prior to the submission of the application and no later than 2 years following receipt of the application. If the exam is not successfully passed and reported within the 2-year application period, the applicant's certification file will be closed. If the exam is passed or reported at a later date, then the applicant will be required to reapply for certification under the standards in effect at that time.

Standard VII: Speech-Language Pathology Clinical Fellowship

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

Implementation: The CF experience may be initiated only after completion of all graduate credit hours, academic coursework, and clinical experiences required to meet the knowledge and skills delineated in Standards IV and V. [The CF experience](#) must be initiated within 24 months of the date on which the application for certification is received. Once the CF has been initiated, it must be completed within 48 months of the initiation date. For applicants completing multiple CFs, all CF experiences related to the application must be completed within 48 months of the date on which the first CF was initiated. Applications will be closed for CFs that are not completed within the 48-month timeframe or that are not submitted to ASHA within 90 days after the 48-month timeframe. The Clinical Fellow will be required to reapply for certification and must meet the standards in effect at the time of re-application. CF experiences more than 5 years old at the time of application will not be accepted.

The CF must be completed under the mentorship of a clinician who held the CCC-SLP throughout the duration of the fellowship and must meet the qualifications described in Standard VII-B. It is the Clinical Fellow's responsibility to identify a CF mentor who meets ASHA's certification standards.

Should the certification status of the mentoring SLP change during the CF experience, the Clinical Fellow will be awarded credit only for that portion of time during which the mentoring SLP held certification. It is incumbent upon the Clinical Fellow to verify the mentoring SLP's status periodically throughout the CF experience. Family members or individuals related in any way to the Clinical Fellow may not serve as mentoring SLPs to that Clinical Fellow.

Standard VII-A: Clinical Fellowship Experience

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

Implementation: At least 80% of the Clinical Fellow's major responsibilities during the CF experience must be in direct, in-person client/patient contact (e.g., assessment, diagnosis, evaluation, screening, treatment, clinical research activities, family/client consultations, recordkeeping, report writing, and/or counseling) related to the management process for individuals who exhibit communication and/or swallowing disabilities.

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

Standard VII-B: Clinical Fellowship Mentorship

The Clinical Fellow must receive ongoing mentoring and formal evaluations by the CF mentor. Mentorship must be provided by a clinician who holds the CCC-SLP, who has the equivalent of a minimum of 9 months of full-time clinical experience, and who has completed a minimum of 2 hours of professional development/continuing education in clinical instruction/supervision after being awarded the CCC-SLP.

Implementation: Effective January 1, 2020, CF mentors for ASHA certification **must complete 2 hours of professional development/continuing education** in clinical instruction/supervision after being awarded the CCC-SLP and prior to **mentoring the Clinical Fellow**.

Direct observation must be in real time. A mentor must be available to consult with the Clinical Fellow who is providing clinical services. Direct observation of clinical practicum is intended to provide guidance and feedback and to facilitate the Clinical Fellow's independent use of essential clinical skills

Mentoring must include on-site, in-person observations and other monitoring activities, which may be executed by correspondence, review of video and/or audio recordings, evaluation of written

reports, telephone conferences with the Clinical Fellow, or evaluations by professional colleagues with whom the Clinical Fellow works. The CF mentor and the Clinical Fellow must participate in regularly scheduled formal evaluations of the Clinical Fellow's progress during the CF experience. The Clinical Fellow must receive ongoing mentoring and formal evaluations by the CF mentor.

The amount of direct supervision provided by the CF mentor must be commensurate with the Clinical Fellow's knowledge, skills, and experience, and must not be less than the minimum required direct contact hours. Supervision must be sufficient to ensure the welfare of the individual(s) receiving services.

