

**HYPOTHETICAL STUDENT**  
**Guide to the Student Tracking System**  
**CFCC-ASHA STANDARDS BY COURSE**  
**For Certification in Speech-Language Pathology**  
**Southern University and A&M College**  
(Latest Revision September, 2017)

**Introduction**

The *2014, updated 2016 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology* can be found on the ASHA website at [www.asha.org](http://www.asha.org). This 2014, updated 2016 version of the *Hypothetical Student* replaces any previous version of this document. The standards were developed by the Council for Clinical Certification (CFCC) of the American Speech-Language-Hearing Association (ASHA) and are consistent with the content of the 2014, updated 2016 redesigned PRAXIS examination in Speech-Language Pathology. They include the seven categories of Standards which applicants for the ASHA Certificate of Clinical Competence (CCC) must meet for certification and continue to maintain once certified. Of the eight standards, the following having the greatest impact on the graduate program of study in speech-language pathology:

- **Standard IV: Knowledge Outcomes**
- **Standard V: Skills Outcomes**
- **Standard VI: Assessment**

The **graduate program** must **provide** students the opportunities to meet the standards by doing the following:

- Identifying the course/clinic where each standard - Student Learning Outcome (SLO) - may be met
- Stating explicitly the means by which each standard (SLO) will be assessed – quantitative or qualitative measure used - in the course(s) (course syllabus, using the ASHA course syllabus format)
- Providing a plan of Intervention/Remediation in each course for the acquisition of standards (SLOs) not met the first time (course syllabus)
- If the certification standard is not met the first time it is assessed, the student may be given an additional opportunity to meet the standard. If a standard is not met through intervention/ remediation, the student must repeat the course.
- The additional opportunity to achieve the certification standard through intervention/ remediation, will not result in a changed grade.

- Providing a report each semester to the students, student advisors and the Program Director showing the status of each student regarding each standard in each course in which the student was enrolled the previous semester, that is, whether the standard was met or not met

### **Formative Assessment: Tracking and Documenting the Standards**

While a given standard may be addressed in several courses, certain courses have been selected for the purpose of tracking, documenting, and reporting on each standard. These courses are identified in this document with an asterisk (\*) next to the course. For these standards and these courses, the embedded assessments will be approved by the collective decision-making of the graduate SLP faculty. As such, the graduate faculty takes corporate responsibility for the formative assessment of each and every CFCC Standard required for certification. A grade of **B or better** does not necessarily mean that each certification standard in the course has been met. At the end of each semester, along with the student's final letter grade, the academic course instructor will electronically submit the standards that the student attained in the course to the Program Director. A grade of **C** in a course is a definite indication that a standard has not been met and the student needs to either repeat the course or complete an intervention/remediation plan approved by the instructor to attain the standards which are incomplete. Students must be mindful that if a grade of **C or lower** is earned in one of the professional disorders courses (including SECD 528 Clinical and Diagnostic Methods), that **enrollment in a clinical practicum involving that disorder is prohibited**. The Program Director will maintain electronic records of standards met in academic courses.

### **Curriculum Map**

A Curriculum Map provided in the **Appendix** (at the end of the handbook) which illustrates the projected progression of standards across courses using the 2 Year Program of Studies as an example. Students will use this document to electronically track their grades and acquisition of academic Standards IV and V. During mandatory advisement each semester, the student will provide their updated Curriculum Map illustrating their progress toward attainment of all necessary standards. Once the student has attained all necessary standards the Program Director will sign the document titled ***2014 Standards for Clinical Certification in Speech-Language Pathology Verification by Program Director*** that is needed for program completion and eventual certification by the American Speech-Language-Hearing Association. The complete standards may be accessed at [www.asha.org/certification/slp\\_standards](http://www.asha.org/certification/slp_standards).

### **CFCC Tracking Form**

This document is a guide for how the **CFCC Student Tracking Forms** may be filled out by a "hypothetical" student following a typical graduate program in speech-language pathology at **Southern University and A&M College**. Under each knowledge and skill requirement is the course(s) and/or clinical experience where a required knowledge or skill is taught, assessed, and tracked. The syllabus for each course in the graduate curriculum cites the **certification** knowledge and/or skill(s) addressed in that course. Each is stated as a **learning outcome(s)** with an **assessment** so that the student is clear about what he/she will **know and be able to do** upon successful completion of the course. The program has adopted the course syllabus format that was created by Special Interest Group 10: Issues in Higher Education – ASHA as the official syllabus

format for all courses in the graduate curriculum and each course in the undergraduate program where certification standards are met.

