



University of New Haven

SCHOOL OF
HEALTH SCIENCES

Speech-Language Pathology
Graduate Student Handbook

2026-2027

Table of Contents

1: Introduction	1
<i>Overview of the University of New Haven</i>	<i>1</i>
<i>Philosophy and Location of the University of New Haven</i>	<i>1</i>
<i>Program Description & Candidacy</i>	<i>1</i>
<i>Candidacy Status</i>	<i>2</i>
<i>Mission & Vision</i>	<i>2</i>
<i>Student Learning Outcomes</i>	<i>3</i>
<i>Student's Roles and Responsibilities</i>	<i>4</i>
Advisement	4
CALIPSO	4
<i>Clinical Coordinator Responsibilities</i>	<i>5</i>
<i>Clinical Site Supervisor Responsibilities</i>	<i>5</i>
2: Academics	6
<i>Curriculum</i>	<i>6</i>
<i>Plan of Study</i>	<i>7</i>
<i>Program Advisement</i>	<i>8</i>
<i>Clinical Advisement</i>	<i>8</i>
<i>Clinical Practicum Placement</i>	<i>8</i>
<i>Clinical Practicum Policies</i>	<i>8</i>
<i>Supervision</i>	<i>9</i>
<i>CALIPSO and Maintaining Clock Hours</i>	<i>9</i>
<i>Clinical Curriculum and Sequencing</i>	<i>9</i>
3: Assessment	10
<i>Assessment of Student Learning</i>	<i>10</i>
<i>Comprehensive Examination</i>	<i>10</i>
<i>Policies for Intervention and Remediation</i>	<i>10</i>
4: Graduation Requirements	11
<i>Graduation Requirements</i>	<i>11</i>
<i>ASHA Code of Ethics</i>	<i>13</i>
<i>2020 CFCC Standards</i>	<i>13</i>
<i>ASHA Scope of Practice</i>	<i>13</i>
<i>Infection Control Policy and Resources</i>	<i>13</i>
<i>HIPAA and Client/Patient Confidentiality</i>	<i>15</i>
<i>FERPA Policy</i>	<i>15</i>
<i>Health Clearance for Students</i>	<i>17</i>

<i>Policy for Student Criminal Background Checks and Drug Screening</i>	<i>17</i>
<i>Graduate Student Proficiency in English</i>	<i>17</i>
<i>Procedure to Express a Complaint about the Speech-Language Pathology Program</i>	<i>18</i>
<i>Policies for Academic and Clinical Integrity, Conduct, and Violations of Conduct</i>	<i>19</i>
<i>Diversity and Inclusion Policy</i>	<i>19</i>
<i>Statement of Non-Discrimination</i>	<i>20</i>
<i>Professional Behaviors</i>	<i>20</i>
<i>Communication, Social Media & Cell Phone Policy</i>	<i>20</i>
<i>Policy for Viewing/Obtaining Records and Retention of Files</i>	<i>20</i>
<i>Inclement Weather Policy</i>	<i>21</i>
<i>Critical Incident Management and Emergency Communications</i>	<i>21</i>
APPENDICES- FORMS.....	23
<i>Acknowledgment of Responsibility for Accommodations</i>	<i>24</i>
<i>Graduate Orientation Checklist.....</i>	<i>25</i>
<i>Eligibility Requirements and Essential Functions Acknowledgement Form</i>	<i>26</i>
<i>GRADUATE STUDENT PROFICIENCY IN ENGLISH SCREENING PROCEDURE.....</i>	<i>29</i>
<i>CLINICAL REFLECTION</i>	<i>30</i>
Performance Improvement Plan (PIP) Template	31
<i>IMMUNIZATION AND HEALTH SCREEN</i>	<i>32</i>
<i>CLINICAL SUMMATIVE ASSESSMENT.....</i>	<i>34</i>
<i>Graduate Student Professionalism Contract.....</i>	<i>35</i>
<i>Graduate Student Professionalism Contract.....</i>	<i>36</i>
Rubric: Problem Paper (100 Points Total)	37
Capstone Presentation Rubric.....	38
<i>Overall Evaluation</i>	<i>38</i>
<i>TESTS/MATERIALS CHECKOUT REQUEST.....</i>	<i>40</i>
<i>ASHA Code of Ethics Acknowledgement & Agreement Form</i>	<i>41</i>

1: Introduction

Overview of the University of New Haven

The University of New Haven was originally founded as a junior college and was awarded accreditation as New Haven College by the New England Association of Schools and Colleges (NEASC) in 1966 and accreditation continues to this day. (NEASC was recently renamed to New England Commission on Higher Education (NECHE). Post-baccalaureate study and undergraduate programs were added enabling the school to be renamed the University of New Haven in 1970. An additional satellite campus is in Tuscany, Italy and most recently, Graduate Business and other programs have been relocated into a new picturesque campus facility located in nearby Orange, Connecticut. The University enrolls over 6,800 students, including nearly 1,900 graduate students and more than 4,900 undergraduates on campus. There are over 100 academic programs offered through the College of Arts and Sciences, College of Business, Henry C. Lee College of Criminal Justice and Forensic Sciences, Tagliatela College of Engineering, and, most recently, the School of Health Sciences.