The mentoring SLP must engage in no fewer than 36 supervisory activities during the CF experience and must include 18 on-site observations of direct client contact at the Clinical Fellow's work site (1 hour = 1 on-site observation; a maximum of six on-site observations may be accrued in 1 day). At least six on-site observations must be conducted during each third of the CF experience. On-site observations must consist of the Clinical Fellow engaging in screening, evaluation, assessment, and/or habilitation/rehabilitation activities. Mentoring must include on-site, in-person observations; however, the use of real-time, interactive video and audio conferencing technology may be permitted as a form of observation, for which pre-approval must be obtained.

Additionally, supervision must include 18 other monitoring activities. *Other monitoring activities* are defined as the evaluation of reports written by the Clinical Fellow, conferences between the CF mentor and the Clinical Fellow, discussions with professional colleagues of the Clinical Fellow, and so forth, and may be executed by correspondence, telephone, or reviewing of video and/or audio tapes. At least six other monitoring activities must be conducted during each third of the CF experience.

If the Clinical Fellow and their CF mentor want to use supervisory mechanisms other than those outlined above, they may submit a written request to the CFCC prior to initiating the CF. Written requests may be emailed to cfcc@asha.org or mailed to: CFCC, c/o ASHA Certification, 2200 Research Blvd. #313, Rockville, MD 20850. Requests must include the reason for the alternative supervision and a detailed description of the supervision that would be provided (i.e., type, length, frequency, etc.), and the request must be co-signed by both the Clinical Fellow and the CF mentor. On a case-by-case basis, the CFCC will review the circumstances and may or may not approve the supervisory process to be conducted in other ways. Additional information may be requested by the CFCC prior to approving any request.

Standard VII-C: Clinical Fellowship Outcomes

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

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

- *integrate and apply theoretical knowledge;*

- *evaluate their strengths and identify their limitations;*
- *refine clinical skills within the Scope of Practice in Speech-Language Pathology; and*
- *apply the ASHA Code of Ethics to independent professional practice.*

In addition, upon completion of the CF, the applicant must demonstrate the ability to perform clinical activities accurately, consistently, and independently and to seek guidance as necessary. The CF mentor must document and verify a Clinical Fellow's clinical skills using the *Clinical Fellowship Report and Rating Form*, which includes the *Clinical Fellowship Skills Inventory* (CFSI), as soon as the Clinical Fellow successfully completes the CF experience. This report must be signed by both the Clinical Fellow and CF mentor.

Standard VIII: Maintenance of Certification

Certificate holders must demonstrate continued professional development for maintenance of the CCC-SLP.

Implementation: Clinicians who hold the CCC-SLP must accumulate and report 30 Certification Maintenance Hours (CMHs) (or 3.0 ASHA continuing education units [CEUs]) of professional development, which **must include a minimum of 1 CMH (or 0.1 ASHA CEU) in ethics** during every **3-year certification maintenance interval** beginning with the 2020–2022 maintenance interval.

Intervals are continuous and begin January 1 of the year following the initial awarding of certification or the reinstatement of certification. **Random audits** of compliance are conducted. Accrual of professional development hours, adherence to the ASHA *Code of Ethics*, submission of certification maintenance compliance documentation, and payment of annual membership dues and/or certification fees are **required for maintenance of certification**. If maintenance of certification is not accomplished within the 3-year interval, then **certification will expire**. Those who wish to regain certification must submit a reinstatement application and meet the standards in effect at the time the reinstatement application is submitted.

ASHA Code of Ethics (Effective March 1, 2016)

Preamble

The American Speech-Language-Hearing Association (ASHA; hereafter, also known as "The Association") has been committed to a framework of common principles and standards of practice since ASHA's inception in 1925. This commitment was formalized in 1952 as the Association's first Code of Ethics. This Code has been modified and adapted as a society and the professions have changed. The Code of Ethics reflects what we value as professionals and establishes expectations for our scientific and clinical practice based on principles of duty, accountability, fairness, and responsibility. The ASHA Code of Ethics is intended to ensure the welfare of the consumer and to protect the reputation and integrity of the professions.