This format titled “Construction of a Course Syllabus: Integration of the ASHA Knowledge and Skills Acquisition” will enhance the quality of instruction throughout the curriculum, ensure the inclusion of all knowledge and skills standards in the mandated curriculum, and provide for both individual and collegial responsibility for addressing the knowledge and skills needed for ASHA certification.

For each course where certification standards are **tracked**, there must be a written plan for intervention/remediation when a certification standard is not met by a student enrolled in the course. Minimally, the intervention/remediation plan must identify 1) the specific certification standard(s) not met, 2) what the student needs to do to meet the standard, and 3) the due date for completion. While each course must provide an opportunity to meet each unmet certification standard, the original grade received on the first assessment of the standard stands as the final and only grade for that standard despite the fact that the standard is later met under intervention/remediation. No grade change is made in the calculation of the final grade for the course.

### **Certification Standards and Formative Assessment**

**Knowledge and Skills Standards IV and V** are assessed throughout the program of graduate study. In general, this **Formative assessment** is conducted in each designated course. As can be seen from the “Hypothetical Student” Guide, a single standard may be addressed in more than one course. For example, Standard IV-D: Knowledge of the Principles and Methods of Prevention, Assessment, and Intervention of **Receptive and Expressive Language**, will be met in SECD 566 Language Disorders and Assessment and SECD 559 Aphasia. Students must meet the standard in each course for the standard to be considered met. As each standard is met and verified by the course instructor, the student should maintain documentation of this verification in their Curriculum Map throughout the student’s enrollment in the graduate program. This is the major means by which the student may document acquisition of the knowledge and skills. If a standard is tracked in three different courses, the instructor for each course must verify that the standard has been met. Generally speaking, knowledge standards are acquired in academic courses and clinical skills are acquired in clinical experiences. However, where appropriate and where designed by the instructor, clinical skills “may be demonstrated through successful performance on academic coursework and examinations, independent projects, or other appropriate alternative methods.” When academic courses include clinical skill outcomes, these outcomes must be written into the course syllabus with the identifying standard, learning outcome, assessment, and remediation plan.

### **Post-graduate Certification Standards**

Certification **Standard VII** is concerned with the Speech-Language Pathology Clinical Fellowship year after graduation from the master’s degree program. Certification **Standard VIII** is concerned with Maintenance of Certification after it is acquired.

**A complete copy of the certification standards may be accessed at the ASHA website [www.asha.org](http://www.asha.org).**

**Students are advised to download this document and use it as a point of reference for developing and maintaining certification standards throughout their program of study and beyond.**

## CERTIFICATION STANDARDS BY COURSE

### Where are the standards met in the curriculum?

**Standard IV-A.** Courses which meet Standard IV-A are generally taken at the undergraduate level. Students' transcripts will be reviewed for these courses upon admission to the program. If the courses have not been completed with a grade of C or better, they should be taken prior to the completion of the master's degree program. To meet Standard IV-A, students must complete a minimum of 3 semester credit hours in each of the following areas: biological sciences, physical sciences, statistics, and social/behavioral sciences. Courses listed under these headings below are examples of the kinds of courses, which satisfy this standard. While these particular courses are taken from the undergraduate curriculum at Southern University-Baton Rouge, similar courses from other universities are acceptable. It should be noted that developmental/remedial courses cannot be used to satisfy this Standard.

## STANDARD IV: KNOWLEDGE OUTCOMES

*Standard IV-A. The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences:*

### **Biological Sciences: (3 credit hours required with grade of C or better)**

- Biological science courses emphasizing content areas related to human or animal sciences (e.g. biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science)
- **NOTE:** Courses in the biological sciences specifically related to communication sciences and disorders cannot be applied in this category.

### **Physical Sciences: (3 credit hours required with grade of C or better)**

- Physical science courses related to chemistry and physics.
- **NOTE:** Courses in the physical sciences specifically related to communication sciences and disorders cannot be applied in this category.

### **Statistics: (3 credit hours required with grade of C or better)**

- A stand-alone course in statistics is required.
- **NOTE:** Research methodology courses in communication sciences and disorders may not be applied in this category.

### **Social/Behavioral Sciences: (3 credit hours required with grade of C or better)**

- Acceptable Social/Behavioral Sciences courses should include psychology, sociology, anthropology, or public health.

