

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 Spring Semester, 2015)

Introduction

The **2014 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. This 2014 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 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 Remediation in each course for the acquisition of standards (SLOs) not met the first time (course syllabus)
- 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

Portfolio Documentation

The **student** must **maintain documentation** that demonstrates acquisition of Standards IV and V. This documentation shall be kept in a **portfolio** that is maintained by each student in the graduate program. The portfolio will be reviewed by the student's advisor each semester during mandatory advisement and by the program director during the exit interview prior to graduation. *(See "Formative Assessment Plan" for a complete description of the portfolio documentation requirement.)* It is only when the student has presented signed documentation that each standard has been met will the Program Director 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.

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. Only a report from the course instructor will verify that a standard has been met. This verification must be documented in the **certification portfolio** that is maintained by the student. 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 a remediation plan approved by the instructor. If you have the option of making this decision, keep in mind that if the course in which a grade of **C** is made is one of the professional disorders courses (including SECD 528 Clinical and Diagnostic Methods), you will not be able to enroll in a clinical practicum involving that disorder with a grade of **C**.

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 remediation when a certification standard is not met by a student enrolled in the course. Minimally, the 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 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 658 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 a portfolio to be kept throughout the student’s enrollment in the graduate program. This is the major means by which the program and 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. 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)

- BIOL 104 General Biology
- BIOL 105 General Biology
- BIOL 106 General Biology Lab
- BIOL 107 General Biology Lab
- BIOL 223 Anatomy and Physiology
- Other 3-credit Biology course such as a course in genetics, neuroanatomy and neurophysiology, etc., approved by the Program Director.
- **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)

- PHYS 101/102 Physical Science
- PHYS 141/142 Elements of Physics
- CHEM 128/129 General Chemistry
- CHEM 130/131 General Chemistry
- CHEM 132/133 General Chemistry
- Other 3-credit Physical Science course approved by the Program Director
- **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)

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

- PSYC 210 General Psychology
- PSYC 445 Developmental Psychology
- Introduction to Sociology, cultural anthropology
- Other 3-credit Social/Behavioral Science course approved by the Program Director

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
- SECD 672 Cleft Palate

Neurological:

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

Acoustic:

- SECD 555 Functional and Organic Voice Disorders*
- SECD 583 Adv. Aural Rehabilitation

Psychological:

- SECD 510 Language of the Normal Child (or approved comparable undergraduate course)
- SECD 566 Language Assessment and Disorders*
- SECD 558 Neurogenic Disorders of Speech and Language
- SECD 559 Aphasia
- SECD 672 Cleft Palate
- SECD 667 Dysphagia
- SECD 560 Stuttering

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 610 Seminar in Language Disorders
- SECD 672 Cleft Palate

Swallowing Processes:

- Biological
- Neurological
- Acoustic
- Psychological
- Developmental/Lifespan
- Linguistic
- Cultural
- SECD 667 Therapeutic Trends in Communication Disorders (Dysphagia)*
- SECD 672 Cleft Palate
- SECD 558 Neurogenic Disorders of Speech and Language

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 672 Seminar in Cleft Palate

Fluency:

- SECD 560 Stuttering Diagnosis and Management*

Voice and resonance, including respiration and phonation

- SECD 555 Functional and Organic Voice Disorders*
- SECD 672 Seminar in Cleft Palate

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

- SECD 530 Phonological Disorders
- SECD 558 Neurogenic Disorders of Speech and Language
- SECD 566 Language Disorders and Assessment*
- SECD 658 Seminar in Aphasia*
- SECD 504 Sociolinguistics
- SECD 610 Seminar in Language Disorders
- SECD 599-02: Autism Spectrum Disorder*
- SECD 584 Augmentative and Alternative Communication

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 667 Therapeutic Trends in Communication Disorders (Dysphagia)*
- SECD 672 Seminar in Cleft Palate

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

- SECD 558 Neurogenic Disorders of Speech and Language*
- SECD 559 Seminar in Aphasia*
- SECD 566 Language Disorders and Assessment*
- SECD 584 Aug./ Alt. 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 658 Seminar in Aphasia
- SECD 558 Neurogenic Disorders of Speech and Language
- SECD 610 Seminar in Language Disorders*
- SECD 599-02 Special Project: Autism Spectrum Disorder*

Augmentative and Alternative Communication Modalities:

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

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 672 Cleft Palate

Fluency: Prevention, Assessment, Intervention

- SECD 560 Stuttering Diagnosis and Management*

Voice and Resonance: Prevention, Assessment, Intervention

- SECD 555 Functional and Organic Voice Disorders*
- SECD 672 Seminar in Cleft Palate

Receptive and Expressive Language: Prevention, Assessment, Intervention

- SECD 558 Neurogenic Disorders of Speech and Language
- SECD 566 Language Disorders and Assessment*
- SECD 658 Seminar in Aphasia*
- SECD 528 Clinical and Diagnostic Methods
- SECD 610 Seminar in Language Disorders*
- SECD 599-02 Special Project: Autism Spectrum Disorder
- SECD 584 Aug./Alt. Communication

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

- SECD 583 Adv. Aural Rehabilitation*

Swallowing: Prevention, Assessment, Intervention

- SECD 667 Therapeutic Trends in Communication Disorders (Dysphagia)*
- SECD 672 Seminar in Cleft Palate

Cognitive Aspects of Communication: Prevention, Assessment, Intervention

- SECD 558 Neurogenic Disorders of Speech and Language*
- SECD 559 Seminar in Aphasia
- SECD 566 Language Disorders and Assessment
- SECD 584 Aug./Alt. Communication
- SECD 658 Seminar in Aphasia*
- SECD 610 Seminar in Language Disorders

Social Aspects of Communication: Prevention, Assessment, Intervention

- SECD 566 Language Disorders and Assessment*
- SECD 558 Neurogenic Disorders of Speech and Language
- SECD 610 Seminar in Language Disorders*
- SECD 599 Special Project: Autism Spectrum Disorder

- SECD 584 Augmentative and Alternative Communication
- SECD 658 Seminar in Aphasia

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

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

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 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 672 Seminar in Cleft Palate*
- SECD 584 Augmentative and Alternative Communication*
- SECD 667 Current Therapeutic Trends/Dysphagia*
- SECD 567, 568, 569, and 571 Advanced Clinical Practicum*
- SECD 500 Research Methods*
- SECD 528 Clinical and Diagnostic Methods*
- SECD 583 Advanced Aural Rehabilitation
- SECD 610 Seminar in Language Disorders*
- SECD 599 Special Project: Autism Spectrum Disorder
- SECD 567*, 568*, 569*, and 571*

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 practice, 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 weekly mandated 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 Special Project-01 PRAXIS Preparation*
- **Professional Workshops.** Students will attend weekly mandated 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 (or 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 provide documented evidence of having met the relevant certification standards in the course – in this example, SECD 667. When students come for clinic advisement/placement they must bring with them a copy of their transcript showing

grades for clinic-related courses as well as documentation of the relevant standards. **No clinic placements will be made without this documentation and presentation of a current transcript.**

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 530 Phonological Disorders
- SECD 555 Functional and Organic Voice Disorders
- SECD 558 Neurogenic Disorders of Speech and Language
- SECD 559 Aphasia
- SPAU 460 Disorders of Rhythm
- SECD 560 Stuttering Diagnosis and Management
- SECD 566 Language Disorders and Assessment*
- SECD 583 Advanced Aural Rehabilitation
- SECD 672 Seminar in Cleft Palate
- SECD584 Augmentative and Alternative Communication
- SECD 667 Current Therapeutic Trends/Dysphagia
- SECD 528 Diagnostic and Clinical Methods*
- SECD 500 Research Methods*
- SECD 599-01 Special Project: PRAXIS Preparation
- SECD 599-02 Special Project: Autism Spectrum Disorder
- 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) and in 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.*

Requirements for Off-Campus Clinic Assignments

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 as well as Accreditation Standards 3.1B and 3.3B: Application of the principles of evidence-based practices. It is the student's responsibility to provide this documentation.

Off-campus clinic assignments will be made only after verified documentation has been provided by the student and approved by the clinic supervisor and clinic director.

All of the elements in Standard V-B (1 a-g **Evaluation**, 2a-g **Intervention**, and 3 a-d **Interaction and Personal Qualities**) for each of the nine disorders (articulation, fluency, voice and resonance, receptive and expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, and communication modalities) are met in

- SECD 567 Advanced Clinical Practicum*
- SECD 568 Advanced Clinical Practicum*
- SECD 569 Advanced Clinical Practicum*
- SECD 571 Advanced Clinical Practicum*

In addition to clinical experiences, skills may be demonstrated through successful performance on academic course work, labs, simulations, examinations, and independent

projects. Where skills are met through these alternative means, documentation must be provided. For example, if a clinical skill standard is met in an academic course, it should be cited in the course syllabus along with the appropriate learning outcome(s) and plan for remediation, when needed. As with all certification standards, documentation must be maintained by students in their portfolios.

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

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