The ASHA Code of Ethics is a framework and focused guide for professionals in support of day-to-day decision making related to professional conduct. The Code is partly obligatory and disciplinary and partly aspirational and descriptive in that it defines the professional's role. The Code educates professionals in the discipline, as well as students, other professionals, and the public, regarding ethical principles and standards that direct professional conduct.

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by audiologists, speech-language pathologists, and speech, language, and hearing scientists who serve as clinicians, educators, mentors, researchers, supervisors, and administrators. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose and is [applicable to the following individuals](#):

- a member of the American Speech-Language-Hearing Association holding the Certificate of Clinical Competence (CCC)
- a member of the Association not holding the Certificate of Clinical Competence (CCC)
- a nonmember of the Association holding the Certificate of Clinical Competence (CCC)
- an applicant for certification, or for membership and certification

By holding ASHA certification or membership, or through application for such, all individuals are automatically subject to the jurisdiction of the Board of Ethics for ethics complaint adjudication. Individuals who provide clinical services and who also desire membership in the Association must hold the CCC.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics. The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas: (I) responsibility to persons served professionally and to research participants, both human and animal; (II) responsibility for one's professional competence; (III) responsibility to the public; and (IV) responsibility for professional relationships. Individuals shall honor and abide by these Principles as affirmative obligations under all conditions of applicable professional activity. Rules of Ethics are specific statements of minimally acceptable as well as unacceptable professional conduct.

The Code is designed to guide members, applicants, and certified individuals as they make professional decisions. Because the Code is not intended to address specific situations and is not inclusive of all possible ethical dilemmas, professionals are expected to follow the written provisions and to uphold the spirit and purpose of the Code. Adherence to the Code of Ethics and its enforcement results in respect for the professions and positive outcomes for individuals who benefit from the work of audiologists, speech-language pathologists, and speech, language, and hearing scientists.

Principle of Ethics I

Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities, and they shall treat animals involved in research in a humane manner.

Rules of Ethics

- A. Individuals shall provide all clinical services and scientific activities competently.

- B. Individuals shall use every resource, including referral and interprofessional collaboration when appropriate, to ensure that quality service is provided.
- C. Individuals shall not discriminate in the delivery of professional services or the conduct of research and scholarly activities by race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect.
- D. Individuals shall not misrepresent the credentials of aides, assistants, technicians, support personnel, students, research interns, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services.
- E. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, support personnel, or any other persons only if those persons are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- F. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.
- G. Individuals who hold the Certificate of Clinical Competence may delegate to student's tasks related to the provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- H. Individuals shall obtain informed consent from the persons they serve about the nature and possible risks and effects of services provided, the technology employed, and products dispensed. This obligation also includes informing persons served about possible effects of not engaging in treatment or not following clinical recommendations. If diminished decision-making ability of persons served is suspected, individuals should seek appropriate authorization for services, such as authorization from a spouse, another family member, or legally authorized/appointed a representative.
- I. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if participation is voluntary, without coercion, and with informed consent.
- J. Individuals shall accurately represent the intended purpose of a service, product, or research endeavor and shall abide by established guidelines for clinical practice and the responsible conduct of research.
- K. Individuals who hold the Certificate of Clinical Competence shall evaluate the effectiveness of services provided, the technology employed, and products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.
- L. Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.
- M. Individuals who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.
- N. Individuals who hold the Certificate of Clinical Competence shall not provide clinical services solely by correspondence but may provide services via telepractice consistent with professional standards and state and federal regulations.
- O. Individuals shall protect the confidentiality and security of records of professional services provided, research and scholarly activities conducted, and products dispensed. Access to

these records shall be allowed only when doing so is necessary to protect the welfare of the person or the community, is legally authorized, or is otherwise required by law.

