

COMMUNICATION SCIENCES & DISORDERS DEPARTMENT

ACADEMIC ADVISING MANUAL

Augustana College
Rock Island, IL

*If all my possessions would be taken from me with one exception,
I would choose to keep the power of communication,
for by it, I would soon regain all the rest.*

Daniel Webster

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PART ONE:

Augustana College & CSD Department Overview Information

Augustana College Mission and Goals

Augustana College, rooted in the liberal arts and sciences and a Lutheran expression of the Christian faith, is committed to offering a challenging education that develops qualities of mind, spirit, and body necessary for a rewarding life of leadership and service in a diverse and changing world.

To accomplish this mission, Augustana sets as its goals:

1. To develop in each qualified student the characteristics of liberally educated people through a program of general studies.
2. To develop in each student expertise in a major field of study.
3. To encourage each student to confront the fundamental religious issues of human life through the academic study of religion and the campus ministry program.
4. To supplement students' formal curricular programs with a full range of opportunities for personal growth through participation in co-curricular activities.
5. To encourage the personal and social growth of students through residential life programs and extra-curricular activities.
6. To offer its church and community the benefit of its programs and staff within the context of its basic mission as an undergraduate liberal arts college.

Find online at <https://www.augustana.edu/academics/catalog/overview>.



Your Augustana Education

Learning and growth is at the center of your entire Augustana experience. Learning happens in the classroom, residence hall, athletics field, performance stage, student employment, volunteer experiences and beyond. The nine Student Learning Outcomes below describe the goals of your Augustana education with examples of how you may demonstrate your learning. How are you growing in mind, spirit and body on your Augustana journey?

Augustana Student Learning Outcomes What am I learning?	Key Skills and Competencies How can I demonstrate my learning?
DISCIPLINARY KNOWLEDGE	
Demonstrate an extended knowledge of at least one specific discipline and its interdisciplinary connections to the liberal arts, reflected in the ability to address issues or challenges and contribute to the field.	<ul style="list-style-type: none"> • Think like an expert or scholar in your field • Demonstrate depth of knowledge of your major field of study • Demonstrate skills needed by professionals in your field • Understand and approach problems from a variety of perspectives
CRITICAL THINKING & INFORMATION LITERACY	
Critique and construct arguments. This requires the ability to raise vital questions, formulate well-defined problems, recognize underlying assumptions, gather evidence in an efficient, ethical and legal manner, suspend judgment while gathering evidence, evaluate the integrity and utility of potential evidence, critique and incorporate other plausible perspectives, and determine a reasonable conclusion based upon the available evidence.	<ul style="list-style-type: none"> • Challenge assumptions • Ask thoughtful questions • Locate and evaluate evidence • Support your ideas with compelling evidence • Demonstrate sound reasoning • Make decisions based on credible evidence • Solve complex problems
QUANTITATIVE LITERACY	
Interpret, represent and summarize information in a variety of modes (symbolic, graphical, numerical and verbal) presented in mathematical and statistical models; use mathematical and statistical methods to solve problems and recognize the limitations of these methods.	<ul style="list-style-type: none"> • Work effectively with numbers • Ask good questions about numerical data • Use quantitative information to guide decisions and solve problems • Understand limitations of quantitative methods • Interpret and create graphs • Determine the source of data and what they mean
COLLABORATIVE LEADERSHIP	
Collaborate and innovate, build and sustain productive relationships, exercise good judgment based on the information at hand when making decisions, and act for the good of the community.	<ul style="list-style-type: none"> • Build strong, supportive relationships • Facilitate shared vision and common goals • Act for the good of the team or community • Work effectively with and encourage others • Exhibit maturity and self-control • Act authentically with conviction • Exhibit a positive and hopeful outlook

Augustana Student Learning Outcomes What am I learning?	Key Skills and Competencies How can I demonstrate my learning?
INTERCULTURAL COMPETENCE	
Demonstrate an awareness of similarity and difference across cultural groups, exhibit sensitivity to the implications of real and imaginary similarities and differences, employ diverse perspectives in understanding issues and interacting with others, and appreciate diverse cultural values.	<ul style="list-style-type: none"> • Seek to understand and learn from others • Embrace and value difference • Advocate for inclusivity • Safely intervene for what is right • Display self-awareness • Engage respectfully in difficult conversations • Demonstrate empathy and compassion
COMMUNICATION COMPETENCE	
Read and listen carefully, and express ideas through written or spoken means in a manner most appropriate and effective to the audience and context.	<ul style="list-style-type: none"> • Listen to understand • Read critically and reflectively • Write and speak clearly • Tailor message to audience • Adapt communication strategies • Summarize and explain ideas
CREATIVE THINKING	
Synthesize existing ideas, images or expertise so they are expressed in original, imaginative ways in order to solve problems and reconcile disparate ideas, and to challenge and extend current understanding.	<ul style="list-style-type: none"> • Imagine new possibilities • Propose creative and original ideas • Take informed risks • Embrace opportunities outside of your comfort zone • Innovate and invent
INTELLECTUAL CURIOSITY	
Cultivate a lifelong engagement in intellectual growth, take responsibility for learning and exhibit intellectual honesty.	<ul style="list-style-type: none"> • Take responsibility for your learning and development • Be curious • Be motivated to grow and improve • Seek opportunities to learn • Be reflective • Embrace a love of learning • Think and behave with integrity • Pursue your interests and passions

Augustana College's Policy Against Discrimination and Harassment

It is the policy and commitment of Augustana College to provide an environment free from discrimination and harassment based upon an individual's actual or perceived race, color, religion, national origin, service in the uniformed service (as defined in state and federal law), veteran status, sex, age, political ideas, marital or family status, pregnancy, disability, genetic information, gender identity, gender expression, sexual orientation, order of protection status, work authorization status, or any other classification protected by law in matters of admissions, employment, housing, services, or in the educational programs and/or activities operated by the College.

Discrimination occurs when an individual is excluded from participation in, is denied the benefits of, or is subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity of the College, based on any of the characteristics listed above.

Harassment, whether verbal, physical, emotional, financial, or visual, that is based on any of the characteristics listed above is a form of discrimination. This includes harassing conduct that impacts job benefits, or interferes unreasonably with an individual's academic or work performance, or creates what a reasonable person would perceive to be an intimidating, hostile, or offensive environment. Prohibited sex discrimination includes sexual harassment and sexual violence. Conduct that meets the scope and definition of the Policy Against Sexual Misconduct and Title IX Sexual Harassment will be handled under the grievance procedures of that Policy.

Some examples of what may be considered discrimination or harassment, depending on the facts and circumstances, include the following:

- Verbal behaviors: derogatory comments regarding a person's race, color, gender, sexual orientation, religion, ancestry, ethnic heritage, mental or physical disability, age, appearance or other classification protected by law; threats of physical harm or distribution of written or graphic material having such effects. Derogatory gestures or the display of signs or pictures that may be offensive to others may also be examples of harassment.
- Physical behaviors: physical contact including touching, hitting, pushing or other aggressive contact.
- Sexual behaviors: unwelcome verbal or physical conduct of a sexual nature such as sexual advances, demands for sexual favors or other unwelcome verbal or physical conduct of a sexual nature.

Conduct may be considered harassment if:

- It is unwelcome; and
- Submission to or rejection of such conduct is used as the basis of an academic or employment decision or is either an explicit or implicit term of employment or admission to any college program or college-related activity; or
- Such conduct is sufficiently serious (i.e., severe or pervasive, and/or persistent) and subjectively and objectively offensive so as to deny or limit a person's ability to participate in or benefit from the College's programs, services, opportunities, or activities; or
- Such conduct has the purpose or effect of substantially interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

It is expected that each and every member of the Augustana community will assist and support the College in its prohibition of discrimination and harassment. All employees of Augustana College are required to promptly report suspected violations of this Policy, even if the individual

who was or is the victim has not filed a complaint. The report can be made to a supervisor, the Director of Human Resources, the Dean of Students Office, or in the case of sex discrimination, the Chief Title IX Coordinator or Deputy Title IX Coordinators.

SCOPE OF POLICY

This Policy applies to all employees, including faculty, staff and administrators, of the College, as well as all students, guests and visitors of the Augustana community.

REPORTING PROCEDURES

Discriminatory behaviors can occur intentionally or unintentionally. A member of the Augustana community who feels discriminated against or harassed by an employee of the College, a student, guest or visitor or any other third-party (such as a supplier or vendor) should make this concern known by:

- If possible, telling the person who is engaging in the conduct or communication that their actions are offensive to you and that those actions must stop. Individuals who are not comfortable communicating directly with the person should skip this c.
- Inform your manager, or any member of the Office of Human Resources, Chief Title IX Coordinator or Deputy Title IX Coordinators, the Dean of Students Office, or a member of the Residential Life staff of the offensive behavior. This can be done by meeting in person or in writing.
- Follow up a verbal complaint with a written report of the complaint. It is helpful for allegations of improper behavior to be put in writing to assure a clear understanding of the behaviors and the issues raised. The written report should contain as much specific information as possible.
- Please see the College's Policy Against Sexual Misconduct and Title IX Sexual Harassment for additional options in reporting sex discrimination, including sexual and interpersonal misconduct.

All complaints of discrimination or harassment will be kept as confidential as possible. The College will promptly and thoroughly investigate alleged behavior that would constitute a violation of this Policy Against Discrimination and Harassment and will take steps necessary to stop behavior that violates this Policy. The investigation and grievance procedures may vary depending on the type of discrimination reported, the nature of the allegations reported and where they occurred, as well as the classification of the individual accused of a violation (i.e., student, employee or faculty member). If you feel that your complaint has not received appropriate attention, you should discuss your concern with the Director of Human Resources, Chief Title IX Coordinator or Deputy Title IX Coordinators, the Dean of Students Office, or the General Counsel of the College.

RETALIATION PROHIBITED

It is central to the values of Augustana College that any individual who believes they may have been the target of prohibited discrimination or harassment feel free to report their concerns without fear of retaliation or retribution. The College strictly prohibits retaliation against an employee or any other individual who opposes or reports in good faith any practices prohibited under this Policy, including bringing a complaint of discrimination or harassment, assisting someone with such a complaint, attempting to stop such discrimination or harassment, or participating in any manner in an investigation or resolution of a complaint of discrimination or harassment. Any individual who believes they have been subjected to or affected by retaliatory conduct for reporting a suspected violation of this Policy or participating in an investigation should report the concern immediately to the Director of Human Resources, the General Counsel, the Dean of Students Office or the Chief Title IX Coordinator or Deputy Coordinators.

REPORTING OPTIONS OUTSIDE OF THE COLLEGE

The College has established this Policy to establish a process for the prompt and effective resolution of concerns of students and employees. Individuals have the right, however, to contact the Illinois Department of Human Rights (IDHR) or the Equal Employment Opportunity Commission (EEOC) to file a formal complaint. An IDHR complaint must be filed within 180 days of the alleged incident(s) unless it is a continuing offense. A complaint with the EEOC must be filed within 300 days. In addition, an appeal process is available through the Illinois Human Rights Commission (IHRC) after IDHR has completed its investigation of a complaint. Contact Information:

- Illinois Department of Human Rights (IDHR) Chicago: 312-814-6200 or 800-662-3942 Chicago TTY: 866-740-3953
- Illinois Human Rights Commission (IHRC) Chicago: 312-814-6269 Chicago TTY: 312-814-4760
- United States Equal Employment Opportunity Commission (EEOC) Chicago: 800-669-4000 Chicago TTY: 800-869-8001

An employee or student who has been physically harassed, threatened or assaulted may also have grounds for criminal charges, such as assault or battery.

FALSE AND FRIVOLOUS COMPLAINTS

False and frivolous charges refer to cases where the accuser is using a claim of prohibited harassment or discrimination to accomplish some other end other than stopping prohibited harassment. It does not refer to charges made in good faith which cannot be proven. Given the seriousness of the consequences for someone accused of prohibited harassment or discrimination, a false and frivolous charge is a severe offense that can itself result in disciplinary action.

Updated: August 2024

CSD Academic Program Notice of Nondiscrimination

Augustana College is committed to fostering a safe, inclusive environment free from all forms of discrimination and harassment. Our Policy Against Discrimination and Harassment describes your right to freedom from discrimination and harassment on the basis of race, color, religion, national origin, service in uniformed service, veteran status, sex, age, political ideas, marital or family status, pregnancy, disability, genetic information, gender identity, gender expression, sexual orientation, or any other classification protected by law. Consistent with state and federal requirements, our Policy against Sex Discrimination specifically prohibits discrimination on the basis of sex and gender, including sexual assault, sexual exploitation, sexual harassment, stalking, and relationship violence. To find resources available to you or anyone on campus who has experienced discrimination or harassment, please visit <https://www.augustana.edu/student-life/TitleIX/discrimination-policy>.

Complaints of discrimination in the Communication Sciences and Disorders Department related to the undergraduate program can be made to Dr. Ann Perreau, CSD Department Co-Chair and Undergraduate Program Director, at 309-794-8935 or annperreau@augustana.edu. Complaints related to the MS-SLP program can be made to Dr. Alli Haskill, CSD Department Co-Chair and MS-SLP Program Director at (309) 794-7388 or allisonhaskill@augustana.edu. Complaints also may be forwarded to the Civil Rights Director and Title IX Coordinator, Steven Wehling, who has been designated to handle inquiries regarding the nondiscrimination policies and can be reached at stevenwehling@augustana.edu.

Additional information about the College's complaint process can be found online at <https://www.augustana.edu/academics/catalog/complaints>

Augustana College General Education Requirements for the Bachelor of Arts Degree

General Requirements: Summary

- 124 credits as defined by Augustana
 - 60 credits must be earned from Augustana
 - Last 12 credits applied to degree must be earned at Augustana
 - Minimum of 40 credits at the 300- and 400-level; no more than 4 credits in MULS, MUEN, and MUCH courses may contribute to this requirement
- No more than 40 credits with the same subject code designation may be applied to the degree-required minimum of 124; students who exceed the 40-credit maximum will need to exceed the required 124 credits minimum by the equivalent amount. **Because CSD majors take 42-43 credits, this means that they will need 126-127 credits to graduate.**
- No more than 3 credits from physical education activities
- No more than 8 credits in music ensembles or IND/DIR
- No more than 12 credits in internships
- 2.0 GPA overall
- Major of at least 24 credits, with at least 8 credits of 300-400 level courses at Augustana

First-Year Liberal Studies Sequence

8 credits

- FYI 101 (Fall, 4 credits)
- FYI 102 (Spring, 4 credits)
- OR equivalent Honors sequence

Learning Perspectives Requirements

24 credits

- One course in each perspective
 - Perspective on the Arts (PA, 4 credits)
 - Perspective on Human Values and Existence (PA, 4 credits)
 - Perspective on the Individual and Society (PS, 4 credits)
 - Perspective on Literature and Text (PL, 4 credits)
 - Perspective on the Past (PP, 4 credits)
 - Perspective on the Natural World (PN, 4 credits)

Diversity Requirements

8 credits

- Diversity/Global (G, 4 credits)
- Diversity/US (D, 4 credits)

Quantitative Literacy Requirement

4 credits

- Quantitative Literacy (Q, 4 credits)

Second Language Requirements

0-8 credits

- Language 101 (4 credits)
- Language 102 (4 credits)
- OR equivalent (transfer course, placement test scores, etc.)

Reasoned Examination of Faith Requirement

4 credits

- Reasoned Examination of Faith (REF, 4 credits)

Senior Inquiry

0-8 credits

- Senior Inquiry (variable # of credits based on academic major)

*4 credits for
CSD

Find complete list of requirements online at <https://www.augustana.edu/academics/catalog/curriculum-organization/bachelor-of-arts>.

Overview of the Communication Sciences and Disorders Department at Augustana College

CSD at Augie is a vibrant department filled with dedicated professors, clinical supervisors, and support staff focused on helping talented Augustana students fulfill their vocational and personal goals through completion of rigorous coursework, internships, research, and community service. We offer an undergraduate major in Communication Sciences and Disorders that leads to a Bachelor of Arts degree, and a graduate program in Speech-Language Pathology that leads to a Master of Science degree.

A one-year post-baccalaureate sequence of courses is also offered to students who have completed a bachelor's degree, but who need to take prerequisite coursework prior to enrolling in a MS-SLP program.

This Academic Advising Manual is intended to assist in the design of the student's academic plan of study and to clearly delineate the requirements of the Bachelor of Arts degree in Communication Sciences and Disorders and the requirements of the Master of Science degree in Speech-Language Pathology program. The Academic Advising Manual is offered in addition to the Augustana College Student Catalog, which you can find online at <https://www.augustana.edu/academics/catalog>.

The Master of Science (M.S.) education program in speech-language pathology (residential) at Augustana College is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

Admission Policies at Augustana College

Admission to the Bachelor of Arts in Communication Sciences and Disorders Program

Any degree-seeking student at Augustana may declare the CSD major as early as the middle of spring semester of their first year. There are no prerequisites to be able to declare the CSD major. To declare the CSD major, students must complete the electronic Program Change form available through the Registrar's Office website at <https://www.augustana.edu/academics/registrar>

Although there are no specified criteria for students to be able to remain in the CSD major, students seeking to complete the clinical practicum sequence in CSD must achieve a cumulative GPA of at least 3.0 prior to the beginning of Junior year spring semester, and then maintain it throughout the duration of the senior year.

Admission into the Master of Science in Speech-Language Pathology Program

There are three time periods when students can apply to the Master of Science in Speech-Language Pathology Program: 1) as an Augustana College prospective first-year student (Direct Admission), 2) as an Augustana College junior CSD major (Junior-Year Admission), and 3) as a college senior-year student pursuing a bachelor's degree or as a bachelor's degree holder (Regular Admission). The application process varies depending on the time of application. The processes for the three types of applications follows.