Philosophy and Location of the University of New Haven

The University of New Haven is a private, independent, comprehensive university offering quality education with special emphasis on unique and specialized programs to meet current and emerging social needs. Emphasis upon experiential learning opportunities empowers students to apply substantive knowledge and skills with problem solving as they obtain practical experience for leadership success. Students from 40 states and 52 countries attend the university that is known for its cultural diversity, athletic programs, and real-life learning focus. The University strives to offer unique academic programs specifically focused on growing areas of need for college graduates. Individual mentoring, small classroom settings, close faculty and student relationships are fundamental to the university.

The town of West Haven has a population of approximately 54,500 and is bordered on the south by Long Island Sound and to the east by the city of New Haven - a vibrant, intellectual college town with excellent arts, theatre, shopping, and transportation facilities. New York City and Boston are within a two-to-three-hour commute by train. Interstates 95 and 91 are a few miles from campus. New Haven is also known for world- renowned health care and research institutions including the Yale-New Haven Health System which includes Yale-New Haven Hospital, Bridgeport Hospital and Greenwich Hospital, Lawrence + Memorial Hospital, and Rhode Island's Westerly Hospital. The VA Connecticut Healthcare System is within walking distance of the University of New Haven. Yale University research programs include the Bright Bodies Weight Management Program for Children. The University of New Haven is ideally in a region of cultural diversity, local and national food policy initiatives, leading health facilities, and a convenient, accessible location.

Program Description & Candidacy

The Master of Science (M.S.) degree in Speech-Language Pathology (SLP) is a graduate degree program housed in the School of Health Sciences at the University of New Haven. The Program is located in West Haven, Connecticut. It is a comprehensive and rigorous program consisting of didactic and clinical coursework. Students enrolled in this full-time program will be required to attend classes and/or clinical practica during the Fall, Spring and Summer semesters for two years. Diverse and dynamic clinical placements allow students the opportunity to practice their skills in the field along with certified speech-language pathologists. Settings include schools, private practices, outpatient clinics, hospitals, and long-term care facilities. Students will obtain a minimum of 375 hours of supervised clinical practice during the program through clinical practicums and clinical simulations within the classroom. Students are required to have 25 hours of observation as part of their undergraduate coursework, for a total of 400 hours completed by graduation. Additional opportunities and coursework will focus on developing an understanding of the U.S. Healthcare System and interprofessional educational experiences. Upon completing of the program, students will be eligible for their American Speech-Language Hearing Association (ASHA) certification and Connecticut State Public Health (CT) licensure, and 061 teacher certification for speech-language pathologists under the Connecticut State

Department of Education.

Candidacy Status

The Master of Science (M.S.) in speech-language pathology at the University of New Haven is an Applicant for Candidacy by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

According to Standard II: Education Program- All graduate coursework and graduate clinical experience required in speech-language pathology must have been initiated and completed in a CAA-accredited program or in a program with CAA candidacy status. (<https://www.asha.org/certification/2020-slp-certification-standards/#2>)

Mission & Vision

Mission Statement of the University of New Haven

The University of New Haven is a student-centered comprehensive university with an emphasis on excellence in liberal arts and professional education. Our mission is to prepare our students to lead purposeful and fulfilling lives in a global society by providing the highest-quality education through experiential, collaborative, and discovery-based learning.

Mission Statement of the School of Health Sciences

The mission of the School of Health Sciences is to train competent, caring health professionals by delivering innovative, interdisciplinary healthcare education and services that are student-centered, focused on excellence, with a global reach.

Mission Statement of the Speech-Language Pathology Graduate Program

The mission of the Masters in Speech Language Pathology is to develop future clinicians who will serve their communities with competence, compassion and integrity. Students will develop academic knowledge through challenging coursework, clinical skills through varied clinical experiences, and interpersonal skills through varied opportunities to advocate for themselves and others. The varied experiences will prepare them to become certified and licensed upon completion of their graduate training, and completion of the Praxis examination. We are committed to expanding access to the field of speech-language pathology, fostering professional agency, clinical excellence and commitment to lifelong learning.

The University and the SLP program's mission focuses on providing a program that will facilitate development of exceptional SLPs. This is completed through scaffolded support within the coursework and clinical settings. Coursework focuses not only on developing the understanding of communication disorders, intervention, and evaluation, but also on interdisciplinary collaboration, ethics, diversity, and cultural competence. Faculty will facilitate the understanding and application of skills learned within the classroom into clinical settings. Graduates from the program will have confidence in their skills to be a successful practitioner with a focus on ethical and evidence-based practices that will enrich their community.