- P. Individuals shall protect the confidentiality of any professional or personal information about persons served professionally or participants involved in research and scholarly activities and may disclose confidential information only when doing so is necessary to protect the welfare of the person or the community, is legally authorized, or is otherwise required by law.
- Q. Individuals shall maintain timely records and accurately record and bill for services provided and products dispensed and shall not misrepresent services provided, products dispensed, or research and scholarly activities conducted.
- R. Individuals whose professional practice is adversely affected by substance abuse, addiction, or other health-related conditions are impaired practitioners and shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.
- S. Individuals who have knowledge that a colleague is unable to provide professional services with reasonable skill and safety shall report this information to the appropriate authority, internally if a mechanism exists and, otherwise, externally.
- T. Individuals shall provide reasonable notice and information about alternatives for obtaining care if they can no longer provide professional services.

Principle of Ethics II

Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.

Rules of Ethics

- A. Individuals who hold the Certificate of Clinical Competence shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their certification status, education, training, and experience.
- B. Members who do not hold the Certificate of Clinical Competence may not engage in the provision of clinical services; however, individuals who are in the certification application process may engage in the provision of clinical services consistent with current local and state laws and regulations and with ASHA certification requirements.
- C. Individuals who engage in research shall comply with all institutional, state, and federal regulations that address any aspects of research, including those that involve human participants and animals.
- D. Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.
- E. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's certification status, competence, education, training, and experience.
- F. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct clinical activities that compromise the staff member's independent and objective professional judgment.
- G. Individuals shall make use of technology and instrumentation consistent with accepted professional guidelines in their areas of practice. When such technology is not available, an appropriate referral may be made.

- H. Individuals shall ensure that all technology and instrumentation used to provide services or to conduct research and scholarly activities are in proper working order and are properly calibrated.

Principle of Ethics III

Individuals shall honor their responsibility to the public when advocating for the unmet communication and swallowing needs of the public and shall provide accurate information involving any aspect of the professions.

Rules of Ethics

- A. Individuals shall not misrepresent their credentials, competence, education, training, experience, and scholarly contributions.
- B. Individuals shall avoid engaging in conflicts of interest whereby personal, financial, or other considerations have the potential to influence or compromise professional judgment and objectivity.
- C. Individuals shall not misrepresent research and scholarly activities, diagnostic information, services provided, results of services provided, products dispensed, or the effects of products dispensed.
- D. Individuals shall not defraud through intent, ignorance, or negligence or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants and contracts for services provided, research conducted, or products dispensed.
- E. Individuals' statements to the public shall provide accurate and complete information about the nature and management of communication disorders, about the professions, about professional services, about products for sale, and about research and scholarly activities.
- F. Individuals' statements to the public shall adhere to prevailing professional norms and shall not contain misrepresentations when advertising, announcing and promoting their professional services and products and when reporting research results.
- G. Individuals shall not knowingly make false financial or nonfinancial statements and shall complete all materials honestly and without omission.

Principle of Ethics IV

Individuals shall uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.

Rules of Ethics

- A. Individuals shall work collaboratively, when appropriate, with members of one's profession and members of other professions to deliver the highest quality of care.
- B. Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative mandate, referral source, or prescription prevents keeping the welfare of persons served paramountly.
- C. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.