**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.

## **Basic Human Communication Processes**

### **Biological:**

- SECD 555 Functional and Organic Voice Disorders
- SECD 558 Neurogenic Disorders of Speech and Language\*
- SECD 667 Dysphagia Assessment and Intervention
- SECD 599-03 Special Populations

### **Neurological:**

- SECD 558 Neurogenic Disorders of Speech and Language\*
- SECD 559 Aphasia
- SECD 667 Dysphagia Assessment and Intervention

### **Acoustic:**

- SECD 555 Functional and Organic Voice Disorders\*
- SECD 583 Advanced Aural Rehabilitation

### **Psychological:**

- SECD 566 Language Assessment and Disorders\*
- SECD 558 Neurogenic Disorders of Speech and Language
- SECD 559 Aphasia
- SECD 560 Stuttering Diagnosis and Management
- SECD 599-03 Special Populations
- SECD 667 Dysphagia Assessment and Intervention

### **Developmental/Lifespan:**

- SECD 555 Functional and Organic Voice Disorders
- SECD 558 Neurogenic Disorders of Speech and Language
- SECD 559 Aphasia
- SECD 566 Language Assessment and Disorders\*
- SECD 584 Augmentative and Alternative Communication Disorders\*

### **Linguistic:**

- SECD 504 Sociolinguistics\*
- SECD 559 Aphasia
- SECD 566 Language Disorders and Assessment\*
- SECD 610 Seminar in Language Disorders

**Cultural:**

- SECD 504 Sociolinguistics\*
- SECD 555 Functional and Organic Voice Disorders
- SECD 558 Neurogenic Disorders of Speech and Language
- SECD 559 Aphasia
- SECD 566 Language Disorders and Assessment
- SECD 599-03 Special Populations
- SECD 610 Seminar in Language Disorders

**Swallowing Processes:**

- Biological
- Neurological
- Acoustic
- Psychological
- Developmental/Lifespan
- Linguistic
- Cultural
- SECD 558 Neurogenic Disorders of Speech and Language
- SECD 599-03 Special Populations
- SECD 667 Dysphagia Assessment and Intervention\*

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

**Articulation:**

- SECD 530 Phonological Disorders\*
- SECD 558 Neurogenic Disorders of Speech and Language
- SECD 599-03 Special Populations

**Fluency:**

- SECD 560 Stuttering Diagnosis and Management\*

**Voice and resonance, including respiration and phonation**

- SECD 555 Functional and Organic Voice Disorders\*
- SECD 599-03 Special Populations

**Receptive and Expressive Language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, and writing:**

- SECD 504 Sociolinguistics
- SECD 530 Phonological Disorders
- SECD 558 Neurogenic Disorders of Speech and Language
- SECD 566 Language Disorders and Assessment\*
- SECD 559 Aphasia\*
- SECD 584 Augmentative and Alternative Communication
- SECD 599-03 Special Populations
- SECD 610 Seminar in Language Disorders\*

**Hearing, including the impact on speech and language: Etiologies and Characteristics**

- SECD 583 Advanced Aural Rehabilitation\*

**Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology):**

- SECD 599-03 Special Populations
- SECD 667 Dysphagia Assessment and Intervention \*

**Cognitive Aspects of Communication (attention, memory, sequencing, problem-solving, executive functioning):**

- SECD 558 Neurogenic Disorders of Speech and Language\*
- SECD 559 Aphasia\*
- SECD 566 Language Disorders and Assessment\*
- SECD 584 Augmentative and Alternative Communication
- SECD 610 Seminar in Language Disorders

**Social Aspects of Communication (including challenging behavior, ineffective social skills, lack of communication opportunities):**

- SECD 566 Language Disorders and Assessment
- SECD 584 Augmentative and Alternative Communication
- SECD 558 Neurogenic Disorders of Speech and Language
- SECD 559 Aphasia
- SECD 599-03 Special Populations\*
- SECD 610 Seminar in Language Disorders\*

**Augmentative and Alternative Communication Modalities:**

- SECD 558 Neurogenic Disorders of Speech and Language
- SECD 559 Aphasia
- SECD 584 Augmentative and Alternative Communication\*

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

**Articulation:** Prevention, Assessment, Intervention

- SECD 528 Clinical and Diagnostic Methods
- SECD 530 Phonological Disorders\*
- SECD 599-03 Special Populations