Direct Admission

Prospective first-year students applying to Augustana.
Enrolled into the MS-SLP program after earning B.A. at Augustana

Application Process (Managed by the Office of Admissions)

Students must first be accepted into Augustana College

Students then inform Admissions they would like to be considered as a direct admit into the MS-SLP program if they meet the following criteria:

- Minimum overall high school GPA of 3.4
- No grade below a B- in any science class
- Interview with an Admissions Counselor

Selection & Notification Processes (Managed by Admissions)

Admissions will notify all applicants of decision

Maintaining a Secured Spot (Managed by the CSD Department)

Minimum overall college GPA of 3.0

Minimum CSD GPA of 3.4

Junior-Year Admission

Augustana CSD juniors

Enrolled into Master of Science in Speech-Language Pathology Program after earning B.A. at Augustana

Requirements

Minimum cumulative GPA of 3.0

Submit 500-word CSD essay: How is your Augustana education preparing you for a vocation in speech-language pathology?

Application Process

Apply between April 1-May 1 of spring semester of junior year, by using Augustana's application system (request a link from the MS-SLP Program director)

Complete CSDCAS application by January 15 of senior year

Selection Process (Managed by CSD Department)

Evaluation of CSD essay

Evaluation of undergraduate transcript

Notification (Managed by Office of Admissions)

Admissions will notify applicants of decision

Maintaining a Secured Spot (Managed by CSD Department)

Minimum overall college GPA of 3.0

Regular Admission

Individuals with a Bachelor's degree from Augustana or another institution

Enrolled into MS-SLP program upon acceptance

Requirements

Bachelor's degree completed by June 1 of the student's MS-SLP enrollment year

Minimum cumulative undergraduate GPA of 3.0

Coursework:

- Completion of CSD, or equivalent, required courses:
 - Anatomy, Physiology, and Science of Speech
 - Anatomy, Physiology, and Science of Hearing
 - Phonetics
 - Speech and Language Development
 - Audiology
- Completion of CSD-supporting courses, or equivalent:
 - Biology (human or animal focused)
 - Psychology, Sociology, or Anthropology course
 - Statistics
 - Physics or Chemistry
- Completion of the following courses is required for Augustana CSD undergraduates and is strongly encouraged for students from other undergraduate programs:
 - Aural Rehabilitation
 - Introduction to CSD
 - Neural Bases of Human Communication
 - Research Methods
 - Linguistics

Two letters of recommendation
Submit CSD essay: (Prompt determined annually)
Resume

Application Process

Apply through CSDCAS by January 15

Selection Process (CSD Department)

Evaluation of applications will be completed by two to three CSD Department admissions committee members

Notification (Office of Admissions)

Admissions and the MS-SLP Program Director will notify applicants of decision

**Communication Sciences and Disorders Department at Augustana College
Faculty and Staff**

Academic

Allison M. Haskill, Ph.D., CCC-SLP
Professor, CSD Department Co-Chair, & MS-SLP Program Director, NSSLHA Faculty Advisor
309-794-7388
Brodahl Hall Office 203

Stacie M. Hatfield, Ed.D, CCC-SLP
Assistant Professor & Roseman Center Director
309-794-7394
Brodahl Hall Office 204

Yoonji Kim, Ph.D., CCC-SLP
Assistant Professor
Brodahl Hall Office 202
309-794-7583

Ann Perreau, Ph.D., CCC-A
Professor, CSD Department Co-Chair, Undergraduate Program Director
309-794-8935
Brodahl Hall Office 201

Jill Potratz, Ph.D., CCC-SLP
Assistant Professor, CSD Department DEI Committee Co-Chair
309-794-8342
Brodahl Hall Office 211

Cathy Webb, Ph.D., CCC-SLP
Assistant Professor
MS-SLP Program's State Licensure Liaison, Disability Minor Coordinator
309-794-8877
Brodahl Hall Office 216

Clinical

Karen L. Aumuller, M.A., CCC-SLP
Assistant Professor, Clinical Faculty, Externship Coordinator
309-794-7385
Brodahl Hall Office 206

Melissa Baker, M.S., CCC-SLP
Professional Faculty
309-794-7273
Brodahl Hall Office 210

Claire Cook, M.S., CCC-SLP
Professional Faculty
309-794-7826
Brodahl Hall Office 209

Chloe McGehee, M.S., CCC-SLP
Professional Faculty
309-794-7370
Brodahl Hall Office 208

Melissa Schaefer, M.S., CCC-SLP
Professional Faculty, Externship Coordinator
309-794-7530
Brodahl Hall Office 213

Alexandra Stone, M.S., CCC-SLP
Professional Faculty, MS-SLP Program ISBE Liaison
30-794-7346
Brodahl Hall Office 215

Lesley Zwicky, M.S., CCC-SLP
Professional Faculty
309-794-7372
Brodahl Hall Office 205

Academic Program Coordinator

Karen Sheraden
309-794-7355
Brodahl Hall Academic Office on top level

Clinic Program Coordinator

Lisa Adner
Clinic Coordinator
309-794-7350
Brodahl Hall Clinic Office on main level

Audiology Clinic Coordinator

Dori Garro
309-794-7358
Brodahl Hall Audiology Office on main level

Student Conduct Policies for Academic and Clinical Integrity

Augustana College undergraduate and MS-SLP students electronically sign an honor code, presented below, that includes a sequence of steps in addressing violations that include, among other offenses, plagiarism, cheating, and reusing assignments (i.e., self-plagiarism).

In the CSD undergraduate and MS-SLP programs, the ASHA Code of Ethics is a centerpiece of clinical education on campus and in externship settings. The Essential Functions document that students sign at the beginning of their program lists several ways in which ethical conduct is expected. The grading rubric that will be used for Practicum and Externship experiences includes standards for professionalism and integrity. CSD's detailed policy for clinical settings can be found in the CSD Clinic Manual.

Academic Integrity: Augustana College Honor Code

Section 1: Mission

We, the students of Augustana College, committed to the ideals of integrity, accountability, fairness, and honesty, hereby establish this academic Honor Code in order to promote and foster intellectual and personal growth.

Section 2: Statement of Purpose

According to its mission statement Augustana College "...is committed to offering a challenging education that develops qualities of mind, spirit, and body." To achieve this goal Augustana expects its community to practice honor and integrity. The Honor Code sets the foundation and boundaries to ensure academic excellence and stability in an evolving and dynamic world. The Honor Code holds each individual accountable to the community of Augustana College.

Section 3: Infractions

Section 3.1 Cheating

To cheat on an exam is:

- to use books, notes, or other materials not explicitly permitted by the instructor in taking the exam;
- to copy other students' work in taking an exam;
- to use copies of examination material (whether stolen or accidentally obtained) in preparing for an examination when the instructor has not made these materials public by prior distribution;
- to assist a student in cheating in any of the aforementioned three ways.

To cheat on an assignment is:

- to use materials or sources explicitly forbidden by the instructor in completing the assignment (including the ideas and work of other students when forbidden);
- to copy another individual's work; or
- to assist students in cheating as defined above.

Section 3.2: Lying

Lying is any falsification that is committed with the intent of gaining an academic advantage. A falsification is:

- the manifestation of untruth with the intent to mislead;

- disregard for the truth;
- false representation of one's self; or
- intentionally creating false data.

Section 3.3: Stealing

Stealing is the deliberate taking of another individual or group's property without consent, permission, or acknowledgement with the intent of gaining an academic advantage.

Section 3.4: Plagiarism

Plagiarism is the misrepresentation of someone else's research, thought, or writing as one's own. Plagiarism occurs when a student uses the ideas or phrasing of another individual or group and presents the information as their own without crediting the original source.

Plagiarism includes, but is not limited to, the following:

- use of direct wording, artistic creations and/or expressions (written or musical) without proper acknowledgements
- false citation: incorrect or inadequate citation of sources
- purchasing, downloading, or using papers written by another individual

Section 3.5: Multiple Submission

"Multiple submission involves the submission for credit—without authorization of the instructor receiving the work—of substantial portions of any work (including oral reports) previously submitted for credit at any academic institution, or attempts thereof."¹ It is assumed that the work you submit for credit is original in each and every assignment, unless stated otherwise. If allowed to use previous work, both you and your instructor(s) need to agree to alternate terms, including using proper citations for your previous work. Augustana is committed to each student's intellectual growth and so it is expected that all assignments demonstrate new knowledge particular to that individual assignment and class.

The following are examples of multiple submission and would require informing and receiving permission from the instructor(s):

- Submitting the same paper or nearly the same paper in the same or different classes, at any time during your academic career.
- Submitting work that you previously submitted and revised.
- Submitting group work from another assignment and representing it as one's own.

Section 4: Honor Pledge

Upon or prior to entering Augustana College, students must electronically sign the Honor Pledge, "My name, below, signifies that I have read and understand the Honor Code of Augustana College. By signing this pledge, I am accepting the Honor Code and acknowledge that it is my responsibility to uphold its principles." Signing the pledge signifies that the student understands and supports the Honor Code.

In addition, a Professor may elect to require a student to include the statement, "In compliance with the Augustana Honor Code, I have neither given nor received unauthorized aid on this piece of work." on all academic work or sign a similar statement at the beginning of the term, but this elective step is not required to enforce the pledge.

Assignment of Academic Advisors in the CSD Department

Undergraduate

The CSD Department Co-Chair/Undergraduate Program Director will assign CSD advisors to students when they declare the CSD major.

Graduate

The CSD Department Co-Chair/MS-SLP Program Director will assign advisors to students before graduate orientation.

2025-2026 Academic Advisors:

Karen Aumuller
Melissa Baker
Claire Cook
Allison Haskill
Stacie Hatfield
Chloe McGehee
Ann Perreau
Jill Potrata
Melissa Schaefer
Alex Stone
Cathy Webb

PART TWO:

Clinic Information for Undergraduate and MS-SLP Students (additional clinical information can be found in the Clinic Manual)

Roles & Responsibilities of Speech-Language Pathologists and Audiologists

Speech-language pathology and audiology are fascinating and diverse healthcare fields.

According to ASHA (2007), speech-language pathologists and audiologists:

- identify, assess, and provide treatment for individuals of all ages with communication disorders
- manage and supervise programs and services related to human communication and its disorders
- counsel individuals with disorders of communication, their families, caregivers, and other service providers relative to the disability present and its management
- provide consultation
- make referrals

The practice of speech-language pathology includes:

- screening, identifying, assessing, interpreting, diagnosing, rehabilitating, and preventing disorders of speech (e.g., articulation, fluency, voice) and language
- screening, identifying, assessing, interpreting, diagnosing, and rehabilitating disorders of oral-pharyngeal function (e.g., dysphagia) and related disorders
- screening, identifying, assessing, interpreting, diagnosing, and rehabilitating cognitive/communication disorders
- assessing, selecting, and developing augmentative and alternative communication systems, and providing training in their use
- providing aural rehabilitation and related counseling services to individuals with hearing losses and their families
- enhancing speech-language proficiency and communication effectiveness (e.g., accent reduction)
- screening of hearing and other factors for the purpose of speech-language evaluation and/or the initial identification of individuals with other communication disorders

The practice of audiology includes:

- facilitating the conservation of auditory system function and developing and implementing environmental and occupational hearing conservation programs
- screening, identifying, assessing, interpreting, diagnosing, preventing, and rehabilitating peripheral and central auditory system dysfunctions
- providing and interpreting behavioral and (electro) physiological measurements of auditory and vestibular functions
- selecting, fitting, and dispensing of amplification, assistive listening, and alerting devices and other systems (e.g., implantable devices), and providing training in their use
- providing aural rehabilitation and related counseling services to individuals with hearing losses and their families
- screening of speech-language and other factors affecting communication function for the purposes of an audiologic evaluation and/or initial identification of individuals with other communication disorders

References

American Speech-Language-Hearing Association. (2009). *Language in Brief*. Available from www.asha.org/clinicaltopics.

American Speech-Language-Hearing Association. (2005). *Roles of Speech-language pathologists in the identification, diagnosis, and treatment of individuals with cognitive-communication disorders*. [Position Statement]. Available from www.asha.org/policy.

American Speech-Language-Hearing Association. (2016). *Scope of practice, speech-language pathology*. [Scope of Practice]. Available from www.asha.org/policy.

Additional Information

Speech-language pathologists and audiologists must hold an advanced degree. They must obtain the Certificate of Clinical Competence from the American Speech-Language-Hearing Association and a state license where applicable. Also, professionals working in the public schools must meet certification requirements of the State Board of Education in the state in which they are practicing.

To obtain more information about the fields of speech-language pathology and audiology, go to www.asha.org. From this home page, you also will find pages developed especially for students.

CSD Clinical Program Notice of Nondiscrimination

Augustana College is committed to fostering a safe, inclusive environment free from all forms of discrimination and harassment. Our Policy Against Discrimination and Harassment describes

your right to freedom from discrimination and harassment on the basis of race, color, religion, national origin, service in uniformed service, veteran status, sex, age, political ideas, marital or family status, pregnancy, disability, genetic information, gender identity, gender expression, sexual orientation, or any other classification protected by law. Consistent with state and federal requirements, our Policy against Sex Discrimination specifically prohibits discrimination on the basis of sex and gender, including sexual assault, sexual exploitation, sexual harassment, stalking, and relationship violence. To find resources available to you or anyone on campus who has experienced discrimination or harassment, please visit <https://www.augustana.edu/student-life/TitleIX/discrimination-policy>.

Complaints of discrimination in the Roseman Center for Speech, Language, and Hearing can be made to Dr. Stacie Hatfield, Center Director, who can be reached at (309) 794-7394 or via email at staciehatfield@augustana.edu.

Complaints also can be forwarded to the college's Title IX Coordinator, Steve Wehling, who has been designated to handle inquiries regarding the nondiscrimination policies can be reached at stevewehling@augustana.edu.

Find online at <https://www.augustana.edu/academics/areas-of-study/communication-sciences-and-disorders/clinic>.

Policies and Prerequisites for Undergraduate and Graduate Clinical Practicum Barbara A. Roseman Center for Speech, Language, and Hearing

Coursework and Observations

- 3.0 Cumulative Grade Point Average: Students must achieve a 3.0 cumulative GPA to enroll in clinical internship courses or graduate clinical practicums. Students whose GPA is close to this criterion (i.e., 2.85-2.99) may petition the clinical faculty to be allowed to enroll in clinical internship courses or graduate clinical practicums. Contact the Clinic Director for details on the petition process.
- Observation Hours: Students must complete 30 hours of guided observation prior to beginning clinical practicums. These observations can be completed in person, such as at the RCSLH or another off campus site arranged by the student, or via Master Clinician Network (MCN) CSD students will earn 8 hours of observation through videos shown in CSD-310, CSD-110, and CSD-305. Documentation of observation hours will be kept in the CSD Office and in a student's senior year, the observation hours will be entered into Calipso.
 - For MS-SLP students who completed their undergraduate work from other programs: Documentation of 25 completed observation hours should be turned into the Center Director for verification and entry into Calipso.
 - Observation hours completed via MCN are documented in that system. For in-person observation, students will complete the Record of Undergraduate Supervised In-Person Observation Hours form and an Observation Summary Form for in-person observations for each in-person observation and submit these to the Center Director.

Clinical Mentee Experience

CSD Undergraduate Students: One semester prior to enrolling in the first clinic internship course, undergraduate students must serve for at least one semester as a mentee to a senior or graduate clinician for at least one client. Mentees are expected to increase their involvement in the clients' sessions from the beginning to the end of the term and to follow all Center policies. Mentees who demonstrate unprofessional behavior or who fail to demonstrate competency consistent with their level of experience may not be allowed to enroll in clinic internships.

Immunizations

Student clinicians are required to submit documentation of the following immunizations before they begin any clinical practicum:

- MMR (measles, mumps, rubella)- 2 doses
- Varicella (chickenpox)- 2 doses or a positive titer (history of disease is not acceptable)
- Tdap (tetanus, diphtheria, and pertussis)- within the past 10 years
- Hepatitis B vaccination- 3 doses
- COVID-19 vaccination- at least 2 of the multi-dose vaccine or 1 of the single-dose vaccine
- An initial 1-step tuberculosis PPD test

Student clinicians who wish to request a medical or religious exemption to the immunization requirements must meet with the Center Director to discuss the possible impacts and complete the exemption form. Students who have an exemption are prevented from working with Medicare eligible clients.

Trainings

Student clinicians are required to complete the following trainings before they begin any clinical practicum:

- HIPAA Compliance and Patient Privacy
- Blood Borne Pathogens and Universal Precautions
- Mandatory Reporting of Suspected Abuse (Protecting Children)

Background Check

Student clinicians must complete and pass a background check before they begin any clinical practicum.

**Augustana College's Communication Sciences and Disorders and
Master of Science in Speech-Language Pathology Programs' Core Functions for
Future Audiologists and Speech-Language Pathologists**

Purpose: Before students begin pursuing a career path in audiology or speech-language pathology, we want to ensure they clearly understand the expectations so they can make informed decisions about investing their time, energy, and financial resources.

The purpose of this document is to provide prospective audiologists and speech-language pathologists (SLPs) with clear expectations regarding the core functions they will need to develop and demonstrate (with or without reasonable accommodations) in both academic and clinical settings. These functions are essential for acquiring the knowledge and demonstrating the competencies required for graduation and successful transition into professional practice.

We recognize that there are multiple ways an individual can demonstrate these core functions and successfully meet the demands of academics, clinical education, and practice, with or without reasonable accommodations. Our faculty are committed to adhering to the Americans with Disabilities Act and are eager to provide necessary accommodations to create an optimal educational experience. Students with documented disabilities are encouraged to contact the Office of Disability Services to facilitate the accommodations process.

Below are the core functions that CSD and MS-SLP students will need to develop and demonstrate, with or without reasonable accommodations:

Area: Communication

- Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies
- Adapt communication style to effectively interact with colleagues, clients, patients, caregivers, and invested parties of diverse backgrounds in various modes such as in person, over the phone, and in electronic format.
- Provide specific, accurate feedback to clients about communication and feeding/swallowing performance.