- D. Individuals shall not engage in any form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
- E. Individuals shall not engage in dishonesty, negligence, fraud, deceit, or misrepresentation.
- F. Applicants for certification or membership, and individuals making disclosures shall not knowingly make false statements and shall complete all application and disclosure materials honestly and without omission.
- G. Individuals shall not engage in any form of harassment, power abuse, or sexual harassment.
- H. Individuals shall not engage in sexual activities with individuals (other than a spouse or other individual with whom a prior consensual relationship exists) over whom they exercise professional authority or power, including persons receiving services, assistants, students, or research participants.
- I. Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.
- J. Individuals shall assign credit only to those who have contributed to publication, presentation, process, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
- K. Individuals shall reference the source when using other persons' ideas, research, presentations, results, or products in written, oral, or any other media presentation or summary. To do otherwise constitutes plagiarism.
- L. Individuals shall not discriminate in their relationships with colleagues, assistants, students, support personnel, and members of other professions and disciplines on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, dialect, or socioeconomic status.
- M. Individuals with evidence that the Code of Ethics may have been violated have the responsibility to work collaboratively to resolve the situation where possible or to inform the Board of Ethics through its established procedures.
- N. Individuals shall report members of other professions who they know have violated standards of care to the appropriate professional licensing authority or board, other professional regulatory body, or professional association when such violation compromises the welfare of persons served or research participants.
- O. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation; the Code of Ethics shall not be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.
- P. Individuals making and responding to complaints shall comply fully with the policies of the Board of Ethics in its consideration, adjudication, and resolution of complaints of alleged violations of the Code of Ethics.
- Q. Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.
- R. Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice, research ethics, and the responsible conduct of research.
- S. Individuals who have been convicted; been found guilty; or entered a plea of guilty or nolo contendere to (1) any misdemeanor involving dishonesty, physical harm—or the threat of physical harm—to the person or property of another, or (2) any felony, shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the conviction, plea, or finding of guilt. Individuals shall also provide a certified copy of the conviction, plea, nolo contendere record, or docket entry to ASHA Standards and Ethics within 30 days of self-reporting.
- T. Individuals who have been publicly sanctioned or denied a license or a professional credential by any professional association, professional licensing authority or board, or other professional regulatory body shall self-report by notifying ASHA Standards and

Ethics (see Terminology for mailing address) in writing within 30 days of the final action or disposition. Individuals shall also provide a certified copy of the final action, sanction, or disposition to ASHA Standards and Ethics within 30 days of self-reporting.

COMPLAINT PROCEDURES
For
Students, Faculty, Staff, & Members of Community

The **Department of Communication Sciences and Disorders** is committed to providing a high-quality education in an environment that fosters learning and that is free of discrimination or harassment.

Students, faculty, staff, or members of the community who have unresolved complaints or concerns involving the Department of Communication Sciences and Disorders or the CSUF Speech, Language, and Hearing Clinic are encouraged to direct their complaints to the Department Chair:

HyeKyeung Seung, Ph.D., CCC-SLP,
Professor and Chair
Department of Communication Sciences and Disorders
California State University, Fullerton
800 North State College Blvd.
Fullerton, CA 92834
hseung@fullerton.edu
657-278-7602

Division of Student Affairs is to transform the lives of our student academically, personally and professionally, equipping all with the knowledge and skills required for success at Cal State Fullerton and beyond degree completion.

Assistant Deans for Student Affairs: <http://www.fullerton.edu/assistantdeans>
Division of Student Affairs <http://www.fullerton.edu/sa/>

Complaints involving the Department of Communication Sciences and Disorders or the CSUF Speech, Language, and Hearing Clinic regarding the violation of any standards may be directed to the Council on Accreditation in Audiology and Speech Language Pathology (CAA) of the American Speech-LanguageHearing Association (see below).

**Council on Accreditation in Audiology and Speech-Language
Pathology (CAA)**
Chair, Council on Academic Accreditation in Audiology and
Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Boulevard #31 0
Rockville, MD 20850