**Fluency:** Prevention, Assessment, Intervention

- SECD 560 Stuttering Diagnosis and Management\*

**Voice and Resonance:** Prevention, Assessment, Intervention

- SECD 555 Functional and Organic Voice Disorders\*
- SECD 599-03 Special Populations

**Receptive and Expressive Language:** Prevention, Assessment, Intervention

- SECD 528 Clinical and Diagnostic Methods
- SECD 558 Neurogenic Disorders of Speech and Language
- SECD 566 Language Disorders and Assessment\*
- SECD 559 Aphasia\*
- SECD 584 Augmentative and Alternative Communication
- SECD 599-03 Special Populations
- SECD 610 Seminar in Language Disorders\*

**Hearing, including the impact on speech and language:** Prevention, Assessment, Intervention

- SECD 583 Advanced Aural Rehabilitation\*

**Swallowing:** Prevention, Assessment, Intervention

- SECD 599-03 Special Populations
- SECD 667 Dysphagia Assessment and Intervention\*



**Cognitive Aspects of Communication:** Prevention, Assessment, Intervention

- SECD 558 Neurogenic Disorders of Speech and Language
- SECD 566 Language Disorders and Assessment
- SECD 559 Aphasia\*
- SECD 584 Augmentative and Alternative Communication
- SECD 610 Seminar in Language Disorders

**Social Aspects of Communication:** Prevention, Assessment, Intervention

- SECD 555 Functional and Organic Voice Disorders
- SECD 559 Aphasia
- SECD 566 Language Disorders and Assessment\*
- SECD 584 Augmentative and Alternative Communication
- SECD 599-03 Special Populations
- SECD 610 Seminar in Language Disorders\*

**Aug. and Comm. Modalities:** Prevention, Assessment, Intervention

- SECD 558 Neurogenic Disorders of Speech and Language
- SECD 559 Aphasia
- SECD 584 Augmentative and Alternative Communication\*

**Standard IV-E** The student must have demonstrated knowledge of standards of ethical conduct.

- SECD 528 Diagnostic and Clinical Methods\*
- SECD 567\*, 568\*, 569\*, and 571\* Advanced Clinical Practicum
- All professional courses listed in IV-F below

**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. This standard must be met in each of the following courses:

- SECD 500 Research Methods\*
- SECD 528 Clinical and Diagnostic Methods\*
- SECD 530 Phonological Disorders\*
- SECD 555 Functional and Organic Voice Disorders\*
- SECD 558 Neurogenic Disorders of Speech & Language\*
- SECD 559 Aphasia\*
- SECD 560 Stuttering Diagnosis and Management\*
- SECD 566 Language Disorders and Assessment\*
- SECD 583 Advanced Aural Rehabilitation
- SECD 584 Augmentative and Alternative Communication\*

- SECD 599-03 Special Populations\*
- SECD 610 Seminar in Language Disorders\*
- SECD 667 Dysphagia Assessment and Intervention\*
- SECD 567, 568, 569, and 571 Advanced Clinical Practicum\*

**NOTE:** It is expected that SECD 500 Research Methods teaches principles of research including those related to evidence-based clinical practices. For this reason, research methods courses offered in departments other than speech-language pathology **will not** be acceptable substitutes. All professional courses teach ways of integrating clinical practice and research. In clinical practica, students will integrate research principles into evidence-based clinical practice in prevention, assessment, and intervention.

**Standard IV-G.** The applicant must have demonstrated knowledge of contemporary professional issues.

- All professional courses listed in IV-F above.
- SECD 599 Special Project-01: PRAXIS Preparation\*
- Professional Workshops. Students will attend regularly scheduled professional workshops offered through the Speech, Language, and Hearing Clinic. Information regarding contemporary professional issues will be addressed.

**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.

- SECD 599-01 Special Project: PRAXIS Preparation\*
- Professional Workshops. Students will attend regularly scheduled professional workshops offered through the Speech-Language and Hearing Clinic. Information regarding professional practice, Academic Program Accreditation Standards, Clinical Certification Standards, Louisiana State License, ASHA Practice Policies and Guidelines, etc., will be addressed.