Area: Motor/Sensory

- Engage in physical activities at a level required to accurately implement classroom and clinical responsibilities (e.g., manipulating testing and therapeutic equipment and technology, client/patient equipment, and practice management technology) while retaining the integrity of the process
- Respond in a manner that ensures the safety of clients and others
- Maintain hygiene appropriate for a professional clinic setting.
- Actively participate in academic and clinical activities
- Be able to uphold universal precautions and respond, as trained, to limiting exposure to blood borne pathogens.
- Monitor and respond appropriately to the clinical environment and client needs.

Area: Cognitive

- Engage in critical thinking and make connections between class and clinic.
- Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care.

- Collect, analyze, interpret, and respond to data from evaluations and intervention sessions.
- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills in order to make appropriate changes as needed.

Area: Interpersonal

- Display compassion, respect, and concern for others during all academic and clinical interactions.
- Adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies.
- Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in clinical activities.
- Engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provision of services.
- Demonstrate the application of culturally responsive evidence-based decisions to guide clinical practice.

PART THREE:

Bachelor of Arts in Communication Sciences and Disorders Program

Bachelor of Arts in Communication Sciences and Disorders

Mission and Goals

The Communication Sciences and Disorders Department's undergraduate degree program seeks to develop in every student an appreciation of the importance of communication in a person's sense of being and self-worth, and of the need to treat all individuals with dignity and respect. CSD majors complete a rigorous program of study that includes coursework, clinical experiences, service learning, and research in preparation for graduate study and positions of ethical leadership and service in the community. CSD majors participate in departmental experiences that draw upon and further develop the habits of open mindedness, reflective inquiry, critical thinking, and independence that are central to the liberal arts. Academic and clinical faculty provide intentional and individualized teaching, mentoring, and advising that fosters a firm knowledge base, an emerging clinical competence, strong written and oral communication skills, and respectful interactions. Through study in CSD, students improve the quality of life for others and, through this service, lead committed lives.

To accomplish this mission, CSD sets as its goals that:

1. Students will demonstrate an appreciation for the importance of communication to a person's quality of life.
2. Students will engage in ethical behavior by conducting themselves with academic and professional integrity.
3. Students will have a firm foundation in anatomical/physiological, physical/psychological, linguistic/psycholinguistic, and cultural bases of communication, as well as the basic principles and procedures for identification and remediation of speech, language, and hearing impairments in individuals across the lifespan.
4. Students will express themselves orally and in writing in a manner that is reflective, involves critical thinking, and is appropriate for personal, academic, and professional audiences.
5. Students will acquire the art and science skills needed to become highly competent clinicians who engage in evidence-based practice, actively participate in professional organizations, develop independence, and embrace life-long learning.

The CSD Major at Augustana

The CSD major:

- Provides a solid foundation in communication acquisition
- Provides basic principles and procedures for the identification and remediation of speech, language, and hearing impairments through a unique combination of course, clinical, and research experiences
- Introduces students to the professional roles and responsibilities associated with the disciplines of speech-language pathology and audiology through coursework and supervised clinical practicums
- Involves and exposes students to local, state, and national associations, related professional organizations, and continuing education opportunities
- Develops a student's ability to think critically and reflectively to express oneself orally and in writing in a professional manner
- Develops a student's ability to adjust communication style to meet the needs of the listener/reader, as well as the situation
- Guides students through completion of a senior-year research-based capstone project
- Offers student participation in community-based service learning events

A wide variety of unique, individualized, and hands-on learning experiences that further prepare CSD majors for graduate study or a vocation immediately post-graduation:

- Augie Choice funds of \$2,000 are available for students to participate in:
 - Internships—in local, regional, national, and international centers and agencies
 - Research—in Senior Inquiry that requires all CSD majors to complete a substantial research project while being mentored by a faculty member
 - Study Away—in a wide range of programs that circle the globe
- The Quad Cities is our learning laboratory, where as part of co-curricular outreach and course-linked service learning requirements, our majors provide service for several agencies that serve children, individuals with disabilities, and the aging population
- Our pre-professional chapter of the National Student Speech-Language-Hearing Association affords CSD majors with numerous opportunities to become involved in professional, political, and academic issues of relevance to future speech-language pathologists and audiologists, engage in several major fundraisers each year, and complete several hours of communication-related service projects throughout the academic year

Vocational Paths for CSD Majors

<p><i>Audiologist</i></p> <p><i>Audiology Assistant</i></p> <p><i>Speech-Language Pathologist</i></p> <p><i>Speech-Language Pathology Assistant</i></p>	<p><i>Health Care</i></p> <ul style="list-style-type: none"> ◦ Health services administrator ◦ Occupational therapist ◦ Registered nurse ◦ Physician's assistant ◦ Public health specialist ◦ Clinical intake specialists ◦ Public policy administrator ◦ Intervention specialist ◦ Surgery technician ◦ Radiation technician
<p><i>Development, Promotion, and Sales of Clinical, Educational, and Healthcare Materials</i></p> <ul style="list-style-type: none"> ◦ Health-related public information ◦ Educational materials, textbooks, reference books ◦ Assessment and intervention materials and software ◦ Hearing aids and assistive listening devices ◦ Voice recognition and production systems ◦ Accommodations for individuals with disabilities 	<p><i>Education</i></p> <ul style="list-style-type: none"> ◦ Special educator ◦ General educator ◦ Early intervention specialist ◦ School counselor ◦ School administrator ◦ Teacher of the deaf and hard of hearing ◦ Preschool teacher ◦ ELL (English Language Learners) Educator
<p><i>Related Fields</i></p> <ul style="list-style-type: none"> ◦ Rehabilitation counselor or specialist ◦ Group home staff ◦ Community outreach worker ◦ Public policy specialist ◦ Employment search firm ◦ Education or health law ◦ Marketing and sales ◦ Manager, executive, and administrator ◦ Social worker ◦ Family services ◦ Advocate for individuals with disabilities ◦ Autism specialist ◦ ABA therapist ◦ Vision/orientation/mobility therapist ◦ Art therapist ◦ Movement therapist ◦ Interpreter for the deaf ◦ Forensic scientist 	<p><i>Entertainment and Media</i></p> <ul style="list-style-type: none"> ◦ Assisting professional voice users and vocalists ◦ Acting coach to develop dialects, mannerisms, and simulate disorders

Course Requirements for the Bachelor of Arts in CSD Degree

Major Coursework Required (38 credits)

CSD-110	Introduction to Communication Sciences & Disorders (4 credits)
CSD-205	Anatomy, Physiology, & Science of Speech (4 credits)
CSD-210	Anatomy, Physiology, & Science of Hearing (4 credits)
CSD-215	Phonetics (4 credits)
CSD-220	Speech and Language Development (4 credits)
CSD-305	Speech Sound Disorders (4 credits)
CSD-310	Language and Literacy Disorders (4 credits)
CSD-315	Audiology (4 credits)
CSD-405	Aural Rehabilitation (2 credits)
CSD-410	Neural Bases of Human Communication (4 credits)

Research Coursework Required (4 credits)

CSD-460	SI-Research Methods (2 credits)
CSD-490	SI-Research Writing (2 credits) OR Equivalent SI in another major (CSD approval required)

Internships Required (0 credits)

CSD-415	Community Practicum 1
CSD-420	Community Practicum 2
OR	
CSD-425	Clinical Practicum 1
CSD-430	Clinical Practicum 2

*Speech-language track-students take either community practicums or clinical practicums (not one of each type); students who plan to attend graduate school in audiology should consult with their academic advisor and the externship coordinator to discuss their options.

Supporting Coursework Required (20 credits)

LING-100	Linguistics (4 credits)
PSYC or SOAN	Any psychology, sociology, or anthropology course (4 credits)
STATS	Any statistics course [Q] (4 credits)
BIOL-130/140	Recommended; OR any BIOL course related to human or animal sciences [PN] (4 credits)
PHYS-121	Recommended; OR -151 or 152 [PN] (4 credits)
OR	
CHEM-121	Recommended; OR CHEM-122 [PN] (4 credits)

Optional Coursework

CSD-105	Sign Language (1 credit)
PSYC-216	Human Development (4 credits)

Study-Abroad Coursework Taught by CSD Faculty every other year (e.g., Jan. 2026, Jan. 2028...)

ISS-350	Ethical Service Learning (4 credits)
ISS-352	International Service Practicum [PH, G, SL when combined with ISS-350] (2 credits)

Find online at <https://www.augustana.edu/academics/areas-of-study/communication-sciences-and-disorders/courses>

Note: Because the CSD major typically includes 42 credits, it exceeds the College's limit of 40 credits within a single department. Therefore, CSD majors will need 126-127 credits (credits will depend on how many CSD courses a student completes, and will vary depending on whether a student takes the optional CSD-105 course and/or if they take the CSD senior inquiry courses, CSD-460 and CSD-490).

Bachelor of Arts in CSD Course Descriptions

Academic Coursework

CSD-105, Sign Language, 1 credit

Augustana Student Learning Outcomes: Disciplinary Knowledge, Intercultural Competency, Communication Competency

Course Description: Students will comprehend and express a basic vocabulary in sign language. English word order, fingerspelling, and developing a basic understanding of Deaf culture will be emphasized.

CSD-110, Introduction to Communication Sciences and Disorders, 4 credits

Augustana Student Learning Outcomes: Disciplinary Knowledge, Critical Thinking and Information Literacy, Intercultural Competency

Course Description: Students in this course will learn about human communication systems and variations in communication, including cultural differences, with emphasis on the multiple aspects of disordered communication related to speech, language, and hearing deficits. Specific communication disorders will be examined. Students will also learn about the roles and responsibilities of the professions in the field of Communication Sciences and Disorders. CSD majors only.

CSD-205, Anatomy, Physiology, and Science of Speech, 4 credits

Augustana Student Learning Outcomes: Disciplinary Knowledge, Critical Thinking

Course Description: The primary objective of the course is to provide students with an understanding of how humans produce speech. This will lead into the study of the human speech mechanism and how it works. The study of speech encompasses an array of interrelated scientific disciplines, including mathematics, physics, psychology, biology, medicine, and communication sciences and disorders. In this course, students will study the multidisciplinary nature of speech as we explore the topics of respiration, phonation, articulation, and resonance.

CSD-210, Anatomy, Physiology, and Science of Hearing, 4 credits

Augustana Student Learning Outcomes: Disciplinary Knowledge, Quantitative Literacy, Communication Competency

Course Description: The primary objective of this course is to introduce students to the hearing mechanism by examining its structure and function, and the acoustical properties of sound. We will discuss fundamental principles and theories of sound waves and their propagation in space, and will learn how sound is measured by solving problems using the decibel. We will discuss structures of the peripheral and central auditory system and the vestibular system, and explain their functions. Students will also differentiate the acoustical characteristics of sound (e.g., pitch vs. loudness) and explain how they contribute to auditory perception. Finally, we will discuss audio systems, including the functions of audio devices and how they process auditory signals.

CSD-215, Phonetics, 4 credits

Augustana Student Learning Outcomes: Disciplinary Knowledge, Critical Thinking and Information Literacy, Communication Competency

Course Description: The primary objective of this course is to provide students with the science of speech production and perception. Students will learn the mechanisms involved in segmental and suprasegmental production in a variety of the world's languages. The study of these mechanisms includes the study of respiration, phonation, articulation, and resonance. The study of speech acoustics and acoustic analysis will be introduced and students will learn how to conduct basic analyses. Students will begin to learn the phonology of speech sounds in American English and its dialectical variations. Students also will learn to phonetically transcribe typically-developing, disordered, and non-Native English speech using symbols from the International Phonetic Alphabet. Development of both the art and science of IPA transcription will be fostered in this class.

CSD-220, Speech and Language Development, 4 credits

Augustana Student Learning Outcomes: Disciplinary Knowledge, Critical Thinking, Quantitative Literacy, Intercultural Competency, Communication Competency, Intellectual Curiosity

Course Description: The primary objective of this course is to explore multiple aspects of speech and language developmental milestones and language development theories. Students will discover distinctions between communication, speech, and language. They will consider how and why humans develop language and how factors such as socioeconomic status, intelligence, and language difference influence language and speech development. Typical speech and language development norms will be used to inform assessment and intervention decisions for children with atypical communication development. Labs will allow students to quantify, describe, and analyze language data.

CSD-305, Speech Sound Disorders, 4 credits

Augustana Student Learning Outcomes: Disciplinary Knowledge, Critical Thinking and Information Literacy, Communication Competency, Creative Thinking, Ethical Citizenship

Course Description: The primary objective of this course is to provide students with an understanding of the various disorders of speech that can affect individuals throughout the lifespan. We will briefly review normal speech development, and then will spend a considerable amount of time learning how to assess individuals with speech disorders. Following the assessment unit, we will talk about intervention issues. A variety of special populations in which individuals exhibit a high incidence of speech disorders will be presented, and we will explore multicultural issues related to assessment and intervention of disorders and differences of speech. Students will discuss competing theories of speech acquisition, while learning how to evaluate theoretical approaches in assessment and intervention. Prerequisite: CSD-215, or permission of instructor.

CSD-310, Language and Literacy Disorders, 4 credits

Augustana Student Learning Outcomes: Disciplinary Knowledge, Critical Thinking, Quantitative Literacy, Intercultural Competency, Communication Competency, Intellectual Curiosity

Course Description: The primary objective of this course is for students to gain understanding of the types, causes, and possible characteristics of child oral language and literacy disorders. Students will connect applied and theoretical linguistics and develop evidence-based procedures to identify, assess, and generate functional and measurable goals and related intervention plans for children with language disorders. They will use standardized test and qualitative language data to describe language development in children with language disorders and write professional clinical reports for children with disordered oral or written language. Students will apply the study of typical language development to children with language and literacy disorders. Throughout the course, concepts of the language-cognition relationship, special issues pertaining to culturally and linguistically diverse populations, and service delivery in various pediatric settings also will be explored. Prerequisite: CSD-220, or permission of instructor.

CSD-315, Audiology, 4 credits

Augustana Student Learning Outcomes: Disciplinary Knowledge, Critical Thinking, Communication Competency

Course Description: The primary objective of this course is to introduce students to the field of audiology that includes diagnosis and treatment of hearing disorders. We will also discuss the roles and responsibilities of hearing healthcare professionals working with patients with hearing loss, and summarize the important technologies that are used to assess hearing. Students will perform basic hearing testing and interpret their results through hands-on labs. We will discuss hearing disorders as they affect hearing and vestibular function, and investigate the effectiveness of treatments available to address hearing and vestibular dysfunction and investigate the effectiveness of treatments available to address hearing and vestibular dysfunction. A special emphasis will be placed on multicultural issues, including the Deaf culture.

CSD-405, Aural Rehabilitation, 2 credits

Augustana Student Learning Outcomes: Disciplinary Knowledge, Critical Thinking, Intercultural Competency, Ethical Citizenship

Course Description: The primary objective of this course is to enable students to thoughtfully address questions and issues related to d/Deaf and hard-of-hearing community, including aural habilitation and aural rehabilitation. Emphasis will be placed on total communication, defined as the use of all available modalities (auditory, verbal, sign language, and visual communication systems) to teach language and speech to individuals with hearing loss. Students will also learn about legislation related to the d/Deaf and hard of hearing population.

CSD-410, Neural Bases of Human Communication, 4 credits

Augustana Student Learning Outcomes: Critical Thinking, Communication Competency, Creative Thinking

Course Description: The primary objective of this course is to identify the structures of the central and peripheral nervous systems of the body, and how they connect and contribute to communication impairments. Students will apply principles governing brain function through case studies. Students will also be able to describe how development of neural systems occurs and how abnormalities produce developmental disabilities and neurological disorders affecting communication. We will review the major parts of a nerve cell and describe how electrical signals are conducted through the nervous system. Students will explain how blood is circulated in the brain and how involvement of cerebrovascular systems results in damage to the brain.

Research Coursework**CSD-460, Senior Inquiry–Research Methods, 2 credits**

Augustana Student Learning Outcomes: Disciplinary Knowledge, Critical Thinking and Information Literacy, Quantitative Literacy, Communication Competency, Ethical Citizenship

Course Description: The primary objective of this course is to examine scientific methods and research designs employed in CSD research and to review the process and importance of evidence-based practice in CSD. Issues related to population sampling, data collection methods, and statistical analyses will be covered. Special emphasis will be placed on the protection of human participants and research ethics. Students will develop a research question to be expanded upon in CSD-490: Research Writing.

CSD-490, Senior Inquiry–Research Writing, 2 credits

Augustana Student Learning Outcomes: Disciplinary Knowledge, Critical Thinking and Information Literacy, Communication Competency, Intellectual Curiosity

Course Description: Students will develop a multi-draft research essay or thesis that will culminate in a substantial written document and a public presentation. Students also will engage in a reflection discussion or write a reflective paper about their research process, the theoretical and clinical implications of their work, and its connection to their liberal arts experience.

Clinical Coursework**CSD-415 and CSD-420 OR CSD-425 and CSD-430, Internship, 0 credits**

Augustana Student Learning Outcomes: Critical Thinking and Information Literacy, Collaborative Leadership, Intercultural Competency, Communication Competency, Creative Thinking, Intellectual Curiosity

Course Description:

CSD-415 and CSD-420

Students will complete one or two community-based practicums, depending on total number of internship hours and as determined on an individual basis in conference with advisor. Prerequisite: Approval by CSD advisor and/or permission of Center Director.

CSD-425 and CSD-430

Students will complete two internship clinical practicums in the Roseman Center for Speech, Language, and Hearing. In weekly seminars, clinical internship students will learn about professional practice issues, evidence-based practice, clinical documentation, the clinical supervision process, the ASHA Code of Ethics and Scope of Practice, and intervention planning. Prerequisite: 3.0 cumulative GPA or permission of instructor obtained through the CSD Department's clinical petition process.

Required CSD Major Coursework Schedule

It is recommended strongly that a student majoring in Communication Sciences and Disorders begin coursework during fall semester, first year. The typical sequence of classes is presented below.

Year	Fall	J-Term	Spring
First Year	CSD-110: Introduction to CSD (4)		CSD-205: Anatomy, Physiology, & Science of Speech (4)
Sophomore	CSD-210: Anatomy, Physiology, & Science of Hearing (4)		CSD-215: Phonetics (4) CSD-220: Speech & Language Development (4)
Junior	CSD-305: Speech Sound Disorders (4) CSD-310: Language & Literacy Disorders (4) LING-100: Linguistics (4)		CSD-315: Audiology (4) [Mentee in Clinic – for students who plan to complete clinic practicum (0)]
Senior	CSD-405: Aural Rehabilitation (2) CSD-460: Senior Inquiry-Research Methods (2) CSD-415: Community Practicum (0) OR CSD-425: Clinical Practicum (0)		CSD-410: Neural Bases of Human Communication (4) CSD-490: Senior Inquiry-Research Writing (2) CSD-420: Community Practicum (0) OR CSD-430: Clinical Practicum (0)

Courses that may be taken any semester (preferably prior to senior year):

PHYS or CHEM

BIO 130 or 140

Any Statistics course

Any PSYC or SOAN course

Undergraduate Internships in CSD Major

In addition to completing coursework in the major, each student has the opportunity to become an active participant in the clinical program all four years in the major.

First and Sophomore Years

Students observe diagnostic and intervention sessions at the Augustana College Roseman Center for Speech, Language, and Hearing. Students also are encouraged to observe speech-language pathologists and audiologists in their home and QCA communities and complete observations using Master Clinician Network.

Junior Year

Students continue to observe diagnostic and intervention sessions at our on-campus Roseman Center. In spring semester, students work as clinical mentees for one client, assisting a senior or graduate student clinician under the supervision of a certified and licensed CSD faculty member.

Senior Year

In the senior year, CSD majors have a choice of completing community-based practicums or on-campus practicums in the Roseman Center.

Clinical practicum students in their senior year may complete fall and spring semester clinical internships in our on-campus Roseman Center for Speech, Language, and Hearing, working with clients with a variety of communication disorders. Clinical practicum students address the numerous challenges facing their clients in intervention, they are supervised closely by certified and licensed clinical CSD faculty. Please note that admission to Clinical Practicum is granted only if a student has a minimum overall GPA of 3.0 at the time each experience begins and has successfully completed a mentee experience. Admission to the clinical internship for students who do not meet the minimum GPA requirement to complete clinical internship may submit a written petition to the Center Director in the preceding term. More detailed information regarding these requirements can be found on the following page.

Students who decide to complete community practicum to gain audiology experience or to interact with SLPs or other professionals in an off-campus setting, or to explore other vocational options. Students work with their advisor, Mrs. Aumuller or Mrs. Schaefer (our Externship Coordinators), and CORE staff to identify an internship placement that will help them explore vocations of interest. A member in CORE supervises students throughout their community-based internships.

Bachelor of Arts in Communication Sciences and Disorders Advising Syllabus

Advising is an integral and essential component of the CSD major. CSD faculty approach advising seriously and we expect our advisees to do the same. The relationship between a CSD advisor and advisee is purposeful and intentional, designed to serve our majors to graduation and beyond.

Advisor: _____

Contact Information: _____

Declaring the CSD Major

To declare a CSD major, students submit an electronic program change form accessible through the Registrar's website at <https://www.augustana.edu/node/16281>.

For the advising relationship to be fruitful, we expect each advisee to have accomplished the first-year advising goals, as listed below.

The student is able to:

- Access and use resources such as the academic calendar, college catalog, Starfish, and Arches
- Read and use the progress tool in Arches to monitor and plan academic progress
- Locate and explain registration and financial aid policies and procedures relevant to first-year students
- Locate and describe the Liberal Arts General Education Curriculum requirements and identify courses that meet them
- Identify the resources available for academic and personal support
- Describe the three broad categories of college-wide learning outcomes
- Explain and provide examples of how activities in and outside of the classroom contribute to his or her individual learning experience
- Give examples of what it means to be an engaged member of a community
- Identify his or her strengths in the context of future goals
- Take active ownership of his or her college experience

Sophomore Year in the CSD Major

You are expected to meet with your CSD advisor at least two times in the first year you are a CSD major. One time per semester, you will sign up for an individual meeting with your advisor to plan the subsequent semester's course schedule. In one of those meetings, your advisor will help you plan your course schedules for your remaining semesters at Augie. In spring semester, you also will discuss CSD graduate school requirements and expectations, as well as other options, in a group meeting that is followed by an individual meeting. You will receive a handout about strengthening your academic profile to achieve your post-Augustana goals.

You can expect your advisor to:

- Be available by email, office phone, virtually, and in-person by appointment
- Provide a safe and respectful space to ask questions, discuss your interests, and express your concerns
- Understand and effectively communicate the CSD curriculum and graduation requirements
- Work with you to assess your academic performance and areas of strength to ensure they are consistent with your plans
- Assist you in gaining decision-making skills and skills in assuming responsibility for your educational plans and achievements
- Help you identify connections between learning experiences in and outside the classroom
- Provide referrals to other campus resources

Your advisor expects you to:

- Check your Augustana email account at least once per day and respond as needed
- Sign up for advising meetings one time per term to discuss your upcoming course schedule
- Have this Advising Manual accessible at each advising meeting
- Access your Arches progress report prior to every advising meeting
- Take primary responsibility for making your own decisions based on available information and advice

Junior Year in the CSD Major

The junior year in the CSD major typically is the busiest for our majors because junior majors take both basic and applied courses, and most begin to work as a mentee in our on-campus Roseman Center for Speech, Language, and Hearing or develop a plan with your advisor, CORE staff, and our externship coordinator if you plan to complete an off-campus/community practicum.

You will meet at least one time per semester with your advisor for course planning. In the spring, you also will discuss graduate school or other post-Augie plans in one group meeting that is followed by an additional individual meeting. You will receive a detailed handout about applying to graduate school in CSD or another discipline, if applicable.

You can expect your advisor to:

- Be available by email, office phone, virtually, and in-person by appointment
- Provide a safe and respectful space to ask questions, discuss your interests, and express your concerns
- Work with you to assess your academic performance and areas of strength to ensure they are consistent with your plans
- Support you in defining your academic, career, and personal goals, and assist you in creating an educational plan that is consistent with those goals
- Assist you in gaining decision-making skills and skills in assuming responsibility for your educational plans and achievements
- Help you identify connections between learning experiences in and outside the classroom
- Provide referrals to other campus resources

Your advisor expects you to:

- Check your Augustana email account at least one time per day and respond as needed
- Sign up for advising meetings one time per semester to discuss your upcoming course schedule
- Have this Advising Manual accessible at each advising meeting
- Review your Arches progress report for every advising meeting
- Take primary responsibility for making your own decisions based on available information and advice

Senior Year in the CSD Major

The senior year is an exciting but stressful time in the CSD major that centers on your coursework, completion of your Senior Inquiry project, clinical or community practicum completion, and graduate school/post-Augie applications. Early in fall semester, you will schedule an individual meeting with your advisor to finalize your graduate school/post-Augie plans, later in fall semester you will meet with your advisor to discuss your remaining course schedules. In spring semester, you are expected to “check in” briefly with your advisor about post-graduate plans, including graduate school notifications and job offers.

You can expect your advisor to:

- Be available by email, office phone, virtually, and in-person by appointment
- Provide a safe and respectful space to ask questions, discuss your interests, and express your concerns
- Work with you to assess your academic performance and areas of strength to ensure they are consistent with your plans
- Support you in defining your academic, career, and personal goals, and assist you in creating an educational plan that is consistent with those goals
- Provide referrals to other campus resources

Your advisor expects you to:

- Check your Augustana email account at least once per day and respond as needed
- Apply for graduation
- Sign up for advising meetings one time per semester to discuss your upcoming course schedule
- Have this Advising Manual accessible at each advising meeting
- Access your Arches progress report prior to every advising meeting
- Take primary responsibility for making your own decisions based on available information and advice

PART FOUR:

Master of Science in Speech-Language Pathology Program

Accreditation Status

The Master of Science (M.S.) education program in speech-language pathology (residential) at Augustana College is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

Student outcome data for the MS-SLP program are found at <https://www.augustana.edu/academics/areas-of-study/speech-language-pathology-master-science/outcomes> and are updated each September.

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 MS-SLP 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 MS-SLP 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, nonstandardized 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 MS-SLP program. At the discretion of the MS_SLP 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.

2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Audiology

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. 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 Audiology was conducted in 2016 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 Audiology (CCC-A) go into effect on January 1, 2020. View the Audiology Standards Crosswalk [PDF] and consult Changes to Audiology Standards for more specific information on how the standards will change.

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 Audiology. Retrieved from www.asha.org/certification/2020-Audiology-Certification-Standards/

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

- Standard I—Academic Qualifications
- Standard II—Knowledge and Skills Outcomes
- Standard III—Verification of Knowledge and Skills
- Standard IV—Examination
- Standard V—Maintenance of Certification

Standard I: Academic Qualifications

Applicants for certification must hold a doctoral degree in audiology from a program accredited by the CAA, a program in CAA candidacy status, or equivalent.

Implementation: Verification of the graduate degree is accomplished by submitting (a) an official transcript showing that the degree has been awarded or (b) a letter from the university registrar verifying completion of requirements for the degree. Applicants must have graduated from a program holding CAA accreditation or candidacy status in audiology throughout the period of enrollment.

Applicants from non–CAA-accredited programs (e.g., PhD programs, internationally educated, etc.) with a doctoral degree and audiology coursework will have their application evaluated by the CFCC to determine substantial equivalence to a clinical doctoral degree program accredited by the CAA. Individuals educated outside the United States or its territories must submit official transcripts and evaluations of their degrees and courses to verify equivalency. These evaluations must be conducted by credential evaluation services agencies recognized by the National Association of Credential Evaluation Services (NACES). Evaluations must (a) confirm that the degree earned is equivalent to a U.S. clinical doctoral degree, (b) show that the coursework is equivalent to a CAA-accredited clinical doctoral program, (c) include a translation of academic coursework into the American semester-hour system, and (d) indicate which courses were completed at the graduate level.

Standard II: Knowledge and Skills Outcomes

Applicants for certification must have acquired knowledge and developed skills in the professional areas of practice as identified in Standards II A–F, as verified in accordance with Standard III.

Implementation: The knowledge and skills identified in this standard, although separated into areas of practice, are not independent of each other. The competent practice of audiology requires that an audiologist be able to integrate across all areas of practice. Therefore, assessments used to verify knowledge and skills acquisition must require that the candidate for certification demonstrate integration of the knowledge and skills found in Standards II A – F below.

Standard II-A: Foundations of Practice

Applicant has demonstrated knowledge of:

- A1. Genetics, embryology and development of the auditory and vestibular systems, anatomy and physiology, neuroanatomy and neurophysiology, and pathophysiology of hearing and balance over the life span
- A2. Effects of pathogens, and pharmacologic and teratogenic agents, on the auditory and vestibular systems
- A3. Language and speech characteristics and their development for individuals with normal and impaired hearing across the life span
- A4. Principles, methods, and applications of acoustics, psychoacoustics, and speech perception, with a focus on how each is impacted by hearing impairment throughout the life span
- A5. Calibration and use of instrumentation according to manufacturers' specifications and accepted standards
- A6. Standard safety precautions and cleaning/disinfection of equipment in accordance with facility-specific policies and manufacturers' instructions to control for infectious/contagious diseases
- A7. Applications and limitations of specific audiologic assessments and interventions in the context of overall client/patient management
- A8. Implications of cultural and linguistic differences, as well as individual preferences and needs, on clinical practice and on families, caregivers, and other interested parties
- A9. Implications of biopsychosocial factors in the experience of and adjustment to auditory disorders and other chronic health conditions
- A10. Effects of hearing impairment on educational, vocational, social, and psychological function throughout the life span

- A11. Manual and visual communication systems and the use of interpreters/transliterators/translators
- A12. Effective interaction and communication with clients/patients, families, professionals, and other individuals through written, spoken, and nonverbal communication
- A13. Principles of research and the application of evidence-based practice (i.e., scientific evidence, clinical expertise, and client/patient perspectives) for accurate and effective clinical decision making
- A14. Assessment of diagnostic efficiency and treatment efficacy through the use of quantitative data (e.g., number of tests, standardized test results) and qualitative data (e.g., standardized outcome measures, client/patient-reported measures)
- A15. Client-centered, behavioral, cognitive, and integrative theories and methods of counseling and their relevance in audiologic rehabilitation
- A16. Principles and practices of client/patient/person/family-centered care, including the role and value of clients'/patients' narratives, clinician empathy, and shared decision making regarding treatment options and goals
- A17. Importance, value, and role of interprofessional communication and practice in patient care
- A18. The role, scope of practice, and responsibilities of audiologists and other related professionals
- A19. Health care, private practice, and educational service delivery systems
- A20. Management and business practices, including but not limited to cost analysis, budgeting, coding, billing and reimbursement, and patient management
- A21. Advocacy for individual patient needs and for legislation beneficial to the profession and the individuals served
- A22. Legal and ethical practices, including standards for professional conduct, patient rights, confidentiality, credentialing, and legislative and regulatory mandates
- A23. Principles and practices of effective supervision/mentoring of students, other professionals, and support personnel

Standard II-B: Prevention and Screening

Applicant has demonstrated knowledge of and skills in:

- B1. Educating the public and those at risk on prevention, potential causes, effects, and treatment of congenital and acquired auditory and vestibular disorders
- B2. Establishing relationships with professionals and community groups to promote hearing wellness for all individuals across the life span
- B3. Participating in programs designed to reduce the effects of noise exposure and agents that are toxic to the auditory and vestibular systems
- B4. Utilizing instrument(s) (i.e. sound-level meter, dosimeter, etc.) to determine ambient noise levels and providing strategies for reducing noise and reverberation time in educational, occupational, and other settings
- B5. Recognizing a concern on the part of medical providers, individuals, caregivers, or other professionals about hearing and/or speech-language problems and/or identifying people at risk to determine a need for hearing screening
- B6. Conducting hearing screenings in accordance with established federal and state legislative and regulatory requirements
- B7. Participating in occupational hearing conservation programs
- B8. Performing developmentally, culturally, and linguistically appropriate hearing screening procedures across the life span

- B9. Referring persons who fail the hearing screening for appropriate audiologic/medical evaluation
- B10. Identifying persons at risk for speech-language and/or cognitive disorders that may interfere with communication, health, education, and/or psychosocial function
- B11. Screening for comprehension and production of language, including the cognitive and social aspects of communication
- B12. Screening for speech production skills (e.g., articulation, fluency, resonance, and voice characteristics)
- B13. Referring persons who fail the screening for appropriate speech-language pathology consults, medical evaluation, and/or services, as appropriate
- B14. Evaluating the success of screening and prevention programs through the use of performance measures (i.e., test sensitivity, specificity, and positive predictive value)

Standard II-C: Audiologic Evaluation

Applicant has demonstrated knowledge of and skills in:

- C1. Gathering, reviewing, and evaluating information from referral sources to facilitate assessment, planning, and identification of potential etiologic factors
- C2. Obtaining a case history and client/patient narrative
- C3. Obtaining client/patient-reported and/or caregiver-reported measures to assess function
- C4. Identifying, describing, and differentiating among disorders of the peripheral and central auditory systems and the vestibular system
- C5. Providing assessments of tinnitus severity and its impact on patients' activities of daily living and quality of life
- C6. Providing assessment of tolerance problems to determine the presence of hyperacusis
- C7. Selecting, performing, and interpreting a complete immittance test battery based on patient need and other findings; tests to be considered include single probe tone tympanometry or multifrequency and multicomponent protocols, ipsilateral and contralateral acoustic reflex threshold measurements, acoustic reflex decay measurements, and Eustachian tube function
- C8. Selecting, performing, and interpreting developmentally appropriate behavioral pure-tone air and bone tests, including extended frequency range when indicated
- C9. Selecting, performing, and interpreting developmentally appropriate behavioral speech audiometry procedures to determine speech awareness threshold (SAT), speech recognition threshold (SRT), and word recognition scores (WRSs); obtaining a performance intensity function with standardized speech materials, when indicated
- C10. Evaluating basic audiologic findings and client/patient needs to determine differential diagnosis and additional procedures to be used
- C11. Selecting, performing, and interpreting physiologic and electrophysiologic test procedures, including electrocochleography, auditory brainstem response with frequency-specific air and bone conduction threshold testing, and click stimuli for neural diagnostic purposes
- C12. Selecting, performing, and interpreting otoacoustic emissions testing
- C13. Selecting, performing, and interpreting tests for nonorganic hearing loss
- C14. Selecting, performing, and interpreting vestibular testing, including electronystagmography (ENG)/videonystagmography (VNG), ocular vestibular-evoked myogenic potential (oVEMP), and cervical vestibular evoked myogenic potential (cVEMP)
- C15. Selecting, performing, and interpreting tests to evaluate central auditory processing disorder

Applicant has demonstrated knowledge of:

C16. Electrophysiologic testing, including but not limited to auditory steady-state response, auditory middle latency response, auditory late (long latency) response, and cognitive potentials (e.g., P300 response, mismatch negativity response)

C17. Posturography

C18. Rotary chair tests

C19. Video head impulse testing (vHIT)

Standard II-D: Counseling

Applicant has demonstrated knowledge of and skills in:

D1. Identifying the counseling needs of individuals with hearing impairment based on their narratives and results of client/patient and/or caregiver responses to questionnaires and validation measures

D2. Providing individual, family, and group counseling as needed based on client/patient and clinical population needs

D3. Facilitating and enhancing clients'/patients' and their families' understanding of, acceptance of, and adjustment to auditory and vestibular disorders

D4. Enhancing clients'/patients' acceptance of and adjustment to hearing aids, hearing assistive technologies, and osseointegrated and other implantable devices

D5. Addressing the specific interpersonal, psychosocial, educational, and vocational implications of hearing impairment for the client/patient, family members, and/or caregivers to enhance their well-being and quality of life

D6. Facilitating patients' acquisition of effective communication and coping skills

D7. Promoting clients'/patients' self-efficacy beliefs and promoting self-management of communication and related adjustment problems

D8. Enhancing adherence to treatment plans and optimizing treatment outcomes

D9. Monitoring and evaluating client/patient progress and modifying counseling goals and approaches, as needed

Standard II-E: Audiologic Rehabilitation across the Life Span

Applicant has demonstrated knowledge of and skills in:

E1. Engaging clients/patients in the identification of their specific communication and adjustment difficulties by eliciting client/patient narratives and interpreting their and/or caregiver-reported measures

E2. Identifying the need for, and providing for assessment of, concomitant cognitive/developmental concerns, sensory-perceptual and motor skills, and other health/medical conditions, as well as participating in interprofessional collaboration to provide comprehensive management and monitoring of all relevant issues

E3. Responding empathically to clients'/patients' and their families' concerns regarding communication and adjustment difficulties to establish a trusting therapeutic relationship

E4. Providing assessments of family members' perception of and reactions to communication difficulties

E5. Identifying the effects of hearing problems and subsequent communication difficulties on marital dyads, family dynamics, and other interpersonal communication functioning

E6. Engaging clients/patients (including, as appropriate, school-aged children/adolescents) and family members in shared decision making regarding treatment goals and options

E7. Developing and implementing individualized intervention plans based on clients'/patients' preferences, abilities, communication needs and problems, and related adjustment difficulties

- E8. Selecting and fitting appropriate amplification devices and assistive technologies
- E9. Defining appropriate electroacoustic characteristics of amplification fittings based on frequency-gain characteristics, maximum output sound-pressure level, and input–output characteristics
- E10. Verifying that amplification devices meet quality control and American National Standards Institute (ANSI) standards
- E11. Conducting real-ear measurements to (a) establish audibility, comfort, and tolerance of speech and sounds in the environment and (b) verify compression, directionality, and automatic noise management performance
- E12. Incorporating sound field functional gain testing when fitting osseointegrated and other implantable devices
- E13. Conducting individual and/or group hearing aid orientations to ensure that clients/patients can use, manage, and maintain their instruments appropriately
- E14. Identifying individuals who are candidates for cochlear implantation and other implantable devices
- E15. Counseling cochlear implant candidates and their families regarding the benefits and limitations of cochlear implants to (a) identify and resolve concerns and potential misconceptions and (b) facilitate decision making regarding treatment options
- E16. Providing programming and fitting adjustments; providing postfitting counseling for cochlear implant clients/patients
- E17. Identifying the need for—and fitting—electroacoustically appropriate hearing assistive technology systems (HATS) based on clients'/patients' communication, educational, vocational, and social needs when conventional amplification is not indicated or provides limited benefit
- E18. Providing HATS for those requiring access in public and private settings or for those requiring necessary accommodation in the work setting, in accordance with federal and state regulations
- E19. Ensuring compatibility of HATS when used in conjunction with hearing aids, cochlear implants, or other devices and in different use environments
- E20. Providing or referring for consulting services in the installation and operation of multi-user systems in a variety of environments (e.g., theaters, churches, schools)
- E21. Providing auditory, visual, and auditory–visual communication training (e.g., speechreading, auditory training, listening skills) to enhance receptive communication
- E22. Counseling clients/patients regarding the audiologic significance of tinnitus and factors that cause or exacerbate tinnitus to resolve misconceptions and alleviate anxiety related to this auditory disorder
- E23. Counseling clients/patients to promote the effective use of ear-level sound generators and/or the identification and use of situationally appropriate environmental sounds to minimize their perception of tinnitus in pertinent situations
- E24. Counseling clients/patients to facilitate identification and adoption of effective coping strategies to reduce tinnitus-induced stress, concentration difficulties, and sleep disturbances
- E25. Monitoring and assessing the use of ear-level and/or environmental sound generators and the use of adaptive coping strategies to ensure treatment benefit and successful outcome(s)
- E26. Providing canalith repositioning for patients diagnosed with benign paroxysmal positional vertigo (BPPV)
- E27. Providing intervention for central and peripheral vestibular deficits
- E28. Ensuring treatment benefit and satisfaction by monitoring progress and assessing treatment outcome

Standard II-F: Pediatric Audiologic (Re)habilitation

Applicant has demonstrated knowledge of and skills in:

- F1. Counseling parents to facilitate their acceptance of and adjustment to a child's diagnosis of hearing impairment
- F2. Counseling parents to resolve their concerns and facilitate their decision making regarding early intervention, amplification, education, and related intervention options for children with hearing impairment
- F3. Educating parents regarding the potential effects of hearing impairment on speech-language, cognitive, and social-emotional development and functioning
- F4. Educating parents regarding optional and optimal modes of communication; educational laws and rights, including 504s, individualized education programs (IEPs), individual family service plans (IFSPs), individual health plans; and so forth
- F5. Selecting age/developmentally appropriate amplification devices and HATS to minimize auditory deprivation and maximize auditory stimulation
- F6. Instructing parents and/or child(ren) regarding the daily use, care, and maintenance of amplification devices and HATS
- F7. Planning and implementing parent education/support programs concerning the management of hearing impairment and subsequent communication and adjustment difficulties
- F8. Providing for intervention to ensure age/developmentally appropriate speech and language development
- F9. Administering self-assessment, parental, and educational assessments to monitor treatment benefit and outcome
- F10. Providing ongoing support for children by participating in IEP or IFSP processes
- F11. Counseling the child with hearing impairment regarding peer pressure, stigma, and other issues related to psychosocial adjustment, behavioral coping strategies, and self-advocacy skills
- F12. Evaluating acoustics of classroom settings and providing recommendations for modifications
- F13. Providing interprofessional consultation and/or team management with speech-language pathologists, educators, and other related professionals

Standard III: Verification of Knowledge and Skills

Applicants for certification must have completed supervised clinical experiences under an ASHA-certified audiologist who has completed at least 2 hours of professional development in the area of clinical instruction/supervision. The experiences must meet CAA standards for duration and be sufficient to demonstrate the acquisition of the knowledge and skills identified in Standard II.

Implementation: The applicant's doctoral program director or designated signatory must verify that the applicant has acquired and demonstrated all of the knowledge and skills identified in Standard II.

Clinical instructors and supervisors must have:

- current CCC-A certification,
- a minimum of 9 full-time months of clinical experience after earning the CCC-A, and completed at least 2 hours of professional development (2 certification maintenance

hours

[CMHs], or 0.2 ASHA continuing education units [ASHA CEUs]) in the area of clinical instruction/supervision.

Clinical instruction and supervision within a doctoral program must:

- be conducted for a variety of clinical training experiences (i.e., different work settings and with different populations) to validate knowledge and skills across the scope of practice in audiology;
- include oversight of clinical and administrative activities directly related to client/patient care, including direct client/patient contact, consultation, recordkeeping, and administrative duties relevant to audiology service delivery;
- be appropriate to the student's level of training, education, experience, and competence;
- include direct observation, guidance, and feedback to permit the student to (a) monitor, evaluate, and improve performance and (b) develop clinical competence; and be provided on site.

Any portion of the applicant's supervised clinical experience that was not completed under an audiologist meeting the requirements above can be completed post-graduation. The applicant's post-graduation clinical instructor/ supervisor must also meet the above requirements will also verify that the applicant has demonstrated and acquired the knowledge and skills for ASHA certification following completion of the required supervised clinical experience.

Applicants who apply for certification without completing a full, supervised clinical experience under a clinical instructor/supervisor who meets the requirement above within their degree program will have 24 months from their application-received date to initiate the remainder of their experience and will have 48 months from the initiation date of their post-graduation supervised clinical experience to complete the experience.

If clinical instruction and supervision are completed post-graduation, they must comply with the requirements above with the exception of on-site clinical instruction and supervision. Remote supervision or telesupervision methods may be used, provided they are permitted by the employer(s) and by local, state, and federal regulations.

The supervised clinical experience should include interprofessional education and interprofessional collaborative practice (IPE/IPP). Under the supervision of their audiologist supervisor, students'/applicants' experience should include experiences with allied health professionals who are appropriately credentialed in their area of practice to enhance the student's knowledge and skills in an interdisciplinary, team-based, comprehensive health care delivery setting.

Standard IV: Examination

The applicant must pass the national examination adopted by ASHA for purposes of certification in audiology.

Implementation: Results of the Praxis Examination in Audiology must be submitted directly to ASHA from ETS. A passing exam score must 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 applicant does not successfully pass the exam and does not report the results of the exam to ASHA within the 2-year application period, then the applicant's certification file will be closed. If the applicant passes or reports the results of the exam at a later date, then the individual will be required to reapply for certification under the standards that are in effect at that time.

Standard V: Maintenance of Certification

Individuals holding certification must demonstrate (1) continuing professional development, including 1 hour of continuing education in ethics; (2) adherence to the ASHA Code of Ethics; and (3) payment of annual dues and fees.

Implementation: Individuals who hold the CCC in Audiology (CCC-A) must accumulate and report 30 CMHs (or 3.0 ASHA CEUs) of professional development, which must include 1 CMH (or 0.1 ASHA CEU) in ethics during every 3-year certification maintenance interval. Individuals will be subject to random audits of their professional development activities.

Individuals who hold the CCC-A must adhere to the ASHA Code of Ethics ("Code"). Any violation of the Code may result in professional discipline by the ASHA Board of Ethics and/or the CFCC.

Annual payment of certification dues and/or fees is also a requirement of certification maintenance. If certification maintenance requirements are not met, certification status will become Not Current, and then certification will expire. In order to regain certification, individuals must meet the reinstatement requirement that is in effect at the time they submit their reinstatement application.

ASHA's Council on Academic Accreditation Speech-Language Pathology Knowledge and Skills within the Curriculum

The graduate curriculum in Speech-Language Pathology provides students the opportunity to acquire knowledge and skills across the speech-language pathology curriculum, as required by the ASHA Council on Academic Accreditation (CAA). The knowledge and skills specified by CAA are categorized into six broad areas, including Professional Practice; Foundations of SLP Practice; Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences; Evaluation of Speech, Language, and Swallowing Disorders and Differences; Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms; and General Knowledge and Skills Applicable to Professional Practice. The specific knowledge and skills for each area follow. At the end of every semester, students will meet with their advisee to review progress in the program. Please refer to the Advising Syllabus for additional information regarding advisor-advisee meetings.

1. Professional Practice Competencies
 - a. Accountability
 - b. Integrity
 - c. Effective communication skills
 - d. Clinical reasoning
 - e. Evidence-based practice
 - f. Concern for individual served
 - g. Cultural competence
 - h. Professional duty
 - i. Collaborative practice
2. Foundations of Speech-Language Pathology Practice
 - a. Discipline of human communication sciences and disorders
 - b. Basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases
 - c. Ability to integrate information pertaining to normal and abnormal human development across the life span
 - d. Nature of communications and swallowing processes to include knowledge of:
 - Etiology of the disorders or differences
 - Characteristics of the disorders or differences
 - Underlying anatomical and physiological characteristics of the disorders or differences
 - Acoustic characteristics of the disorders or differences (where applicable)
 - Psychological characteristics associated with the disorders or differences
 - Development nature of the disorders or differences
 - Linguistic characteristics of the disorders or differences (where applicable)
 - Cultural characteristics of the disorders or differences
 - e. For the following elements:
 - Articulation
 - Fluency
 - Voice and resonance, including respiration and phonation
 - Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities
 - Hearing, including the impact on speech and language

- Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology)
 - Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning)
 - Social aspects of communication (e.g., behavioral and social skills affecting communication)
 - Augmentative and alternative communication
3. Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences
 - a. Principles and methods of identification of communication and swallowing disorders and differences
 - b. Principles and methods of prevention of communication and swallowing disorders
 4. Evaluation of Speech, Language, and Swallowing Disorders and Differences
 - a. Articulation
 - b. Fluency
 - c. Voice and resonance, including respiration and phonation
 - d. Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities
 - e. Hearing, including the impact on speech and language
 - f. Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology)
 - g. Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning)
 - h. Social aspects of communication (e.g., behavioral and social skills affecting communication)
 - i. Augmentative and alternative communication needs
 5. Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms
 - a. Intervention for communication and swallowing differences with individuals across the lifespan to minimize the effect of those disorders and differences on the ability to participate as fully as possible in the environment
 - b. Intervention for disorders and differences of the following:
 - c. Articulation
 - d. Fluency
 - e. Voice and resonance, including respiration and phonation
 - f. Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities
 - g. Hearing, including the impact on speech and language
 - h. Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology)
 - i. Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning)
 - j. Social aspects of communication (e.g., behavioral and social skills affecting communication)
 - k. Augmentative and alternative communication needs
 6. General Knowledge and Skills Applicable to Professional Practice

- a. Ethical conduct
- b. Integration and application of knowledge of the interdependence of speech, language, and hearing
- c. Engagement in contemporary professional issues and advocacy
- d. Processes of clinical education and supervision
- e. Professionalism and professional behavior in keeping with the expectations for a speech-language pathologist
- f. Interaction skills and personal qualities, including counseling and collaboration
- g. Self-evaluation of effectiveness of practice

Master of Science in Speech-Language Pathology Program Mission and Goals

The Master of Science in Speech-Language Pathology program seeks to develop in every student an appreciation of the importance of communication in a person's sense of being and self-worth, and of the need to treat all individuals with dignity and respect. Students complete a rigorous program of study that includes coursework, clinical experiences, service learning, and research, and opportunities for positions of ethical leadership and service in the community. Students participate in departmental experiences that draw upon and further develop the habits of open mindedness, reflective inquiry, critical thinking, and independence that are central to the liberal arts. To prepare students who are eligible for certification by the American Speech-Language-Hearing Association, academic and clinical faculty provide intentional and individualized teaching, mentoring, and advising that foster a firm knowledge base, an emerging clinical competence, strong written and oral communication skills, and respectful interactions. Through study in the Master of Science in Speech-Language Pathology Program, students improve the quality of life for others and through this service lead committed lives.

To accomplish this mission, the Master of Science in Speech-Language Pathology Program sets as its goals that:

1. Students will have a firm foundation in anatomical/physiological, physical/psychophysical, linguistic/psycholinguistic, and cultural bases of communication, as well as the basic principles and procedures for identification and remediation of speech, language, swallowing, and hearing disorders in individuals across the lifespan.
2. Students will acquire the art and science skills needed to become highly competent clinicians who engage in evidence-based practice, actively participate in professional organizations, embrace lifelong learning, and develop independence.
3. Students will express themselves orally and in writing in a manner that is reflective, involves critical thinking, and is appropriate for personal, academic, and professional audiences.
4. Students will engage in ethical behavior by conducting themselves with academic and professional integrity and demonstrate an appreciation for the importance of communication to quality of life.

Master of Science in Speech-Language Pathology Program Strategic Plan (Executive Summary)

The Master of Science in Speech-Language Pathology Program provides a liberal arts-focused education for students seeking a vocation in speech, language, and hearing sciences. We will focus on five goals through the 2028-2029 academic year:

1. Students and faculty will practice cultural responsiveness and empathy in class, clinic, and their community.
2. Students will engage in interprofessional education and practice opportunities to improve their confidence and competence in collaborating with other professionals.
3. Students will participate in clinical experiences that provide breadth and depth across diverse groups and age spans.
4. Students' emotional wellbeing will be nurtured and they will be empowered to meet the demands of graduate school, including caring for their own emotional and developmental needs.

Master of Science in Speech-Language Pathology Program Curriculum Design

The Master of Science in Speech-Language Pathology curriculum incorporates Augustana's MS-SLP program's mission and goals, as well as the ASHA Council of Academic Accreditation's Knowledge and Skills outcomes. The curriculum focuses on communication as a human right, offering a rich variety of experiences, including coursework, clinical practicum, service learning, research, and opportunities for positions of ethical leadership, for MS-SLP students who will be eligible for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) by ASHA upon graduation, as well as meet the state licensure requirements established by the Illinois Department of Financial and Professional Regulation and the Illinois State Board of Education for practice in the Illinois public schools as a speech-language pathologist. Academic coursework will be completed on campus, as will the first four semesters (Summer 1, Fall 1, Spring 1, and Summer 2) of clinical practicum. In the following two semester (Fall 2 and Spring 2), students will complete one semester of Pediatric Externship and one semester of Adult Externship in the Quad Cities community or other regions.

Course Requirements for the Master of Science in Speech-Language Pathology Degree

MS-SLP students must complete a total of 84 graduate credits in the program, including 28 credits of clinical practicum and externship and 52 credits of academic coursework.

Clinical Coursework & Experiences (32 credits)

SLP-500: Clinical Seminar 1	(1)
SLP-501: Graduate Practicum 1	(3)
SLP-502: Clinical Seminar 2	(1)
SLP-503: Graduate Practicum 2	(3)
SLP-504: Clinical Seminar 3	(1)
SLP-505: Graduate Practicum 3	(3)
SLP-506: Clinical Seminar 4	(1)
SLP-507: Graduate Practicum 4	(3)
SLP-508: Externship–Schools	(8)
SLP-509: Externship–Adults	(8)

Academic Coursework (52 credits)

SLP-510: Counseling & Professional Issues	(4)
SLP-520: Advanced Speech Sound Disorders	(4)
SLP-522: Advanced Language & Literacy Disorders	(4)
SLP-524: Multicultural Perspectives & Clinical Practice in CSD	(4)
SLP-526: Motor Speech Disorders	(4)
SLP-530: Diagnostics	(4)
SLP-540: Aphasia	(4)
SLP-542: Dysphagia	(4)
SLP-550: Fluency Disorders	(2)
SLP-552: Advanced Research Methods	(2)
SLP-560: Acquired Cognitive Communication Disorders	(4)
SLP-570: Comprehensive Examination	(0)
SLP-575: Master's Thesis	(0)
SLP-580: Low-Incidence Disorders	(2)
SLP-582: Voice Disorders	(2)
SLP-584: Autism Spectrum Disorders	(2)
SLP-586 Augmentative & Alternative Communication	(2)
SLP-588: Advanced Aural Rehabilitation	(3)
SLP-590: Audiology for the SLP	(1)

Find requirements online at <https://www.augustana.edu/academics/areas-of-study/speech-language-pathology-master-science/requirements>

Master of Science in Speech-Language Pathology Coursework Schedule (for students who began June, 2025)

Program schedule and length: The program is currently available for full-time students; it includes two summer sessions, two January-terms, two fall semesters, and two spring semesters.

Summer 1 (10 credits)

SLP-500: Clinical Seminar 1 (1)
SLP-501: Graduate Practicum 1 (3)
SLP-550: Fluency Disorders (2)
SLP-552: Advanced Research Methods (2)
SLP-584: Autism Spectrum Disorders (2)

Fall 1 (20 credits)

SLP-502: Clinical Seminar 2 (1)
SLP-503: Graduate Practicum 2 (3)
SLP-520: Advanced Speech Sound Disorders (4)
SLP-522: Advanced Language & Literacy Disorders (4)
SLP-524: Multicultural Perspectives & Clinical Practice in CSD (4)
SLP-526: Motor Speech Disorders (4)

January-Term 1 (4 credits)

SLP-590: Audiology for the SLP (1)
SLP-530: Diagnostics (4)

Spring 1 (20 credits)

SLP-504: Clinical Seminar 3 (1)
SLP-505: Graduate Practicum 3 (3)
SLP-540: Aphasia (4)
SLP-542: Dysphagia (4)
SLP-560: Acquired Cognitive Communication Disorders (4)
SLP-588: Advanced Aural Rehabilitation (3)

Summer 2 (10 credits)

SLP-506: Clinical Seminar 4 (1)
SLP-507: Graduate Practicum 4 (3)
SLP-510: Counseling & Professional Issues (4)
SLP-586: Augmentative & Alternative Communication (2)

Fall 2 (12 credits)

SLP-508: Externship—Pediatrics (8) OR
SLP-509: Externship—Adults (8)

SLP-580: Low-Incidence Disorders (2) [online]
SLP-582: Voice Disorders (2) [online]

January-Term 2

SLP-570: Comprehensive Examination (0) or
SLP-575: Master's Thesis (0)

Spring 2 (8 credits)

SLP-508: Externship—Pediatrics (8) OR
SLP-509: Externship—Adults (8)

Master of Science in Speech-Language Pathology Program Course Descriptions

SLP-500 Clinical Seminar 1 (1 Credits)

Procedures related to federal regulations (e.g., HIPAA, FERPA, Hi-Tech Act) will be discussed. Clinical methods and their applications will be explored. Students will learn about the supervision and certification processes and speech-language pathologists' Scope of Practice as determined by the American Speech-Language-Hearing Association (ASHA). They will learn to follow and interpret the ASHA Code of Ethics. The intervention process from intake and interview through dismissal will be explored.

SLP-501 Graduate Practicum 1 (3 Credits)

The primary objective for this internship course is for students to provide supervised intervention for up to four clients in individual and/or group weekly sessions at the Roseman Center for Speech, Language, and Hearing. Student clinicians will complete documentation for each session for each client, write a plan of care and semester summary reports, participate in staffing sessions with their supervisors, and provide the highest level of individualized, evidence-based intervention for their clients. Student clinicians will have the opportunity to share information with and counsel clients' caregivers. Students will review with a clinical supervisor or the Center Director one videotaped intervention session and will set personal goals for future semesters of intervention based on an exit interview session. This recording again will be reviewed along with an updated recording at the end of Clinical Practicum 4 so student clinicians can reflect on areas of clinical growth.

SLP-502 Clinical Seminar 2 (1 Credits)

The primary objective of this course is to build upon principles introduced in Clinical Seminar 1. Student clinicians will complete an evidence-based practice assignment for a client seen in their Graduate Practicum. Considerations for eligibility for and dismissal from intervention services will be explored. Students will learn about telepractice service provision and the role of ASHA and other professional organizations. Strategies for clinical documentation writing, involving caregivers in their loved one's care, and behavior management strategies will be emphasized in this seminar.

SLP-503 Graduate Practicum 2 (3 Credits)

The primary objective of this internship course is to build upon content covered in Clinical Seminar 1 and clinical experiences developed in Graduate Practicum 1 to continue to provide supervised intervention for clients in individual and/or group weekly sessions at the Roseman Center for Speech, Language, and Hearing. Student clinicians will work with increasing independence to complete documentation for each session for each client, write semester summary clinical reports and provide the highest level of individualized, evidence-based intervention for their clients. Student clinicians will have the opportunity to share information with and counsel clients; caregivers.

SLP-504 Clinical Seminar 3 (1 Credits)

The primary objective of this course is to build upon content introduced in Clinical Seminars 1 and 2. and clinical experience developed in Graduate Practicums 1 and 2. Various settings that speech-language pathologists work in will be explored, including school settings, healthcare settings, and early intervention. Laws and regulations pertaining to these settings will be reviewed. Interprofessional practice for different work settings will be discussed. Principles of mentoring will be reviewed.

SLP-505 Graduate Practicum 3 (3 Credits)

The primary objective of this internship course is to build upon clinical experience developed in Graduate Practicums 1 and 2 to continue to provide supervised intervention for clients in individual and/or group weekly sessions at the Roseman Center for Speech, Language, and Hearing. Student clinicians will work with increasing independence to complete documentation for each session for each client, write semester summary clinical reports and provide the highest level of individualized, evidence-based intervention for their clients. Student clinicians will have the opportunity to share information with and counsel clients; caregivers.

SLP-506 Clinical Seminar 4 (1 Credits)

The primary objective of this course is to build upon content introduced in Clinical Seminars 1, 2, and 3 and clinical experience developed in Graduate Practicums 1, 2, and 3. Specific areas of focus for this course include the process of obtaining ASHA certification, state licensure, and other relevant credentials and continuing education requirements. Professional expectations, workplace etiquette, and conflict resolution will be presented to prepare students for their future off-site adult and pediatric externship experiences and eventual professional practice.

SLP-507 Graduate Practicum 4 (3 Credits)

The primary objective of this internship course is to build upon clinical experience developed in Graduate Practicums 1, 2, and 3 to continue to provide supervised intervention for clients in individual and/or group weekly sessions at the Roseman Center for Speech, Language, and Hearing. Student clinicians will work with increasing independence to complete documentation for each session for each client, write semester summary clinical reports and provide the highest level of individualized, evidence-based intervention for their clients. Student clinicians will have the opportunity to share information with and counsel clients; caregivers. Students will self-reflect on their clinical performance by reviewing recordings of their first term clinical work and set personal goals for their clinical externships during an exit interview with a clinical supervisor or the Center Director.

SLP-508 Externship: Schools (8 Credits)

Student clinicians will engage in advanced clinical practice under supervision of an externship supervisor in a school setting. Students will participate actively in all aspects of service delivery and will accrue at least 100 direct clinical contact hours and at least 150 on-site work hours (the number of work hours required by some states for school/professional educator licensure). They will actively engage with their site mentors to learn about documentation, intervention, diagnostics, referrals, collaboration, and other aspects of the practice of school-based speech-language pathology. Students will reflect on their clinical performance and set personal future vocational goals.

SLP-509 Externship: Adult (8 Credits)

Student clinicians will engage in advanced clinical practice under supervision of externship supervisors in a setting where adult clients are served (e.g., medical center, home health care agency, skilled nursing facility, outpatient rehabilitation clinic; education settings that serve young adults; settings in which at least 50% of the typical caseload include adults over the age of 18). Students will participate actively in all aspects of service delivery and will accrue at least 100 direct clinical contact hours. They will actively engage with their site mentors to learn about documentation, intervention, diagnostics, referrals, collaboration, and other setting-specific aspects of the practice of speech-language pathology. Students will reflect on their clinical performance and set personal future vocational goals.

SLP-510 Counseling & Professional Issues (4 Credits)

The primary objective of this course is to provide students with an overview of the speech-language pathologist's role in counseling individuals with communication impairments and their families. Students will learn about several specific skills such as active listening and collaborative problem-solving. They will also learn how to deliver news that is potentially difficult for clients to learn. Special consideration will be given to determining when clients should be referred to mental health professionals. Strategies will be derived from a variety of disciplines including psychology, social work, and communication studies. Other professional issues that will be covered in this course include mandatory reporting procedures and interprofessional interactions in pediatric and adult work settings.

SLP-520 Advanced Speech Sound Disorders (4 Credits)

The focus of this course is to examine and analyze competing theories of speech acquisition, as well as to recognize how a speech-language pathologist's theoretical understanding influences the SLP's speech sound diagnosis and treatment. A variety of diagnostic procedures and standardized measures will be analyzed, with students expected to develop a diagnostic protocol for a variety of speech sound disorders affecting children and adolescents. Dialectal differences and management options will be discussed, as will implications of the World Health Organization model for clinical service delivery, to increase cultural competence. A problem-based learning, case-based format will provide hands-on experiences to further develop critical thinking and collaboration skills in the evidence-based clinical evaluation and treatment of pediatric speech sound disorders.

SLP-522 Advanced Language & Literacy Disorders (4 Credits)

The primary objective of this course is for students to build upon concepts introduced in their undergraduate Language and Literacy Disorders course. Specifically, this course will focus on students applying principles of language science to inform oral and written language assessment and intervention. Students will complete a project related to a language client from their practicum caseload to complete a multi-phase evidence-based practice project. Best practices for family-focused intervention, early intervention, and school-based service delivery will be explored in-depth. Interprofessional practice strategies for collaborating with reading teachers, teachers of English Language Learners, English/language arts educators, and regular and special educators also will be explored.

SLP-524 Multicultural Perspectives in CSD (4 Credits)

The primary objective of this course is to provide a framework for students to serve individuals with communication disorders in a culturally responsive way by exploring concepts of multilingualism, cultural identification, public policy, systems of oppression, and evidence-based practice. Students will consider how factors such as age, gender, disability, socioeconomic status, and country of origin influence an individual's interactions. Students will consider how their own cultural identity may influence their clinical interactions and decision-making. Strategies for determining eligibility for speech-language services in multicultural populations will be addressed. Students will learn to collaborate with others to best serve individuals from culturally diverse backgrounds.

SLP-526 Motor Speech Disorders (4 Credits)

The primary objective of this course is for students to apply an understanding of the nervous system for the production of speech to a range of clinical skills: to distinguish the range of symptoms from multiple body systems associated with motor speech disorders, to differentiate motor speech disorders from other communication disorders that affect the production of speech, and to differentially diagnose the disorders. Auditory perceptual skills will be practiced for these purposes. Students will learn about etiologies of motor speech disorders. Management of the disorders and the decision-making process for determining the best outcomes for improved communication will be examined with an emphasis on the evidence of efficacy.

SLP-530 Diagnostics (4 Credits)

The primary objective of this course is for graduate student clinicians to apply evidence-based principles of communication assessment through all phases of the diagnostic process for clients of all ages who have a variety of communication concerns. Students will complete clinical interviews and learn to integrate case history information and testing data into clinical decision-making. They will learn about standardized test development and will critique commercially available and informal assessment measures. Students will interpret psychometric data and will work collaboratively to assess pediatric and adult clients in areas including speech, language, voice, fluency, nonverbal intelligence, feeding, swallowing, and hearing. Students will incorporate standardized and informal or observational assessment data into treatment planning and goal setting. Special emphasis will be placed on interprofessional interactions in the diagnostic and assessment processes. Strategies for assessing and determining eligibility for services for multicultural and multilingual clients will be applied. Clinical report writing, ethical treatment of prospective clients, and maintaining patient confidentiality will be emphasized in this course.

SLP-540 Aphasia (4 Credits)

The primary objective of this course is to examine the range and the patterns of deficit in speaking, listening, reading, and writing that individuals with aphasia may exhibit. This knowledge can then be considered to gain an understanding of the multiple aphasia classification systems and their rationales. Diagnosis of aphasia and aphasia types through standardized and informal procedures will be emphasized. A wide range of intervention strategies and the evidence for their efficacy will be examined for the continuum of recovery and treatment from the acute to the chronic stage.

SLP-542 Dysphagia (4 Credits)

The focus of this course is normal and disordered deglutition and the diagnosis and treatment of dysphagia in infants, children, and adults. Evaluation of the phases of deglutition by instrumental measures and bedside clinical examinations by the speech-language pathologist in consultation and collaboration with other medical team members will be addressed. Management of disordered swallowing using a multidisciplinary team approach also will be addressed. Management of swallowing disorders secondary to birth trauma, head and neck cancer, and neuromuscular disorders will be addressed, in addition to medical treatments currently available. Orofacial myology will be reviewed, with treatment of myofunctional disorders addressed. Clinical management and decision making will be based on the World Health Organization model and support available from evidence-based practice.

SLP-550 Fluency Disorders (2 Credits)

The focus of this course is diagnosis and treatment of fluency disorders in individuals across the lifespan. Students will learn to distinguish between normal disfluencies, stuttering, and other fluency disorders. An emphasis will be on understanding factors that influence the development of fluency disorders, including genetics, neuroanatomy, neurophysiology, speech and language development, temperament, and environmental influences. Students will learn how to use differential diagnostic tools, formulate intervention goals and procedures reflecting both the motor component and the social/emotional aspects of a fluency disorder. They will demonstrate competence in a variety of stuttering modification and fluency shaping techniques.

SLP-552 Advanced Research Methods (2 Credits)

The content in this course builds upon the content covered in undergraduate Research Methods courses. The primary objective of this course is to examine a variety of statistical measures, with an emphasis on study design, as well as on interpretation of statistical findings for evidence-based decision making in clinical practice.

SLP-560 Acquired Disorders (4 Credits)

The acquired cognitive-communication disorders associated with traumatic brain injury, dementia, and right hemisphere disorder will be examined in this course. Neurophysiological implications of the disorders or disease processes will be presented. Students will gain an appreciation for the role of attention, memory and executive functions in supporting communication and how deficits in these cognitive processes result in communication disorders. To better understand assessment of and intervention for cognitive-communication deficits, models explaining these cognitive processes will be examined. Students will learn about specific assessment procedures and engage in the decision-making process for intervention planning. The social communication aspects of cognitive-communication disorders will also be examined.

SLP-570 Comprehensive Exam (0 Credits)

Students must successfully pass the comprehensive examination that is designed to test their comprehensive knowledge of speech-language pathology. Grading will be Pass/No Credit.

SLP-575 Master's Thesis (0 Credits)

The primary purpose of this course is for MS-SLP students to learn about multiple aspects of the research process including research design, data collection, research ethics, critical thinking, and research writing and presentation of findings. Successful completion of a Master's Thesis presentation satisfies the program's requirement for oral comprehensive examinations.

SLP-580 Low Incidence Disorders (2 Credits)

The focus of this online course is to explore low incidence disorders that effect speech and language in childhood, with primary attention on craniofacial disorders, including cleft lip and palate. Students will review typical and disordered development of facial anatomy and physiology in neonates, as well as early medical interventions available to address craniofacial dysmorphology. Emphasis is placed on the speech-language pathologist's roles on a multidisciplinary team as a consultant, collaborator, and direct service provider. Also explored is research pertaining to evidence-based practice and the World Health Organization's model to develop diagnostic and treatment procedures to address secondary disorders of articulation, language, as well as voice and resonance in various cultural contexts.

SLP-582 Voice Disorders (2 Credits)

The focus of this course is diagnosis and treatment of a wide variety of voice disorders and differences in individuals across the lifespan. The importance of the speech-language pathologist as a member of a multidisciplinary team to differentially diagnose voice disorders will be emphasized. Interventions, including counseling, of individuals with voice disorders will be addressed. A survey of medical interventions currently available to treat voice disorders will be conducted. Clinical management and decision making will be based on the World Health Organization model and support available from evidence-based practice.

SLP-584 Autism Spectrum Disorders (2 Credits)

The primary objective of this course is for students to learn about diagnostic criteria for autism spectrum disorders (ASD) and associated disorders and best practices for determining social-communication goals and intervention planning for affected individuals. The role of the family when one or more members is affected by ASD will be explored in-depth. Other topics that will be covered include the neurodiversity perspective of ASD, the SLP's role on ASD diagnostic and intervention teams, coordination of services, current research about the etiology of ASD, and best practices for providing intervention for individuals with ASD.

SLP-586 Augmentative & Alternat Comm (2 Credits)

The primary objective of this course is for students to determine instances in which AAC may be an appropriate primary or supplemental approach for clients with communication impairments across the lifespan. Students will learn about selection techniques, funding, low-tech and high-tech AAC, and how to collaborate with other professionals, clients, and family members to determine the most effective approach to take with clients who may benefit from AAC.

SLP-588 Advanced Aural Rehabilitation (3 Credits)

Around 15% of the U.S. population is d/Deaf or hard-of-hearing (DHH) making it very likely that speech-language pathologists will encounter clients who have hearing loss. This course focuses on intervention for DHH children, adults, and older adults, with an emphasis on clinical application of learned skills.

SLP-590 Audiology for the SLP (1 Credits)

The focus of this seminar is on audiological diagnoses and interventions, and hearing science instrumentation for speech-language pathologists (SLPs). Topics include hearing screening, audiogram interpretation, hearing disorders, and hearing aids and cochlear implants. Includes in-class laboratory work.