This program aims to meet the following goals:

1. Produce quality Speech-Language Pathologist professionals for employment in a variety of settings
2. Prepare students to pass the Certificate of Clinical Competence (CCC) Praxis examination from the American Speech-Language-Hearing Association (ASHA) accredited educational program per the Council on Academic Accreditation (CAA) for ASHA
3. Build professional and ethical conduct in accordance with ASHA's Code of Ethics
4. Provide exemplary classroom and clinical learning environments in which students can develop the

- appropriate knowledge, skills, and clinical proficiency to practice as a Speech-Language professional
- 5. Train graduate students who will graduate with a broad understanding of the organizations, roles, and skills required in 21st century health sciences
- 6. Provide opportunities for students to apply their skills and content knowledge in the health-related settings both on campus as well as in the community

Vision Statement of the Speech-Language Pathology Graduate Program

The program's vision is to become an inclusive speech-language pathology program that is recognized for the cultivating resilient, compassionate and skilled clinicians through effective systems of support, meaningful engagement in research, innovative clinical education, and strong community partnerships. We envision a learning community where students feel that they can fail and know that they will be supported by the clinical and academic faculty.

Student Learning Outcomes

The student learning outcomes of the University of New Haven align with the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) of the American Speech-Language Hearing Association (ASHA) Standards (2020). Students are expected to meet the following student learning outcomes:

1. Students will be able to identify, interpret, and diagnose 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:
 - a. Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification
 - b. Fluency and fluency disorders
 - c. Voice and resonance, including respiration and phonation
 - d. 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
 - e. Hearing, including the impact on speech and language
 - f. 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
 - g. Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning
 - h. Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities
 - i. Augmentative and alternative communication modalities (Standards IV-C & IV-D)
2. Students will identify and implement learned principles and methods for prevention, assessment, and intervention for individuals with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates. (Standards IV-D, IV-E, IV-F)
3. Students will demonstrate an understanding of licensure and certification requirements, organizations, standards, roles, and skills required in 21st century health sciences. (Standards IV- G & IV-H)
4. Align and adhere to ASHA's code of ethics (Standards IV-E)
5. Students will integrate knowledge of processes used in research and into evidence-based clinical practice (Standard IV-F)

6. Students will recognize, interpret, and synthesize learned classroom principles while applying evidence-based practice research in diverse clinical experiences. (Standards IV-E, V-A, V-B, V-C, & V-F)

Reference:

American Speech-Language-Hearing Association. (n.d.). *2020 certification standards in speech-language pathology*. 2020 Certification Standards in Speech-Language Pathology. Retrieved March 30, 2021, from <https://www.asha.org/Certification/2020-SLP-Certification-Standards/#4>.

Student's Roles and Responsibilities

Students are expected to:

- Monitor their academic and clinical progress.
- Monitor and reflect on their behavior and professionalism.
- Attend classes regularly and promptly in accordance with the University of New Haven's Student Handbook and course syllabi.
- Attend all clinical sessions, dates, and meetings as deemed necessary and appropriate by the professors and supervisors.
- Complete work in a timely and professional manner (class attendance policies, assignments, and expectations will be posted individually per course in the syllabus)
- Seek help, support, and guidance from their professors, clinical supervisors, and advisor as needed. An unasked question will never be answered
- Meet with their advisor each semester to plan registration for the following semester and review the KASA outcomes.
- Meet with the Clinical Coordinator/Clinical Supervisor each semester to review clinical outcomes, expectations, previous and future clinical experiences, progress, questions, and/or concerns.

Students are expected to comply with all the University of New Haven's Policies and Procedures outlined in the University of New Haven's Student Handbook. Outlined in the student handbook include expectations for complying with the Academic Integrity policy ([Student Handbook](#), p. 75). Students are also expected to monitor their own academic achievement and professional behavior. If students need help, they are expected to seek help and request guidance from instructors, supervisors, and/or their advisor. The most successful students are proactive.

Class attendance is expected for academic and clinical placements. Attendance policies will be listed in the course syllabus for each course and instructor based on University and School of Health Sciences Policies. Excessive absences may potentially delay a student's completion of the graduate program.

Students are responsible for regularly tracking of the ASHA Standards, by reviewing their individual CALIPSO record and initiating meetings with their faculty and clinical advisors to assure that they know which competencies have been met and which are still in progress.

Advisement

All students are required to meet with their faculty advisor prior to registration for the following semester to review KASA outcomes and coursework and progress toward graduation. Information will be uploaded to CALIPSO to align with the individual's performance and maintain an electronic portfolio of clinical data that aligns with course outcomes.

For clinical advisement, the student will also be required to meet with the Clinical Director/Coordinator to review their clinical outcomes, clinical experiences, future clinical opportunities, and areas of interest. This information will be electronically noted via the University's scheduling system and CALIPSO.

CALIPSO

All students are responsible for creating an account and the associated costs with CALIPSO, an electronic documentation program. CALIPSO will store critical professional documents including:

- HIPAA trainings
- Observation Hours
- KASA Summary Review
- Clinical Hours
- CPR/First Aid Certification

It is the students' responsibility to work with the identified company throughout their program of study to manage essential documentation. Students are responsible for updating and maintaining documentation which is required for participation in all clinical placements.

Clinical Coordinator Responsibilities

The Clinical Coordinator will serve as the program's liaison between the program and the clinical practicum experiences. This person is the primary contact between the site supervisor/instructor and the program. Some responsibilities may include:

- Develop site agreements between the University of New Haven and clinical site placements.
- Arrange student placements based on student's needs and expected outcomes **(Students should NOT try to find their own placement without consulting the Clinical Coordinator).**
- Maintain appropriate documents of the student's clinical placement including dates and times that clinical placements will occur.
- Be available for conferences with the student and site supervisor/instructor each semester
- Consult with the site supervisor/instructor and/or about any clinical problems/conflicts that may arise.
- Evaluate the qualities of a site for a future clinical placement; this may be done through supervisor and student feedback/surveys and meetings
- Determine and submit the end of semester grade with the site supervisor/instructor
- Review the following of a clinical site and supervisor: identification of the population, personnel, and to verify ASHA certification. This will help to ensure successful placements each semester for each student.
- Provide supervisor training regarding expectations and rubrics denoting competence in specified areas.

Clinical Site Supervisor Responsibilities

A site supervisor must hold an active license and ASHA CCCs (Certificate of Clinical Competence). All supervisors will need 2 hours of professional development regarding supervision as of January 2020 CFCC Standards. A supervisor in the school setting must also hold the appropriate state license, if applicable. Review the following sites for more information about supervisor responsibilities:

- [ASHA Clinical Education and Supervision Portal](https://www.asha.org/Practice-Portal/Professional-Issues/Clinical-Education-and-Supervision/#collapse_2)
 - https://www.asha.org/Practice-Portal/Professional-Issues/Clinical-Education-and-Supervision/#collapse_2
- [ASHA Supervision FAQs](https://www.asha.org/slp/supervisionfaqs/)
 - <https://www.asha.org/slp/supervisionfaqs/>

2: Academics

Curriculum

Curriculum for Speech Language Pathology Program			
Required Academic Courses		Required Clinical Practica	
Course Title	Credits	Course Title	Credits
Language Development and Disorders in Children	3	Clinical Practicum I	1.5
Articulation and Phonological Disorders	3	Clinical Practicum II	1.5
Aphasia	3	Clinical Practicum III	6
Evidence-Based Practice for Clinical Application	3	Clinical Practicum Special Setting	6
Aural Rehabilitation/Habilitation	3	Total Clinical Credits	15
School-Age Language and Literacy Disorders	3		
Fluency Disorders	3		
Autism Spectrum Disorders (& Other Developmental Disorders)	3		
Neurogenic Speech Disorders	3		
Dysphagia	3		
Voice Disorders	3		
Cognitive Communication Disorders	3		
AAC and Severe Disabilities	3		
Assessment and Intervention for Reading and Writing	3		
Elective- medical or school setting	3		
Capstone	3		
Total Academic Credits	48		

Plan of Study

Plan of Study		
Semester 1: Fall 1		
<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
SLPA 6600	Developmental Language Disorders: Birth to 5	3
SLPA 6601	Articulation and Phonological Disorders	3
SLPA 6606	Evidence-Based Practice for Clinical Application	3
SLPA 6621	Dysphagia	3
SLPA 6800	Voice Disorders & Velopharyngeal Disorders	3
SLPA 6630	Clinical Practicum I	1.5
	Credits	16.5
Semester 2: Spring 1		
<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
SLPA 6603	Fluency Disorders	3
SLPA 6620	School-Age Language and Literacy Disorders	3
SLPA 6622	Neurogenic Language Disorders	3
SLPA 6624	Autism Spectrum Disorders (& Other Developmental Disorders)	3
SLPA 6803	Cognitive Communication Disorders	3
SLPA 6704	Clinical Practicum II	1.5
	Credits	16.5
Semester 3: Summer 1		
<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
SLPA 6700	Neurogenic Speech Disorders	3
SLPA 6901	Assessment and Intervention for Reading and Writing	3
ELECTIVE	ELECTIVE (medical or school setting)	3
SLPA 6804	AAC and Severe Disabilities	3
	Credits	12
Semester 4: Fall 2		
<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
SLPA 6623	Aural Rehabilitation/Habilitation	3
SLPA 6805/ 6900	Clinical Practicum Special Setting OR Schools Practicum	6
	Credits	9
Semester 5: Spring 2		
<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
SLPA 6900/ 6805	Clinical Practicum Special Setting OR Schools Practicum	6
SLPA 6850	Capstone	3
	Credits	9
	Total Credits	63

Program Advisement

Prior to graduate student orientation for the program, each student will be assigned a faculty advisor. Students will briefly meet with their advisor at this time to answer any questions about policies/procedures in the program. Students will schedule meetings with their faculty advisor with at least one advising session per semester prior to scheduling for the following semester. At each advising meeting, the student and advisor will discuss the following:

- Student Learning Outcomes
- Clinician Evaluation form for each clinical completed to date
- Answer any questions/concerns that may have been raised

Per the Faculty Office Hours Faculty are required to be available to students through appointments, phone calls, emails, and office hours (See Academic Affairs Operating Guidelines – Office Hours).

During the orientation, the students will be informed about the policies and procedures with respect to academic and clinical instruction. This information will also be available to students in the Program Handbook and syllabi.

The plan of study worksheet will be reviewed with the student during advising sessions each semester as well as progress within the plan. Advising notes will be documented via the University's student platforms for an electronic student file. (i.e., degree audit and/or Navigate)

Clinical Advisement

Students will meet with the Program Director/Clinic Coordinator to review their clinical outcomes, clinical experiences, future clinical opportunities, and areas of interest. This information will be electronically noted via the University's scheduling system (i.e., Navigate) and CALIPSO.

Clinical Practicum Placement

The Clinical Coordinator is responsible for assigning students to clinical practicum sites. Students will have the opportunity to fill out a Clinical Practicum Preference form for their two final clinical practical. Students should not contact clinical sites to arrange their own placement. If a student has an interest in a particular clinical site, they may speak with their advisor regarding their interest. The Clinical Coordinator reserves the right to assign the student to any appropriate clinical site and there are no guarantees for any clinical site. Due to the high demand of clinical practicum placements, graduate students may travel up to 90 minutes each way (about 1 and a half hours) for clinical practicum placements.

Clinical Practicum Policies

The UNH SLP graduate program is a full-time commitment Monday through Friday for two years. Please note that there may be clinical practicum requirements during university breaks for which the student is responsible for, ensuring they have met all the requirements for graduation and certification. Please review the following list of clinical practicum policies. Please note that this is not an exhaustive list of policies. Additional policies may be set forth by the Program Director, Clinical Coordinator and/or Clinical Site Supervisor.

- Academic courses and clinical practicums command the highest priority throughout this program.
- Attendance at all scheduled clinical seminar dates and other clinical obligations is **mandatory** and necessary for successful completion of the graduate program. Students are expected to attend all clinical obligations.
- Consistent attendance at clinical practicum is imperative. Employment or any other outside commitment should never take precedence over coursework or clinical practicum placements.

- If a student is sick and cannot attend clinical practicum, the student must notify their site supervisor and the Clinical Coordinator via a combined email. The student will be required to provide medical documentation from a doctor for an illness that results in more than two absences.
- Students are never to request days off from practicum for work obligations or vacations.
- Students' employment and childcare are not the responsibility of the program or clinical site. Therefore, the student should make necessary arrangements to ensure priority of the program and/or clinical practicum placement.
- Students are responsible for arranging their own transportation to and from their clinical site. Transportation expenses (e.g., fuel, parking, etc.) are the responsibility of the student. All students are to arrive on time for clinical practicum.

Supervision

The amount of direct supervision that will occur will align with the student's knowledge, skills, and experience. Per ASHA CFCC standards, students must be supervised for a minimum of 25% of the student's total contact with each client/patient by an ASHA-certified Speech-Language Pathologist who holds their current Certificate of Clinical Competence. Supervision must be sufficient to ensure the welfare of the individual receiving services and commensurate with the student's level of knowledge, abilities, and experience. Students will have diverse clinical practicum experiences to further develop their knowledge and skills across the scope of practice of speech-language pathology. Depending on the setting and knowledge skill set, more frequent supervision may be recommended and will depend on clinician needs as determined by the supervisor.

Within their clinical practica, the student will meet with their clinical supervisor to review and reflect on their clinical services, allowing for discussion on modifications or next course of action for the client. At the beginning of the program, there will be a higher level of supervision and feedback from the supervisor to help support the students in critical thinking and understanding effective implementation and practice. As their program continues, students will be providing more feedback to the supervisor to ensure that they are developing the problem solving and critical thinking skills to be able to independently deliver effective clinical services. The student must be flexible and be willing to reflect on sessions to provide the best care for their client.

CALIPSO and Maintaining Clock Hours

The University of New Haven is using CALIPSO, a web-based secure platform system, to track students' clinical clock hours, clinical evaluations, and program outcomes. At the beginning of their first semester of coursework, students will create an account for CALIPSO. The site can be accessed at: <https://www.CALIPSOclient.com/>. **The cost of CALIPSO is in a lab fee at the University. Students should not pay CALIPSO directly. If prompted to pay CALIPSO please contact the program director.** Students are responsible for maintaining accurate records of earned clock hours. Students may earn clock hours with a class assignment (e.g., direct client interaction or clinical simulation) which is supervised and approved by a licensed and certified speech-language pathologist. For evidence that graduate students possess the knowledge and skills in diverse areas relating to prevention, assessment and treatment of communication disorders, the Knowledge and Skills form is used which is housed in CALIPSO.

Clinical Curriculum and Sequencing

The University of New Haven and School of Health Sciences follow procedures to ensure that there are written agreements between the university and external clinical placements. The Director of Accreditation for the School of Health Sciences will ensure the agreements are accurately completed, valid, and active. In addition to written agreements, the person responsible for clinical placements will ensure that the supervisor has valid and active state licensure and ASHA certification.

An electronic portfolio (see Appendix: Clinical Summative E-Portfolio Guidelines) will be initiated in the first semester. It is expected for students to maintain the e-portfolio with artifacts from clinical practica and courses. An outline for the portfolio is provided for students to begin organizing information.

3: Assessment

Assessment of Student Learning

The development of student learning outcomes is an ongoing process that is guided by the mission of the university, school, and program as well as through scheduled meetings among the program faculty, external clinical supervisors, SLP program advisory board, and students and consultation with the Dean of the School of Health Sciences. The SLP program faculty will be responsible for continuously ensuring that the student learning outcomes align with the CCC-SLP standards. A variety of formative and summative assessments will be utilized throughout the student's coursework to ensure that the student's learning focuses on increasing the knowledge and skills required for entry into professional practice. These may include course exams, case studies, student self-evaluation, instructor evaluation, completion of class assignments/clinical notes, and advisor meetings (i.e., coursework and clinical), pass rate on Praxis examination in SLP. At a program level, students will complete a summative e-portfolio of clinical coursework artifacts, comprehensive examination for academic coursework, and a capstone project.

Note to students: As you move through this program, focus should be on completing assignments with the goal of building your skills and showing your instructors what you will be able to accomplish as a future speech-language pathologist. You will be asked to apply clinical reasoning, make meaningful connections between theory and practice, and adapt your approach to meet the needs of individuals in cases presented. Instead of getting caught up on the specifics of grading criteria or being concerned with the specific questions that will be on an exam, focus on understanding the content that is delivered in the classroom and in your clinical settings.

You are here to learn how to screen, assess, treat and support individuals with a variety of communication and swallowing disorders. Your goal should not be to prove how smart you are, but to prepare yourself to serve real people with compassion, flexibility, and competence. Your grades will reflect your competence, not the effort you put toward completing a project or studying for an exam.

Comprehensive Examination

The Comprehensive Examination requires that you integrate knowledge across the curriculum. The exam will be administered during the last semester of the graduate program. The Speech-Language Pathology program will publish the designated date and time of the exam at the beginning of the semester in which the exam is administered. Students will register for the exam. The maximum time limit for the comprehensive examination will be two and a half hours (2.5 hours) and is to be completed in a single session in a designated classroom. Students registered with the Accessibility Resource Center are eligible for test accommodations. In addition, if you are a non-native English speaker approved by the Educational Testing Service (ETS) to take the Praxis with special arrangements, you can also request test accommodations for the comprehensive examination. Documentation from ETS must be submitted to the Program Director at the time of registration for the comprehensive examination.

A passing score on the comprehensive exam is an 80%. Students that receive a score of 60-79.99% will take an additional oral examination based on content areas missed in the written examination. Students that score <60% will repeat the written comprehensive exam no later than the midterm of the final semester of enrollment.

Policies for Intervention and Remediation

Notes from student meetings addressing concerns will be entered into the student's degree audit and Navigate. This allows for students to self-initiate or for faculty to issue an alert at the program and university level. Follow-up email will allow for initial connection to meet the concerns and create a plan for improvement. A copy of this email will be placed in the student folder. If the student requires remediation or is placed on probation, the notes from all

meetings are housed in the student e-file, and a file in the program director's office.

Students who are counseled and do not reach out for support, and take part in their remediation plans, will not continue to be reminded of their responsibilities. You must be proactive when you are falling behind.

Academic

Students are required to maintain a cumulative GPA of 3.0 or "B" level work in all academic coursework to demonstrate adequate depth and breadth of knowledge and skills. If a student's cumulative GPA falls below a 3.0 or they receive lower than a B- in a specific course, a student will be placed on academic probation. Students placed on academic probation must meet with their academic advisor to develop an academic remediation/support plan. The student will remain on academic probation for the following semester. If they are unable to increase their cumulative GPA to a 3.0 or higher in subsequent semesters, they will be dismissed from the program. A student may only be on academic probation for one occurrence. A second occurrence of academic probation will result in dismissal from the program. A grade of C+ requires that students repeat the coursework before they can graduate. Students who fail a class more than once or fail more than one class, will be dismissed from the program.

Students who were offered conditional admission, are required to make hold a 3.0 or higher in all coursework for the first semester. A grade lower than a 3.0 will warrant dismissal from the program.

Students should proactively reach out to their academic advisor and professors, if they are receiving grades under an 80%. In these cases, academic interventions will be established as a preventative measure. If students do not apply the identified academic interventions and fail courses, they will modify the plan with their advisor and will identify a strategy to succeed in their coursework and clinical practica for the following semester.

Clinical

Students are required to maintain a cumulative GPA of 3.0 or "B" level work in all clinical practica to demonstrate adequate depth and breadth of clinical knowledge and skills. If a student receives a B- or lower, they will meet with their advisor and clinical supervisor to develop a remediation/support plan. The remediation/support plan will be designed based on the areas of improvement needed by the student.

4: Graduation Requirements

Graduation Requirements

1. Completion of a minimum of 78 semester credit hours addressing the knowledge and skills pertinent to the field of speech-language pathology. The semester hours include undergraduate and graduate coursework.
2. Complete a program of study with a minimum of a 3.0 GPA out of 4.0 GPA (a minimum of 78 semester credit hours overall, including at least 63 at the graduate level) that includes academic coursework sufficient in depth and breadth to achieve the specified knowledge outcomes (see student learning outcomes). The student must maintain documentation of coursework at both undergraduate and graduate levels demonstrating that the requirements in this standard have been met. The minimum of 36 hours of coursework at the graduate level must be in speech-language pathology. (CAA Standards)
3. 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B and 3.1.6b). Verification is accomplished by submitting an official transcript showing that the minimum credit hours have been completed.
4. Completion of graduate capstone project (CFCC Standard IV- C, IV-D, IV-E, IV-F, IV-G, V-A, V-B and CAA Standards 3.1.1B and 3.1.6B).
5. Completion of a minimum of 400 clock hours of supervised clinical experience in the practice of speech- language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct

client/patient contact (CFCC Standard V-C).

- a. 325 of the 400 clock hours must be completed during graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CFCC Standard V-D, V-F and CAA Standards 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B and 3.1.6b).
6. Completed application for graduation one semester before the completion of the program requirements.
7. Completed KASA Form with academic and clinical coursework. (CAA Standards 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B and 3.1.6b).
8. Successful completion and passing of the Praxis examination in speech-language pathology that is administered by the Educational Testing Service (ETS).

After completing the academic and clinical requirements, individuals applying for certification in speech-language pathology must complete a Speech-Language Pathology Clinical Fellowship experience under the mentorship of an individual holding ASHA certification. For more information, visit the following website: <https://www.asha.org/certification/clinical-fellowship/>

5: Policies

ASHA Code of Ethics

Students are regarded as professionals and are responsible for adhering to the ethical standards of the American Speech-Language-Hearing Association (ASHA) Code of Ethics, which is available by clicking the following link: <https://www.asha.org/Code-of-Ethics/> It is the student's responsibility to ***read, understand and apply*** these principles. Any violation or inability to meet the purpose of this code is considered unethical and is enough grounds for a letter drop in a practicum course or academic course and/or dismissal from the program. (Standard IV-E, V-B, VII-C). During their first semester, students will be required to sign a statement confirming their knowledge of the Code and their agreement to adhere to the Code of Ethics.

2020 CFCC Standards

The 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology can be found at the following link: <https://www.asha.org/certification/2020-slp-certification-standards/>

ASHA Scope of Practice

This scope of practice document is an official policy of the American Speech-Language-Hearing Association (ASHA) defining the breadth of practice within the profession of speech-language pathology. The SLP scope of practice can be found at the following link: <https://www.asha.org/policy/SP2016-00343/>

Infection Control Policy and Resources

The following Infection and Hazard Control Protocol is designed for use by the University of New Haven Speech Language Pathology Program students, staff, and faculty. The Centers for Disease Control and Prevention (CDC) recommends certain practices for the prevention of blood-borne pathogens. Training on these guidelines is mandated annually for all individuals who are recognized as at-risk of occupational exposure for blood-borne pathogens.

Standard Precautions include hand hygiene, sterilization of reusable equipment, isolation precautions, wearing personal protective equipment, following needle safety and sharps disposal procedures, and understanding medical waste disposal. The basis for this protocol is the recommendations of the Centers for Disease Control and the Occupational Safety and Health Administration-Occupational Exposure to Bloodborne Pathogens Standard as well as the [University of New Haven Bloodborne Pathogens Exposure Control Plan](#).

PERSONAL PROTECTION

1. **All students must have a physical examination on an annual basis.** As healthcare workers, students have an ethical responsibility to monitor their personal health.
2. **All students in the clinical course sequence are required to complete a Bloodborne Pathogens training and quiz at the start of each semester on Canvas.** Students could potentially be exposed to bloodborne pathogens while conducting normal clinical functions. The University of New Haven provides training to potentially exposed students to ensure they are fully informed of the hazards and protective measures.
3. **Personal Protective Equipment**
 - a. Protective Clothing Protective gowns must be worn during patient care activities that may generate splashes of blood, body fluids, secretions, or excretions to protect skin and clothing. Soiled gowns must be removed as soon as possible followed by prompt handwashing.
 - b. Eye Protection - Students must wear eye protection during patient care activities that may generate splashes of blood, body fluids, secretions, or excretions to protect their eyes. The eye wear may consist of goggles or glasses with solid side shields or chin length face shields. If an individual wears prescription lenses,

removable side shields are available in order to ensure eye safety. Eye protection lenses must be able to withstand repetitive washing with an antimicrobial soap. Disinfection of side shields must occur at the end of each clinic session so that reuse can occur.