## **STANDARD V: SKILLS OUTCOMES**

Skills outcomes are acquired through enrollment in Advanced Clinical Practicum courses. Students are required to follow the sequence of courses in the Course Sequence document, including the pre-requisite courses as stipulated. Students must complete course work (with a grade of **B** or better and documentation of having achieved the ASHA certification standards in the course) in a disorder **prior** to doing a clinic in that disorder. For example, prior to doing a clinic in Dysphagia, the student must have completed SECD 667 Dysphagia with a grade of **B** or better. In addition, the student must bring their Curriculum Map illustrating the courses which they have passed and standards attained. **No clinic placements will be made unless the students has achieved the academic standards necessary for a practicum in the disordered area.**

Satisfactory participation in on-campus clinic must be completed prior to any off-campus clinic assignment. On-campus is defined as clinic clock hours acquired under the supervision of clinical supervisors employed by Southern University. The student must demonstrate that these supervised clinical hours meet the skills outcomes of Certification Standard V-B regarding Evaluation, Intervention, and Interaction and Personal Qualities.

**Standard V-A** the applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

- SECD 500 Research Methods\*
- SECD 528 Diagnostic and Clinical Methods\*
- SECD 530 Phonological Disorders
- SECD 555 Functional and Organic Voice Disorders
- SECD 558 Neurogenic Disorders of Speech and Language
- SECD 559 Aphasia
- SECD 560 Stuttering Diagnosis and Management
- SECD 566 Language Disorders and Assessment
- SECD 583 Advanced Aural Rehabilitation
- SECD 584 Augmentative and Alternative Communication
- SECD 667 Dysphagia Assessment and Intervention
- SECD 599-01 Special Project: PRAXIS Preparation
- SECD 599-03 Special Populations
- SECD 610 Seminar in Language Disorders\*
- SECD 567\*, 568\*, 569\*, and 571\* Advanced Clinical Practicum

**NOTE:** Standard V-A is met primarily in Advanced Clinical Practica (567, 568, 569, and 571), SECD 500 Research Methods, and SECD 528 Diagnostic and Clinical Methods. The emphasis is on oral communication skills needed for professional practice and written communication skills needed to write and comprehend technical reports, diagnostic and treatment reports, treatment plans and professional correspondence. To the extent that professional courses include clinical skills, Standard V-A may be met in these courses as well.

ASHA's most current Position Statements on professionals who speak English with accents and nonstandard dialects are applicable to this standard. The program expects students to demonstrate mastery of Standard American English in oral and written communication.

**Standard V-B.** The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve skills outcomes in the areas of 1) Evaluation, 2) Intervention, and 3) Interaction and Personal Qualities. (See complete 2014 Certification standards for specifics of these aspects of the standard). This standard is met in all Advanced Clinical Practicum courses.

**Standards V-C, V-D, V-E, and V-F.** These standards are all met in the various clinics and are all concerned with the number (25 hours in clinical observation; 375 hours in direct client/patient contact – 325 of which must be at the graduate level) and diversity of clinical hours (across the lifespan and cultural and linguistic diversity) required for certification purposes. All hours must be supervised by individuals who hold the ASHA Certificate of Clinical Competence and a current Louisiana State License. These clinical experiences will include prevention, diagnosis, and treatment in various types and severities of disorders with individuals from culturally and linguistically diverse backgrounds across the lifespan.

#### **Standard VI: Assessment**

During their final projected spring semester, students will enroll in SECD 599-01, Praxis Prep Course in which they will actively participate in individual and group Praxis preparation activities to enhance successful examination completion.

During that semester or the last projected semester of graduate school, the students are strongly encouraged to take the Praxis Examination to facilitate pursuit of the ASHA Certificate of Clinical Competence in Speech Language Pathology following graduation.

In the final semester which is projected to end with graduation, students will register for SECD 601 Departmental Comprehensive. Over the course of the semester, they will prepare, then, successfully present their oral/written EPB clinical case presentation.

Effective Spring, 2019, the Departmental Comprehensive Examination will be expanded to entail successful completion of both: the Praxis Examination and the Departmental Oral/Written Evidenced Based Practice Clinical Project. This expansion will provide increased faculty/peer support to the student during their final semester to facilitate positive student outcomes in these important requirements for graduation, as well as, pursuit of the ASHA Certificate of Clinical Competence in Speech Language Pathology.

**Standard VII: Speech-Language Pathology Clinical Fellowship.** The applicant must successfully complete a Speech-Language Pathology Clinical Fellowship (CF) after completion of all academic course work and clinical experiences required to meet the knowledge and skills delineated in Standards IV and V.

**Standard VIII: Maintenance of Certification.** Certificate holders must demonstrate continued professional development for maintenance of the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP).