

STANDARDS FOR THE CERTIFICATE OF CLINICAL COMPETENCE (CCC)
Council for Clinical Certification (CFCC) in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2014 Certification Standards

Advisement and Student Tracking System for the "Hypothetical Student"

(Revised September 2014)

Southern University and A & M College (SUBR)
Master of Science Degree in Speech-Language Pathology

This document is given to each student upon entry into the Master of Science Program in Speech-Language Pathology. It is the major means by which the faculty, staff, and student plan and **track** the student's progress through the program as well as progress towards meeting CFCC Certification Standards of the American Speech-Language-Hearing Association (ASHA). It is to be used in the advisement process and maintained in the departmental student file. The curriculum is designed so that all Certification Standards can be met prior to graduation. Upon completion of all requirements, this form must be signed by the advisor, graduate program director, and student. It is the **student's** responsibility to provide documentation for each of the certification standards to be met in the graduate program. Only courses where Certification Standards are **tracked** are included on this form.

1. **Name (print):** _____ **Student ID** _____

2. **Date:** _____

3. **Undergraduate Degree:**

University: _____ **Major:** _____

Date Graduated: _____

4. **Graduate Admission Status:** **Regular** **Provisional** **Conditional** **(circle one)**
(SUBR)

CFCC-Certification Standards:

- ✓ **Standard I: Degree:** Master of Science Degree in Speech-Language Pathology
 - ✓ **Standard II: Education Program.** The master's degree program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology
 - ✓ **Standard III: Program of Study:** The program of study includes academic course work and supervised clinical experience required to meet the knowledge and skills outcomes stipulated in Standard IV-A through IV-C and Standard V-A through V-C. At least 49 of the credit hours are at the graduate level.
- A. If you received your undergraduate degree from a university other than SU, indicate the total undergraduate semester credit hours in your major _____
_____ **(semester and year)**

STANDARD IV: KNOWLEDGE OUTCOMES

B. Standard IV A: The applicant must have demonstrated knowledge of the:

- **biological sciences***
- **physical sciences***
- **social/behavioral sciences***
- **statistics***

The student's official transcript shows a minimum of three semester credits in each with a grade of C or higher.

- **Check here if the student meets Standard IV-A in all areas above.**

Standards IV-B: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the following bases: (Check each area as it is met)

- | | |
|--|---------------------------------------|
| • <input type="checkbox"/> Biological | SECD 558 Neurodegen. Dis. Sp.'Lang.* |
| • <input type="checkbox"/> neurological | SECD 558 Neurodegen. Dis. Sp./Lang.* |
| • <input type="checkbox"/> acoustic | SECD 555 Funct./Org. Voice Disorders* |
| • <input type="checkbox"/> psychological | SECD 566 Lang. Dis./Asmnt.* |
| • <input type="checkbox"/> developmental | SECD 566 Lang. Dev. * |
| • <input type="checkbox"/> developmental | SECD 584 Aug. /Alt. Com.Dis.* |
| • <input type="checkbox"/> linguistic | SECD 504 Sociolinguistics* |
| • <input type="checkbox"/> linguistic | SECD 566 Lang. Dis./Asmnt.* |
| • <input type="checkbox"/> cultural | SECD 504 Sociolinguistics* |
| • <input type="checkbox"/> swallowing | SECD 567 Dysphagia* |

- **Check here if the student meets Standard IV-B in all areas above.**

STANDARD IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomy/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specifically, check if the standard has been met in the following areas: **(Check each area as it is met.)**

- **ARTICULATION**
_____ **SECD 530 Phonological Disorders**

- **FLUENCY**
_____ **SECD 560 Stuttering Diagnosis/Management**

- **VOICE AND RESONANCE, including respiration and phonation**
_____ **SECD 555 Funct. /Org. Voice Disorders**

- **RECEPTIVE AND EXPRESSIVE LANGUAGE (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, and writing**
_____ **SECD 566 Language Disorders and Assessment**
_____ **SECD 610 Seminar in Language Disorders**
_____ **SECD 658 Seminar in Aphasia**
_____ **SECD 599-02 Autism Spectrum Disorder**

- **HEARING, including the impact on speech and language**
_____ **SECD 583 Advanced Aural Rehabilitation**

- **SWALLOWING (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology)**
_____ **SECD 667 Dysphagia**

- **COGNITIVE ASPECTS OF COMMUNICATION (attention, memory, sequencing, problem-solving, executive functioning)**
_____ **SECD 558 Neurodegenerative Disorders of Speech/Lang.**
_____ **SECD 559 Seminar in Aphasia**
_____ **SECD 566 Language Disorders and Assessment**
_____ **SECD 610 Seminar in Language Disorders**

- **SOCIAL ASPECTS OF COMMUNICATION (including challenging behavior, ineffective social skills, lack of communication opportunities)**
_____ **SECD 610 Seminar in Language Disorders**
_____ **SECD 599-02: Autism**
_____ **SECD 566 Language Disorders and Assessment**

- **AUGMENTATIVE AND ALTERNATIVE MODALITIES**
 (SECD 584 Augmentative/Alternative Communication)
- Check here if student meets Standard IV-C in all of the nine areas above.

Standard IV-D: 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. Specifically, check if the standard has been met in the areas below: (Check each area as it is met.)

- **ARTICULATION:** Prevention, Assessment, Intervention
 SECD 528 Clinical and Diagnostic Methods
 SECD 530 Phonological Disorders
- **FLUENCY: Prevention:** Prevention, Assessment, Intervention
 SECD 560 Stuttering Diagnosis/Management
- **VOICE AND RESONANCE, including respiration and phonation:**
 Prevention, Assessment, Intervention
 SECD 555 Funct. /Org. Voice Disorders
- **RECEPTIVE AND EXPRESSIVE LANGUAGE (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, and writing:** Prevention, Assessment, Intervention
 SECD 528 Clinical and Diagnostic Methods
 SECD 566 Language Disorders and Assessment
 SECD 610 Seminar in Language Disorders
 SECD 658 Seminar in Aphasia
- **HEARING, including the impact on speech and language:** Prevention, Assessment, Intervention
 SECD 583 Advanced Aural Rehabilitation
- **SWALLOWING (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology):** Prevention, Assessment, Intervention
 SECD 667 Dysphagia

- **COGNITIVE ASPECTS OF COMMUNICATION (attention, memory, sequencing, problem-solving, executive functioning):** Prevention, Assessment, Intervention
 - _____ **SECD 558 Neurodegenerative Disorders of Speech/Lang.**
 - _____ **SECD 559 Seminar in Aphasia**
 - _____ **SECD 566 Language Disorders and Assessment**
 - _____ **SECD 610 Seminar in Language Disorders**

- **SOCIAL ASPECTS OF COMMUNICATION (including challenging behavior, ineffective social skills, lack of communication opportunities):** Prevention, Assessment, Intervention
 - _____ **SECD 610 Seminar in Language Disorders**
 - _____ **SECD 599-02: Autism**
 - _____ **SECD 566 Language Disorders and Assessment**

- **AUGMENTATIVE AND ALTERNATIVE MODALITIES:** Prevention, Assessment, Intervention
 - _____ **(SECD 584 Augmentative/Alternative Communication)**

- _____ **Check here if student meets Standard IV-D in all of the nine areas above.**

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

- _____ **Check here if the student meets Standard IV-E in each course.**

C. **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.

- _____ SECD 528 Clinical and Diagnostic Methods
- _____ SECD 530 Phonological Disorders
- _____ SECD 555 Funct. /Organic Voice Disorders
- _____ SECD 558 Neurodegenerative 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 500 Research Methods
- _____ SECD 667 Seminar in Cleft Palate

- _____ SECD 584 Augmentative/Alternative Communication
- _____ SECD 667 Dysphagia
- _____ SECD 567, 568, 569, 571 Advanced Clinical Practicum
- _____ SECD 599-01 Special Project: PRAXIS Prep
- _____ SECD 599-02 Special Project: Autism
- _____ SECD 610 Seminar in Language Disorders

➤ _____ **Check here if the student meets the standard in each course.**

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

- _____ SECD 599 Special Project -01 PRAXIS Preparation

_____ **Check here if the student meets the standard in each course.**

E. **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 528 Clinical and Diagnostic Methods

➤ _____ **Check here if the student meets the standard in each course.**

F. **STANDARD V: PPROGRAM OF STUDY: SKILLS OUTCOMES: Standard V is met primarily in clinic courses and are verified by the Director of Clinical Education.**

G. **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 Clinical and Diagnostic Methods
- _____ SECD 567 Advanced Clinical Practicum
- _____ SECD 568 Advanced Clinical Practicum
- _____ SECD 569 Advanced Clinical Practicum
- _____ SECD 571 Advanced Clinical Practicum
- _____ SECD 610 Seminar in Language Disorders

_____ **Check here if the student meets the standard in SECD 500, SECD 528 and at least two or more of the other clinic courses.**

H. 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-g

2) Intervention a-g

3) Interaction and Personal Qualities a-d

(See specifics of these components of Standard V-B in Section M on pages 7-8 of this document.)

Through advisement, the student will take courses in a prescribed sequence outlined in the document titled **Master of Science Degree in Speech-Language Pathology: Sequence of Courses** (attached). Also, the **Program of Study** may be used to track these courses. These documents are maintained in the student's file by the student's advisor. In addition, the **Clinical Advisement Form** (attached) which is maintained by the clinic director and kept in the student's clinic file, is used to keep track of the academic courses a student has completed along with the earned grade. This information is used in making clinic placements. To qualify to work with a client/patient with a given disorder, the student must have taken a course and earned a grade of **B** or better in that disorder. Students must successfully complete **SECD 528 Diagnostic and Clinical Methods** with a grade of **B or better** prior to enrolling in any Advanced Practicum course.

➤ **_____ Check here if the student meets Standard V-B.**

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

The student must obtain a form signed by an ASHA-certified supervisor showing that a minimum of 25 hours have been obtained. In addition, the student must have signed copies of all clinical clock hour forms and summary forms. These forms must be kept in the student's file in the SU Speech and Hearing clinic.

➤ **_____ Check here if the student meets all components of this standard.**

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

➤ **_____ Check here if the student meets this standard.**

K. Standard V-E.: Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each

client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

➤ _____ **Check here if the student meets this standard.**

L. **Standard V-F:** Supervised practicum must include experience with client/patient populations across the lifespan and from culturally /linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities. The clinic form titled ***Speech-Language Pathology GRADUATE Summary Sheet Form*** (attached) is used by student and the clinic director to track the disorder, cultural/linguistic background, and the age of the clients/patients served. This form is maintained in the clinic by the clinic director.

➤ _____ **Check here if the student meets this standard.**

M. **Standard V- B: 1 a-g.** The applicant for certification must complete a program of study that included supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation

Student is able to: (The Clinic Director/Supervisor checks each as it is met)

a) Conduct screening and prevention procedures (including prevention activities).

➤ _____

b) Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals.

➤ _____

c) Select and administer appropriate evaluation procedures, such as behavioral observations, non-standard and standardized tests, and Instrumental procedures.

➤ _____

d) Adapt evaluation procedures to meet client/patient needs.

➤ _____

e) Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention

➤ _____

- f) Complete administrative and reporting functions necessary to support evaluation
 - _____
- g) Refer clients' patients for appropriate services
 - _____

KASA Standards V- B: 1 a-g are met in the following courses:

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

The clinic form titled ***Clinical Skills Evaluation Form (attached)***, which is completed by the clinical supervisor, assesses evaluation skills in each of the nine major areas.

- _____ **Check here if the student has met Standard V- B: a-g.**

2. Intervention

Student is able to: (The Clinic Director/Supervisor will check **each** as it is met)

- a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
 - _____
- b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
 - _____
- c. Select or develop and use appropriate materials and Instrumentation for prevention and intervention.
 - _____
- d. Measure and evaluate clients'/patients' performance and progress.
 - _____
- e. Modify intervention plans, strategies, materials, or Instrumentation as appropriate to meet the needs of clients/patients.
 - _____

- f. Complete administrative and reporting functions necessary to support intervention.
- _____
- g. Identify and refer clients/patients for services as appropriate.
- _____

KASA Standards IV G: 2a-g are met in the following courses:

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

The clinic form titled ***Clinical Skills Evaluation Form (attached)***, which is completed by the clinical supervisor, assesses V-B: 2a-g in each of the nine major areas.

- _____ **Check here if student meets Standard V-B:**
- _____

3. Interaction and Personal Qualities

Student is able to: (The Clinic Director/Supervisor will check **each** as it is met.)

- a. Communicate effectively, recognizing the needs, Values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
- _____
- b. Collaborate with other professionals in case management.
- _____
- c. Provide counseling regarding communication and Swallowing disorders to clients/patients, family, Caregivers, and relevant others.
- _____
- d.
- e. Adhere to the ASHA Code of Ethics and behave professionally.
- _____

Certification Standards V-B: 3 a-d are met in the following courses:

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

The clinic form titled ***Clinical Skills Evaluation Form (attached)***, which is completed by the clinical supervisor, assesses evaluation skills V-B: 3 a-d in each of the nine major areas.

- _____ **Check here if student meets Standard V B: 3 a-d.**

The applicant must meet the educational program's requirements for demonstrating satisfactory performance through periodic assessment of knowledge and skills. Formative assessment of certification standards and related SLP Learning Outcomes is conducted through individual courses. Each course syllabus in the curriculum includes the relevant certification standards, procedures for achieving these standards, and remediation activities for students when standards have not been met. The Instructor for each course submits a CFCC ASHA Certification Assessment Report to the Program Director for each student enrolled in the course each semester. The Program Director provides the faculty/advisors copies of these reports each semester. In each course, each student is told her/his status regarding each KASA standard for the course. Through these procedures, this planning/tracking document will be maintained.

- _____ **Check here if student meets the certification standards for Knowledge Outcomes and Skills Outcomes in Certification Standards IV A-H and V A-F.**

- **COMMENTS:** _____

- _____
-

NOTE: While all courses in the curriculum address specified Certification Standards, students are responsible for maintaining **Portfolio Documentation of Standards** in the courses which are listed with an asterisk (*) in the document titled ***Hypothetical Student: Guide to the Student Tracking System***. This document and the current one are to be used together in planning the program of study and in and documenting the acquisition of certification standards.

VERIFICATION OF CERTIFICATION STANDARDS BY PROGRAM DIRECTOR:

- Did the Program Director sign your *Verification by Program Director* form? _____
- If not, which Standards remain to be met?

STANDARD VI: ASSESSMENT:

- _____ The student must pass the departmental comprehensive examination. Date taken _____ **Date Passed** _____
- _____ The student must register to take the PRAXIS Examination in Speech-Language Pathology. Date registered _____
- _____ The applicant for ASHA certification must pass the PRAXIS Examination in Speech-Language Pathology.

Have you taken the PRAXIS? _____ **YES** _____ **NO**

If you have taken the PRAXIS, did you pass? _____ **YES** _____ **NO**
Date Passed _____

NOTE: When you take the PRAXIS, have your test results sent to Southern University. They will then be on file when you apply for ASHA certification and when you request the signature of the Program Director on your certification application form.

Faculty Advisor's Signature _____ **Date:** _____

Program Director's Signature _____ **Date:** _____

Student's Signature _____ **Date:** _____