Students Credential Appeals for Policy One

1. Students who wish to appeal to remain in the program must do so within 10 workdays of notification, using the Request to Appeal form provided with the notice that must be submitted to the Associate Dean, College of Education
 - i. The chairperson of the Credential Programs Committee will appoint one member of the committee and two members of the tenured Education faculty who are not from the program in which the candidate is enrolled to serve as an Appeals Board.
 - ii. Within three workdays of receipt of a Request to Appeal form, the Associate Dean, College of Education will notify (by registered mail or in person) the student appealing of the date and time of the Appeals Board meeting.
 - iii. The Appeals Board will hold a meeting to consider the candidate's appeal within 6-10 workdays of the receipt of the appeal by the Associate Dean, College of Education.
 - iv. The Candidate may make a written or oral presentation to the Appeals Board. Every effort should be made to provide written materials to the Associate Dean, College of Education prior to the meeting.
 - v. The Department Chair may also make a written and/or oral presentation to the Appeals Board.
 - vi. Only the members of the Appeals Board and possibly legal staff of the University will be present when the board deliberates about their decision.
 - vii. Within 3 workdays of the board meeting, The Appeals Board will provide the Department Chair, Associate Dean, College of Education, and the Candidate a written decision either upholding the dismissal of the student from the credential program or continuing her/his participation in the program.
 - viii. The candidate may meet with the Associate Dean, College of Education to present any concerns the candidate may have that the due process procedures outlined in this document were not followed. The Associate Dean, College of Education has the power to ask the Chair of CPC to appoint a second Appeals Board if the outlined procedures were not followed.
 - ix. The decision of the Appeals Board is final.
 - x. The Appeals Board may recommend to the Associate Dean, College of Education that the Commission on Teacher Credentialing be notified of very serious lapses in professional behavior.

Appeal Process for Credential Program for Policy Two: Proficiency in Written and Spoken English

Candidates who disagree with the initial assessment results or the reassessment may appeal through the California State University Fullerton Credential Programs Committee, following procedures established in Policy One. An Appeals Panel will then be established to determine the student's proficiency in written or spoken English.

Additional Resources

Communication Sciences & Disorders, Graduate Adviser

Ying-Chiao Tsao, Ph.D./CCC-SLP
Department of Comm. Sci. & Disorders
California State University, Fullerton
Fullerton, CA 92834
657.278.5307; ytsao@fullerton.edu

Communication Sciences & Disorders, Chair

HyeKyeung Seung, Ph.D.
Department of Comm. Sci. & Disorders
California State University, Fullerton
Fullerton, CA 92834
657.278.7175; hseung@fullerton.edu

Financial Aid Office

Director of Financial Aid
University Hall, Room 146
California State University, Fullerton
Fullerton, CA 92834
657.278.3125
Email: financialaid@fullerton.edu

Office of Graduate Studies

Joe Albert Garcia, Ph.D., Interim Director
McCarthy Hall, Room 103
California State University, Fullerton
Fullerton, CA 92834
657.278.2618

Graduate Studies Plan Approval &
Graduation Evaluation

Yessica Penate, Evaluator/Advisor
Graduate Studies Office
MH 112, 657.278.2618
Email: gradstudiesrecept@fullerton.edu

Student Wellness & Counseling and
Psychological Services

SHCC-East
(657) 278-3040; <https://www.fullerton.edu/caps/>
<http://www.fullerton.edu/studentwellness/>

DSS (Disability Support Services)

University Hall, Room 101
Fullerton, CA 92834-6830
657-278-3112
Email: dsservices@fullerton.edu

Titan Dreamers Resources Center

Pollak Library South 180, Room 185
(657) 278-3234; tdrc@fullerton.edu

University Catalog

Titan Bookstore
California State University, Fullerton
657.278.3418; <http://www.titanshops.com/>

Applications for Admission

Office of Admissions and Records
Langsdorf Hall, Room 114

California State University, Fullerton
Fullerton, CA 92834
657.278.3100; admissions@fullerton.edu

REFERENCES

- American Speech-Language-Hearing Association (2013). 2014 Standards and implementation procedures for the Certificate of Clinical Competence in Speech-Language Pathology. Available from: <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>
- American Speech-Language-Hearing Association Joint Subcommittee of the Executive Board on English Language Proficiency. (1998b). Students and professionals who speak English with accents and nonstandard dialects: Issues and recommendations [Technical report]. Available from <http://www.asha.org/policy/TR1998-00154.htm>
- American Speech-Language-Hearing Association (2011). The clinical education of students with accents. [Professional issues statement]. Available from <http://www.asha.org/policy/PI2011-00324.htm>
- Exec. Order No. 1077, Title 5, California Code of Regulations, § 41001-41002 & 41100-41103 (2012)