**Augustana College's Master of Science in Speech-Language Pathology Program
CAA Knowledge and Skills within the Curriculum
Curriculum Map**

Clinical Coursework and Experiences

SLP-500: Clinical Seminar 1

- Professional Practice Competencies: Effective communication skills; Clinical reasoning; Evidence-based practice
- General Knowledge and Skills Applicable to Professional Practice: Ethical conduct; Integration and application of knowledge of the interdependence of speech, language, and hearing; Engagement in contemporary professional issues and advocacy; Processes of clinical education and supervision; Professionalism

SLP-501: Graduate Practicum 1

- Professional Practice Competencies: Effective communication skills; Clinical reasoning; Evidence-based practice; Concern for individual served; Collaborative practice
- Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms: Intervention for communication and swallowing differences; Intervention for disorders and differences in one or more of the nine subcategories (will vary depending on caseload needs)
- General Knowledge and Skills Applicable to Professional Practice: Ethical conduct; Integration and application of knowledge of the interdependence of speech, language, and hearing; Engagement in contemporary professional issues and advocacy; Processes of clinical education and supervision; Professionalism; Interaction skills and personal qualities, including counseling and collaboration; Self-evaluation of effectiveness of practice

SLP-502: Clinical Seminar 2

- Professional Practice Competencies: Effective communication skills; Clinical reasoning; Evidence-based practice
- General Knowledge and Skills Applicable to Professional Practice: Ethical conduct; Integration and application of knowledge of the interdependence of speech, language, and hearing; Engagement in contemporary professional issues and advocacy; Processes of clinical education and supervision; Professionalism

SLP-503: Graduate Practicum 2

- Professional Practice Competencies: Effective communication skills; Clinical reasoning; Evidence-based practice; Concern for individual served; Collaborative practice
- Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms: Intervention for communication and swallowing differences; Intervention for disorders and differences in one or more of the nine subcategories (will vary depending on caseload needs)
- General Knowledge and Skills Applicable to Professional Practice: Ethical conduct; Integration and application of knowledge of the interdependence of speech, language, and hearing; Engagement in contemporary professional issues and advocacy; Processes of clinical education and supervision; Professionalism; Interaction skills and personal qualities, including counseling and collaboration; Self-evaluation of effectiveness of practice

SLP-504: Clinical Seminar 3

- Professional Practice Competencies: Effective communication skills; Clinical reasoning; Evidence-based practice
- General Knowledge and Skills Applicable to Professional Practice: Ethical conduct; Integration and application of knowledge of the interdependence of speech, language, and hearing; Engagement in contemporary professional issues and advocacy; Processes of clinical education and supervision; Professionalism

SLP-505: Graduate Practicum 3

- Professional Practice Competencies: Effective communication skills; Clinical reasoning; Evidence-based practice; Concern for individual served; Collaborative practice
- Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms: Intervention for communication and swallowing differences; Intervention for disorders and differences in one or more of the nine subcategories (will vary depending on caseload needs)
- General Knowledge and Skills Applicable to Professional Practice: Ethical conduct; Integration and application of knowledge of the interdependence of speech, language, and hearing; Engagement in contemporary professional issues and advocacy; Processes of clinical education and supervision; Professionalism; Interaction skills and personal qualities, including counseling and collaboration; Self-evaluation of effectiveness of practice

SLP-506: Clinical Seminar 4

- Professional Practice Competencies: Effective communication skills; Clinical reasoning; Evidence-based practice
- General Knowledge and Skills Applicable to Professional Practice: Ethical conduct; Integration and application of knowledge of the interdependence of speech, language, and hearing; Engagement in contemporary professional issues and advocacy; Processes of clinical education and supervision; Professionalism

SLP-507: Graduate Practicum 4

- Professional Practice Competencies: Effective communication skills; Clinical reasoning; Evidence-based practice; Concern for individual served; Collaborative practice
- Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms: Intervention for communication and swallowing differences; Intervention for disorders and differences in one or more of the nine subcategories (will vary depending on caseload needs)
- General Knowledge and Skills Applicable to Professional Practice: Ethical conduct; Integration and application of knowledge of the interdependence of speech, language, and hearing; Engagement in contemporary professional issues and advocacy; Processes of clinical education and supervision; Professionalism; Interaction skills and personal qualities, including counseling and collaboration; Self-evaluation of effectiveness of practice

SLP-508: Externship—Pediatrics

- Professional Practice Competencies: Effective communication skills; Clinical reasoning; Evidence-based practice; Concern for individual served; Collaborative practice
- Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms: Intervention for communication and swallowing differences; Intervention for disorders and differences in one or more of the nine subcategories (will vary depending on caseload needs)
- General Knowledge and Skills Applicable to Professional Practice: Ethical conduct; Integration and application of knowledge of the interdependence of speech, language, and

hearing; Engagement in contemporary professional issues and advocacy; Processes of clinical education and supervision; Professionalism; Interaction skills and personal qualities, including counseling and collaboration; Self-evaluation of effectiveness of practice

SLP-509: Externship—Adult

- Professional Practice Competencies: Effective communication skills; Clinical reasoning; Evidence-based practice; Concern for individual served; Collaborative practice
- Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms: Intervention for communication and swallowing differences; Intervention for disorders and differences in one or more of the nine subcategories (will vary depending on caseload needs)
- General Knowledge and Skills Applicable to Professional Practice: Ethical conduct; Integration and application of knowledge of the interdependence of speech, language, and hearing; Engagement in contemporary professional issues and advocacy; Processes of clinical education and supervision; Professionalism; Interaction skills and personal qualities, including counseling and collaboration; Self-evaluation of effectiveness of practice

Academic Coursework

SLP-510: Counseling & Professional Issues

- Professional Practice Competencies: Accountability; Integrity; Effective communication skills; Clinical reasoning; Evidence-based practice; Concern for individual served; Cultural competence; Professional duty; Collaborative practice
- Foundations of Speech-Language Pathology Practice: Basic human communication processes; Ability to integrate information pertaining to normal and abnormal human development across the lifespan; Nature of communications and swallowing processes to include knowledge of etiology through cultural characteristics of disorders and differences of the nine subcategories
- Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences: Principles and methods of identification
- Evaluation of Speech, Language, and Swallowing Disorders and Differences: All nine subcategories are covered in this course
- General Knowledge and Skills Applicable to Professional Practice: Ethical conduct; Professionalism; Interaction skills and personal qualities; Self-evaluation of effectiveness of practice

SLP-520: Advanced Speech Sound Disorders

- Professional Practice Competencies: Evidence-based practice; Cultural competence; Collaborative practice
- Evaluation of Speech, Language, and Swallowing Disorders and Differences: Articulation
- Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms: Articulation
- General Knowledge and Skills Applicable to Professional Practice: Integration and application of knowledge of the interdependence of speech, language, and hearing

SLP-522: Advanced Language & Literacy Disorders

- Professional Practice Competencies: Effective communication skills; Evidence-based practice; clinical reasoning; Cultural competence
- Foundations of Speech-Language Pathology Practice: Basic human communication processes; Ability to integrate information pertaining to normal and abnormal human development across the lifespan; Nature of communications and swallowing processes for

receptive and expressive language, cognitive aspects of communication, and social aspects of communication

- Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences: Principles and methods of identification; Principles and methods of prevention
- Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms: Receptive and expressive language, cognitive aspects of communication, social aspects of communication

SLP-524: Multicultural Perspectives & Clinical Practice in CSD

- Professional Practice Competencies: Integrity; Effective communication skills; Clinical reasoning; Evidence-based practice; Concern for individual served; Cultural competence; Professional duty; Collaborative practice
- Foundations of Speech-Language Pathology Practice: Discipline of human communication sciences and disorders; Basic human communication processes; Ability to integrate information pertaining to normal and abnormal human development across the lifespan; Nature of communications and swallowing processes to include knowledge of etiology through cultural characteristics of disorders and differences of the nine subcategories
- Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences: Principles and methods of identification
- Evaluation of Speech, Language, and Swallowing Disorders and Differences: For the disorders and differences of the nine subcategories
- Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms: Intervention for communication and swallowing differences; Intervention for the disorders and differences of the nine subcategories
- General Knowledge and Skills Applicable to Professional Practice: Ethical conduct; Integration and application of knowledge of the interdependence of speech, language, and hearing; Professionalism

SLP-526: Motor Speech Disorders

- Professional Practice Competencies: Evidence-based practice; Collaborative practice
- Evaluation of Speech, Language, and Swallowing Disorders and Differences: Articulation; Fluency; Voice and resonance
- Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms: Articulation; Fluency; Voice and resonance
- General Knowledge and Skills Applicable to Professional Practice: Integration and application of knowledge of the interdependence of speech, language, and hearing

SLP-530: Diagnostics

- Professional Practice Competencies: Accountability; Integrity; Effective communication skills; Clinical reasoning; Evidence-based practice; Concern for individual served; Cultural competence; Professional duty; Collaborative practice
- Foundations of Speech-Language Pathology Practice: Basic human communication processes; Ability to integrate information pertaining to normal and abnormal human development across the lifespan; All subcategories are covered in this course
- Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences: Principles and methods of identification
- Evaluation of Speech, Language, and Swallowing Disorders and Differences: All subcategories are covered in this course
- General Knowledge and Skills Applicable to Professional Practice: Ethical conduct; Professionalism; Interaction skills and personal qualities; Self-evaluation of effectiveness of practice

SLP-540: Aphasia

- Professional Practice Competencies: Evidence-based practice
- Evaluation of Speech, Language, and Swallowing Disorders and Differences: Receptive and expressive language
- Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms: Receptive and expressive language
- General Knowledge and Skills Applicable to Professional Practice: Integration and application of knowledge of the interdependence of speech, language, and hearing

SLP-542: Dysphagia

- Professional Practice Competencies: Evidence based practice; Cultural competence; Collaborative practice
- Foundations of Speech-Language Pathology Practice: Nature of communications and swallowing processes to include knowledge of etiology, characteristics, underlying anatomical and physiological characteristics, psychological characteristics, developmental nature, and cultural characteristics for swallowing
- Evaluation of Speech, Language, and Swallowing Disorders and Differences: Swallowing
- Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms: Swallowing

SLP-550: Fluency Disorders

- Professional Practice Competencies: Evidence-based practice
- Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences: Principles and methods of identification of communication and swallowing disorders and differences; Principles and methods of prevention of communication and swallowing disorders
- Evaluation of Speech, Language, and Swallowing Disorders and Differences: Fluency; Social aspects of communication
- Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms: Fluency; Social aspects of communication
- General Knowledge and Skills Applicable to Professional Practice: Engagement in contemporary professional issues and advocacy; Interaction skills and personal qualities, including counseling and collaboration

SLP-552: Advanced Research Methods

- Professional Practice Competencies: Accountability; Evidence-based practice
- General Knowledge and Skills Applicable to Professional Practice: Ethical conduct; Integration and application of knowledge of the interdependence of speech, language, and hearing; Self-evaluation of effectiveness of practice

SLP-560: Acquired Cognitive-Communication Disorders

- Professional Practice Competencies: Evidence-based practice; Collaborative practice
- Evaluation of Speech, Language, and Swallowing Disorders and Differences: Cognitive aspects of communication; Social aspects of communication
- Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms: Cognitive aspects of communication; Social aspects of communication
- General Knowledge and Skills Applicable to Professional Practice: Integration and application of knowledge of the interdependence of speech, language, and hearing

SLP-570: Comprehensive Examination

SLP-575: Master's thesis

SLP-580: Low Incidence Disorders

- Professional Practice Competencies: Evidence-based practice; Cultural competence; Collaborative practice
- Foundations of Speech-Language Pathology Practice: Nature of communications and swallowing processes to include knowledge of etiology, characteristics, underlying anatomical and physiological characteristics, acoustic characteristics, psychological characteristics, linguistic characteristics, and cultural characteristics
- Evaluation of Speech, Language, and Swallowing Disorders and Differences: Articulation; Voice and resonance
- Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms: Articulation; Voice and resonance
- General Knowledge and Skills Applicable to Professional Practice: Professionalism and professional behavior in keeping with the expectations for a speech-language pathologist; Integration and application of knowledge of the interdependence of speech, language, and hearing; interaction skills and personal qualities

SLP-582: Voice Disorders

- Professional Practice Competencies: Evidence-based practice; Cultural competence; Collaborative practice
- Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences: Principles and methods of identification of communication and swallowing disorders and differences; Principles and methods of prevention of communication and swallowing disorders
- Evaluation of Speech, Language, and Swallowing Disorders and Differences: Voice and resonance; Social aspects of communication
- Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms: Voice and resonance; Social aspects of communication
- General Knowledge and Skills Applicable to Professional Practice: Engagement in contemporary professional issues and advocacy; Interaction skills and personal qualities, including counseling and collaboration

SLP-584: Autism Spectrum Disorders

- Professional Practice Competencies: Effective communication skills; Clinical reasoning; Evidence-based practice; Concern for individual served; Collaborative practice
- Foundations of Speech-Language Pathology Practice: Ability to integrate information pertaining to normal and abnormal human development across the lifespan; Nature of communications and swallowing processes to include knowledge of etiology, characteristics, psychological characteristics, developmental nature, linguistic characteristics, cultural characteristics for receptive and expressive language, cognitive aspects of communication, and social aspects of communication.
- Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences: Principles and methods of identification; Principles and methods of prevention of communication and swallowing disorders
- Evaluation of Speech, Language, and Swallowing Disorders and Differences: Receptive and expressive language; Cognitive aspects of communication; Social aspects of communication
- Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms: Intervention for communication and swallowing differences; Intervention for

disorders of receptive and expressive language, cognitive aspects of communication, social aspects of communication, and augmentative and alternative communication

- General Knowledge and Skills Applicable to Professional Practice: Ethical conduct; Professionalism

SLP-586: Augmentative & Alternative Communication

- Professional Practice Competencies: Effective communication skills; Clinical reasoning; Evidence-based practice; Concern for individual served; Collaborative practice
- Foundations of Speech-Language Pathology Practice: Ability to integrate information pertaining to normal and abnormal human development across the lifespan; Nature of communications and swallowing processes to include knowledge of etiology, characteristics, psychological characteristics, developmental nature, linguistic characteristics, cultural characteristics for receptive and expressive language, cognitive aspects of communication, and social aspects of communication.
- Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences: Principles and methods of identification; Principles and methods of prevention of communication and swallowing disorders
- Evaluation of Speech, Language, and Swallowing Disorders and Differences: Receptive and expressive language; Cognitive aspects of communication; Social aspects of communication
- Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms: Intervention for communication and swallowing differences; Intervention for disorders of receptive and expressive language, cognitive aspects of communication, social aspects of communication, and augmentative and alternative communication
- General Knowledge and Skills Applicable to Professional Practice: Ethical conduct; Professionalism

SLP-588: Advanced Aural Rehabilitation

- Professional Practice Competencies: Effective communication skills; Evidence-based practice; Cultural competence; Collaborative practice
- Evaluation of Speech, Language, and Swallowing Disorders and Differences: Hearing, including the impact on speech and language
- Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms: Intervention for disorders and differences of hearing, including the impact on speech and language
- General Knowledge and Skills Applicable to Professional Practice: Integration and application of knowledge of the interdependence of speech, language, and hearing

SLP-590: Audiology for the SLP

- Professional Practice Competencies: Effective communication skills; Evidence-based practice; Cultural competence; Collaborative practice
- Evaluation of Speech, Language, and Swallowing Disorders and Differences: Hearing, including the impact on speech and language
- Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms: Intervention for disorders and differences of hearing, including the impact on speech and language
- General Knowledge and Skills Applicable to Professional Practice: Integration and application of knowledge of the interdependence of speech, language, and hearing

Master of Science in Speech-Language Pathology Program Student Policies

MS-SLP Program: Maintaining Academic Standing

See MS-SLP Course Catalog at <https://www.augustana.edu/academics/areas-of-study/speech-language-pathology-master-science/courses>

The MS-SLP Program at Augustana College includes 84 credits. At least 42 credits must be earned at Augustana College. The last 8 credits applied to the degree must be earned at Augustana College. The final graduate grade-point average must be at least 3.00 for all Augustana coursework and for all Augustana coursework in the MS-SLP program. Graduate coursework that is counted in the grade point average includes all work that may count toward the degree such as required supporting courses taken outside the department and additional elective courses within the department that a student chooses to take beyond what is required.

Grading

The MS-SLP program uses does not use plus-minus grading for final course grades.

Each student's professional competencies, knowledge, and skills on the student learning outcomes for each course is assessed throughout the semester. Students whose progress does not indicate satisfactory performance on the learning outcomes will complete an intervention plan before advancing to future coursework.

Knowledge and skill areas that are covered in each course and clinical experience are listed on course syllabi. A midterm and end-of-semester checklist is applied for each course and clinical practicum experience based on the knowledge and skills covered in respective courses/clinical experiences. A 5-point rating scale is applied to each course's knowledge and skills and professional competency areas for each student midterm and at the end of the semester, as follows:

- 4= "A" level performance; exceeds expectations
- 3= "B" level performance; above average performance
- 2= "C" level performance; benchmark/average performance
- 1="D" level performance; below average; student needs significant improvement
- 0= "F" level performance; significantly below average performance; student has not demonstrated this skill and needs significant remediation
- NA=No opportunity to evaluate at this point

An intervention plan is initiated in two circumstances, related to knowledge and skills formative assessment checks: (1) if the student has scores of 1 or 0 in 2 or more areas; and/or (2) the student has a midterm or end-of-semester average score below 3.0 across areas listed on the knowledge and skills/professional competency checklist (note that most courses cover upwards of 15 sub-areas that are included on the checklist).

Clinical Practicum Advancement

Students must receive a semester grade of B or higher clinical practicum courses to advance to the next practicum course in the sequence, including externships. If a student earns a grade lower than a B for any practicum course, the student will retake the course and they will not accrue clinical hours for the semester in which the non-passing grade was assigned. Students must receive a grade of A or B in all four practicum courses before they are permitted to complete their two externships (SLP-508 and SLP-509).

Academic Accommodations

If you are a student who has a documented disability, or had academic accommodations in high school or at another institution of higher learning, you may be eligible for services. Services are coordinated through Augustana's Office of Disability Services (ODS) in compliance with the Americans with Disabilities Act (ADA) is committed to equity, access, and inclusion for all students. The Office of Disability Services phone number is (309) 794-7145 to schedule an appointment. Please visit the ODS website at <https://www.augustana.edu/student-life/residential-life/disability-services> for more information.

English Language Proficiency

Admission into M.S. Degree Program: The SLP graduate program will use the same English proficiency standards as Augustana College (i.e., minimum TOEFL score of 550 on the written test or 80 on the internet test, or IELTS minimum of 6.5; writing sample; telephone interview).

Admission into Campus and Externship Clinical Placements for English Language Learners: Any student who meets the minimum qualifications for internal clinical placement, as demonstrated by meeting the Essential Functions, may participate in the Clinical Practicum Experience. Some externship sites may have additional requirements and as long as they are met, any student, regardless of cultural, linguistic, or individual diversity, will be considered for placement.

Student Retention Policies/Procedures for English Language Learners: Student academic or clinical intervention plans will be followed for students who struggle in academic and/or clinical aspects of the graduate program. These procedures will be followed for all students.

Proficiency in English: Students who demonstrate challenges in the graduate program that are related to English proficiency will be offered ongoing support, when possible, through their academic advisor, instructors, and clinical supervisors. If additional support is needed for the student to maintain minimum academic or clinic standards, additional College resources also may be accessed including assistance from the Office of International Student Life or the Learning Commons that employs tutors who are familiar with procedures to assist students whose primary language is other than English.

The Center Director will be responsible for enforcement of policies and procedures related to clinic and the Department Chair/MS-SLP Program Director will be responsible for the enforcement of policies and procedures related to academic, graduate admissions, and advising matters.

Advising

Each MS-SLP student will be assigned an academic advisor with whom they will meet individually at least one time per semester. During these formal advising meetings, academic advisors will monitor students' academic and clinical progress using the Program Evaluation tracking program; review progress toward College and Departmental requirements; advocate on behalf of the student; assist with registration; review major number of clinical hours using Calipso; complete a status review if the student has an academic or clinical intervention plan; provide referrals for various forms of academic, social, and clinical support, as needed; and document meeting details in Starfish. Academic advisors work closely with the Center Director and Department Chair/MS-SLP Program Director to ensure that students are on track for successful program completion. Appointments are made by signing up electronically. MS-SLP students will be assigned an advisor when they begin the program. If there are extenuating circumstances, students may request to change their advisor.

Office Hours Policy

Augustana College Faculty are expected to be available to meet with students outside of class. The CSD Department encourages clinical and academic faculty members to offer several meeting options per week for which students can reserve a time and open times are also available. Clinical faculty hold periodic group meetings for their supervisees that are in addition to individually scheduled office hours, as well.

Academic Honesty and Integrity

Any form of plagiarism or cheating may result in expulsion from the College. According to *Inside Augustana* and the Augustana Honor Code, "Plagiarism is the misrepresentation of someone else's research, thought, or writing as one's own. Plagiarism is dishonest. It is, in the realm of words and thought, the equivalent of theft in the realm of things." Furthermore, "Plagiarism means submitting work not one's own as one's own, or an abuse of standard procedures for acknowledging debts to others serious enough to provide persuasive evidence of intent to deceive. The faculty has agreed that the penalty for plagiarism may be, at the discretion of the faculty member, an "F" in the course, but must be an "F" on that piece of work." Students are responsible for their own conduct. Students also are expected to conduct themselves in a manner consistent with the ASHA Code of Ethics. Suspected instances of academic dishonesty will be reported to the Augustana Honor council and MS-SLP faculty will follow the Honor Council's recommendations.

Performance Alerts (Starfish)

During the academic year, faculty are asked to provide feedback to the advising office on each student whose classroom performance is less than satisfactory. Students and advisors are informed of reported difficulties routinely throughout the term. These reports are not part of the permanent record and are used only for advising and academic, social, and medical counseling. Students who receive a Starfish flag will also be provided ways to connect with campus resources. Students should consult their Starfish record and Moodle account, and work with their advisor to find appropriate campus resources for assistance. MS-SLP students may receive a Starfish Academic Intervention Plan if they need additional support for academic coursework or clinical practicum or externship performance.

Degree Progress Evaluation

The Office of the Registrar provides support and assistance in the degree audit. However, it is ultimately the responsibility of each student to meet degree requirements. Students and advisors may monitor their progress on an unofficial transcript or through the Program Evaluation on Arches.

Certification of Degree Program

Students should track their own progress in Arches on their program evaluation. During a student's second year at Augustana, the Registrar may provide a complimentary audit to students who have applied to graduate as a courtesy. However, it is the student's responsibility to check to see that the program of study is listed correctly on their record, and report any concerns to the Office of the Registrar at least one term prior to graduation.

Student Complaints

Student complaints are handled institutionally in a variety of ways, depending on the area, nature, and severity of the complaint. Students typically bring minor complaints directly to the institutional office (i.e., Communication Sciences and Disorders Department) most directly responsible, and a complaint will be handled in accordance with the policies and procedures of that office.

Student complaints regarding any of the MS-SLP program's policies and procedures or regarding unlawful conduct can be made to the MS-SLP Program Director and the Center Director, as appropriate. Anonymous suggestions can be made using the comment box found in the student lounge. For a complaint involving the MS-SLP Program Director, the Division Dean should be notified. Student privacy will be maintained by all institutional employees, following FERPA requirements and the ASHA Code of Ethics.

If the complaint cannot be resolved at the departmental level, the matter should be brought to the appropriate higher level administrative office within the reporting structure. See Augustana's Offices and Services webpage to find the appropriate contact at <https://www.augustana.edu/about-us/offices>.

Students who wish to submit anonymous feedback related to the CSD Department may use the suggestion box located in the student lounge.

Additionally, the college president holds frequent open office hours where students may raise concerns. A schedule of upcoming open office hours is available from the president's office. To file an official complaint with the college, students also may use the Suggestion Box on the college website at <https://www.augustana.edu/about-us/president/suggestions>.

A complaint also may be filed by calling the Campus Conduct Hotline at (866) 943-5787, a toll-free number, available on a 24/7 basis to report complaints or concerns.

Students may report and receive assistance with unresolved complaints to the State at Illinois Board of Higher Education at <http://complaints.ibhe.org/>.

A student may also file a complaint with the college's accreditor, The Higher Learning Commission, at <https://www.hlcommission.org/Student-Resources/complaints.html?highlight=WyJjb21wbGFpbnQiXQ==>.

Additionally, information regarding the college's accreditation and state authorization documents are available upon request from the Provost of the College.

Students may also contact the American Speech-Language-Hearing Association's Council on Academic Accreditation (CAA) with complaints related to our department's compliance with program accreditation standards by completing the Complaint Procedure against Graduate Education Programs, which is found online at <http://www.asha.org/academic/accreditation/accredmanual/section8.htm>. Complaints must be submitted in writing to: Chair, CAA-ASHA, 2200 Research Boulevard, #310, Rockville, MD, 20850. Additional information regarding CAA accreditation standards is found online at <http://www.asha.org/academic/accreditation/accredmanual/section3/>. The Program will provide information about complaints to the Council on Academic Accreditation upon request.

Grade Reports, Grade Appeals, and Access to Records

Grade reports are made available electronically in Arches to students at the end of each term. Students who suspect an error in reporting a grade, or who have a question or complaint about a grade, should first contact the instructor. If it is necessary to carry the inquiry further, the department chair, the division chair, and then the Associate Dean of the College should be consulted. Grade appeals or reporting errors in grade must be made by the conclusion of the following semester's grading deadline. This includes reporting clerical errors or requests for

withdrawals. Requests made after that deadline will not be considered. Students can electronically access their Augustana academic record anytime in Arches.

Student Retention Policies and Intervention Plans

The Master of Science in Speech-Language Pathology curriculum has been designed to provide MS-SLP students with the professional competencies, knowledge, and skills that are needed to become competent speech-language pathologists, as designated by the American Speech-Language-Hearing Association's Council on Academic Accreditation. Every academic and clinical course syllabus in the MS-SLP program specifies which of the professional competencies, knowledge, and skills will be taught and assessed in that course.

Academic Coursework

Augustana College uses an electronic reporting system, Starfish, to track each student's progress toward their degree, midterm grades, attendance, course concerns, final grades, GPA, and overall academic performance. Faculty members are required to report attendance and midterm grades for all students in their classes during the semester, and final grades at the end of the semester. Faculty are also strongly encouraged by the College to submit concerns (termed "raising a flag") on Starfish when a student is underperforming. Whenever an academic flag is raised by a student's professor, the student and the student's advisor are notified. The advisor then is required to meet with the student, during which time interventions are discussed, as needed, and the advisor develops and/or collaborates with the professor to devise a plan. The advisor then summarizes the meeting and any interventions in Starfish. Advisors are required to contact the MS-SLP Program Director if a student is at risk of not meeting the program's academic expectations, and then also report outcomes of that meeting in Starfish. Students have access to these Starfish notes, and they are encouraged to monitor their electronic accounts regularly.

At the end of every semester for every academic course, the instructor will rate every student's level of competency for each of the student learning outcomes targeted in the course. A 5-point scale (A = 5 points, B = 4, C = 3, D = 2, F = 1) will be used to rate each student's level of competence at the end of the term. Ratings will be shared with students at the beginning of the following term. Working with the course instructor, students who receive a score below 3.0 on any student learning outcome will be required to develop and complete a student intervention plan for each student learning outcome that is rated below 3.0.

Student intervention plans will be implemented for any student who struggles in academic aspects of the MS-SLP program (the form is available through Starfish). An intervention plan will be developed by the instructor of an academic course for a student not meeting one or more of the learning outcomes for the course. The student's intervention plan will specify the learning indicator targeted, the individually-developed intervention, and the date the remediated work is due. Competency will be evaluated as being satisfactory or in need of further remediation.

Clinical Coursework

In a procedure similar to what is described above, Starfish will be used to communicate concerns with students, advisors, and other campus officials, if applicable, for clinical aspects of the program after Clinical Practicum Supervisors or Externship Supervisors express initial concerns through CALIPSO. If students have minor or major clinical concerns, a clinic intervention plan will be initiated and will be monitored by the Center Director and, if applicable, Clinical Supervisors and/or Externship Supervisors and the Externship Coordinator.

Intervention plans for student clinicians who do not make adequate progress in the clinic courses and/or practicums or externships are specified in the CSD Clinical Advising Manual.

Comprehensive Examinations or Master's Thesis

During J-term of the second year of the MS-SLP Program, students will complete one case-based oral presentation and a series of topic-based written comprehensive examinations. Students must pass comprehensive examinations to be able to graduate on time. Details about retake policies and criteria for passing will be shared in the fall semester of the second year. Study sessions and study guides will be offered to second year MS-SLP students.

Students who elect to complete a Master's Thesis will complete written comprehensive examinations, however, their oral defense of their thesis will be substituted for the oral comprehensive examination. Master's Thesis option students typically begin working with their faculty mentor on designing their study during the first year in the program. The thesis is typically written during the fall semester of the second year and is completed during J-term of the second year. A thesis oral presentation and defense is also required to be completed during J-term of the second year. See Master's Thesis syllabus for details.

**Master of Science in Speech-Language Pathology
Advising Syllabus**

Advising is an integral and essential component of the MS-SLP program. CSD faculty approach advising seriously and we expect our advisees to do the same. The relationship between a CSD advisor and advisee is purposeful and intentional, designed to serve our students to graduation and beyond.

Advisor: _____

Contact Information: _____

Summer Semester, Year One

For the advising relationship to be fruitful, we expect each advisee to have accomplished the initial advising goals by the end of the first Summer Semester, as listed below.

By the end of summer term, the student is able to:

- Find and discuss the types of information in this Academic Advising Manual
- Access and use resources such as the academic calendar, college catalog, and Arches
- Utilize Starfish to make appointments, check academic progress, and respond to instructor inquiries
- Use the Arches progress report to monitor and plan academic progress
- Locate and explain registration and financial aid policies and procedures relevant to MS-SLP students
- Locate and describe the MS-SLP curriculum requirements
- Know the resources available for academic and personal support
- Describe the four goals of the MS-SLP Program
- Explain and provide examples of how activities in and outside of the classroom contribute to his or her individual learning experience
- Give examples of what it means to be an engaged member of a community
- Complete self-reflection of progress as part of Clinic Seminar coursework
- Demonstrate at least satisfactory performance on the Student Outcomes Checklist in each MS-SLP course

Fall and Spring Semesters, Year One

You are expected to meet with your CSD advisor at least one time each semester. Once per semester you will sign up for an individual meeting with your advisor to review the subsequent semester's course schedule.

You can expect your advisor to:

- Be available by email, office phone, and in-person by appointment
- Provide a safe and respectful space to ask questions, discuss your interests, and express your concerns
- Understand and effectively communicate the CSD curriculum and graduation requirements
- Work with you to assess your academic performance and areas of strength to ensure they are consistent with your plans
- Assist you in gaining decision-making skills and skills in assuming responsibility for your educational plans and achievements
- Help you identify connections between learning experiences in and outside the classroom
- Provide referrals to other campus resources

Your advisor expects you to:

- Check your Augustana email account at least once per day and respond as needed
- Sign up for advising meetings one time per term to discuss your upcoming course and clinical schedules
- Review this manual to every advising meeting
- Access your Program Evaluation prior to every advising meeting
- Take primary responsibility for making your own decisions based on available information and advice
- Identify your strengths in the context of future goals
- Take active ownership of your college experience
- Complete self-reflection of progress as part of Clinic Seminar coursework
- Demonstrate at least satisfactory performance on the Student Outcomes Checklist in each MS-SLP course

Summer, Fall, and Spring Semesters, Year Two

The second year is an exciting but stressful time in the MS-SLP Program that centers around your coursework, completion of your clinical practicums, preparing for your comprehensive examination or Master's Thesis, successfully passing the *Praxis*® Subject Assessment, and planning ahead for post-Augie careers. Late in spring semester, you are expected to “check in” briefly with your advisor about post-graduation plans, including job applications and offers.

You can expect your advisor to:

- Remind you to submit your application for graduation at the end of J-term
- Be available by email, office phone, and in-person by appointment
- Provide a safe and respectful space to ask questions, discuss your interests, and express your concerns
- Work with you to assess your academic performance and areas of strength to ensure they are consistent with your plans
- Support you in defining your academic, career, and personal goals, and assist you in creating an educational plan that is consistent with those goals
- Provide referrals to other campus resources*
- Work with you to assess your academic performance and areas of strength to ensure they are consistent with your plans
- Support you in defining your academic, career, and personal goals, and assist you in creating an educational plan that is consistent with those goals
- Assist you in gaining decision-making skills and skills in assuming responsibility for your educational and vocational plans and achievements

Your advisor expects you to:

- Check your Augustana email account at least once per day and respond as needed
- Register for and take the *Praxis*® Subject Assessment in spring semester, and inform your advisor of your score
- Apply for graduation at the end of J-term
- Sign up for advising meetings one time per semester to discuss your upcoming course and clinical schedules
- Consult this advising manual to every advising meeting
- Review your Program Evaluation prior to every advising meeting
- Take primary responsibility for making your own decisions based on available information and advice
- Complete self-reflection of progress as part of Clinic Seminar coursework
- Demonstrate at least satisfactory performance on the Student Outcomes Checklist in each MS-SLP course
- Complete an exit interview with the Externship Coordinator
- Meet with the CSD Department's professional educator and state licensure representatives and complete appropriate paperwork for licensure

The Year Following Graduation

- Initiate your CF and CCC paperwork through ASHA
- The MS-SLP Program will track your employment within one year of graduation. You will be expected to provide employment data (e.g., date of hire, type of facility, city of employment, etc.) to the program's academic program coordinator as soon as you have secured a CF position.

Examples of campus resources available to you: Reading-Writing Center, Disability and Access Resources, Student Success Center, Student Counseling Services, Campus Cupboard, International Student Success, and CORE – Careers, Opportunities, Research, and Exploration Office.

PART FIVE:

Post-Baccalaureate Program

Post-Baccalaureate Coursework in Speech-Language Pathology

Augustana College offers a two-semester post-baccalaureate course sequence to prepare students to apply for speech-language pathology graduate study.

This sequence is available to students who have completed a bachelor's degree in a discipline other than Communication Sciences and Disorders (Speech-Language Pathology) at or outside of Augustana College.

Students may enroll in two full-time semesters of coursework at Augustana to satisfy prerequisites for application to a speech-language pathology master's program. Note that this is a non-degree option that does not result in a license or certification.

Tuition for this two-semester program covers 34 credits of coursework. The typical course sequence includes the following courses, but post-baccalaureate students should select their specific courses with a Communication Sciences and Disorders advisor.

Fall semester (14 credits)

Introduction to CSD (CSD-110)

Anatomy, Physiology, and Science of Hearing (CSD-210)

Aural Rehabilitation (CSD-405)

Research Methods (CSD-480)

Clinical Practicum I (CSD-490)

Complete 25 hours of guided observation electronically or in our on-campus clinic and serve as a mentee with a graduate student clinician with one client in the Roseman Center.

Spring semester (20 credits)

Neural Bases of Human Communication (CSD-410)

Anatomy, Physiology, and Science of Speech (CSD-205)

Audiology (CSD-315)

Phonetics (CSD-215)

Speech and Language Development (CSD-220)

Supporting courses

Other non-CSD required supporting courses also are required by most graduate speech-language pathology programs.

These courses should be taken before a student applies for admission to a graduate speech-language pathology program, and could be taken online or in person through a different institution or previously may have been completed as part of a student's associate's degree or bachelor's degree program.

They include the following:

Biology (human or animal-focused)

Psychology, Sociology, or Anthropology course

Statistics

Physics or Chemistry

Linguistics (recommended but not required)