- c. Masks - Masks may be worn during patient care activities that may generate splashes of blood, body fluids, secretions, or excretions to protect their face. Chin-length face shields are not a replacement for face masks; if a face shield is worn, it will be used in combination with a face mask. Masks must be secured to completely cover the nose and mouth. Masks cannot be worn under the chin or around the neck. Students are to follow the standards set for mask wearing at each clinical site.
 - d. Gloves - Gloves must be worn when it can be reasonably anticipated that the student may have hand contact with blood, other potentially infectious materials, mucous membranes, non-intact skin and when handling or touching contaminated items or surfaces. Disposable (single use) gloves such as surgical or examination gloves will be replaced as soon as practical when contaminated or as soon as feasible if they are torn, punctured, or when their ability to function as a barrier is compromised. Changing of gloves will occur between patients and when they become tacky, cracked, discolored, caked with blood, torn, or punctured.
 - i. Decontamination of utility gloves must occur before reuse, and utility gloves will be disposed of when evidence of cracking, peeling, tearing, puncturing, or other deteriorating signs are present. Deterioration of utility gloves interferes with their ability to function as effective barriers.
- SANITATION, DISINFECTION, STERILIZATION AND DISPOSAL**

NOTE

1. Products that disinfect treatment area surfaces are only effective if the surface is clean. Routine sanitation of the treatment environment and treatment room surfaces will occur through the combined efforts of the custodial staff and the students/faculty. For disinfection purposes, an appropriate disinfectant will be available for disinfecting surfaces in the clinic setting.
2. Treatment area surfaces that are not easily disinfected will be covered with protective coverings.
3. Most soiled items are general medical waste and thus can be disposed of with ordinary waste. Examples include used gloves, masks, gowns, lightly soiled gauze or cotton rolls, and environmental barriers (e.g., plastic covers or barriers) used to cover equipment during treatment.

Although any item that has had contact with blood, exudates, or secretions might be infective, treating all such waste as infective is neither necessary nor practical. Infectious waste that carries a substantial risk of causing infection during handling and disposal is regulated medical waste.

Regulated Waste means liquid or semi-liquid blood or other potentially infectious materials; contaminated items that would release blood or other potentially infectious materials in a liquid or semi-liquid state if compressed; items that are caked with dried blood or other potentially infectious materials and can release these materials during handling; contaminated sharps; and pathological and microbiological wastes containing blood or other potentially infectious materials.

Any disposable items contaminated with blood, or any other potentially infectious materials will be placed in an appropriately labeled, covered container at the completion of patient treatment. Custodial personnel are responsible for the collection of infectious waste and placement of it into larger, labeled containers. A waste management company collects infectious waste regularly.

WORK PRACTICE CONTROLS

1. Speech-Language Pathology students and faculty adhere to the practice of Standard Precautions during patient treatment and evaluation.
2. The Exposure Control Plan in its entirety will be available in the Resource Room; the plan outlines the procedures to follow should an accidental exposure to bloodborne pathogens occur.

INFECTION CONTROL

The UNH Speech Language Pathology Clinic is designed to minimize the potential for transmission of disease. Handwashing stations are easily accessible. The traffic flow, treatment areas, and central sterilization areas are designed to minimize the number of contaminated work areas.

For additional information, please review the following link of ASHA's Infection Control resources:

<https://www.asha.org/slp/infectioncontrol/>

Please refer to the **University of New Haven's Bloodborne Pathogens Exposure Control Plan**

Tests and Materials Checkout Procedures Policy

Students must sign out the materials that they are borrowing from the Resource Room. It is expected that materials are returned within one week of borrowing date for others to access. The form will be posted in the Resource Room for signing out. When an item is returned to the Resource Room, the student is expected to mark on the Materials Checkout form that it has been returned.

HIPAA and Client/Patient Confidentiality

Students are required to follow departmental policies and Health Insurance Portability and Accountability Act (HIPAA) of 1996 policies regarding confidentiality. The HIPAA requirements apply to the use, storage, and/or electronic transmission of patient related information to ensure patient confidentiality for all health care related information. Identifiable health information is called "protected information" and should not be shared with others. Examples of identifying information include name, social security number, address, email, employer/school, etc. These are considered a "covered entity" and are subject to HIPAA. The HIPAA privacy rule, along with the information itself, cover an entity or device which collects, stores, or transmits data electronically (including social media), orally, in writing or through any form of communication, including fax.

This means that students should not be discussing client/patient by name with anyone other than their clinical supervisor/instructor. Students should not provide any identifying information in texts, emails, social media, etc. Students cannot take pictures of their clients/patients without a written release of information which includes the purpose/use of the picture.

Further, a Speech Language Pathology graduate student enrolled in the program and any clinical rotation is required to have completed and to maintain a current HIPAA training. The due date for completion of this training will be during the first semester enrolled in the program and will be provided by your Program Director or the Clinic Coordinator. The student should keep a copy for him/herself and follow program requirements to turn a copy in for records of the program. Failure to comply with HIPAA laws and regulations may result in dismissal from the program.

FERPA Policy

The University of New Haven complies with The Family Educational Rights and Privacy Act of 1974 (FERPA). This act

affords students certain rights with respect to their educational records. All academic records of are stored in the Office of the Registrar. Financial Aid records are stored in the Office of Financial Aid. Students who may wish to review their records must request to do so in writing. The student's current contact information must be provided in the written request.

A student's permanent academic record includes official grades and transcripts. Other academic records include, but are not limited to admission application, transcripts from high schools or other institutions, exam scores, supporting documentation, and correspondence from other offices. Relevant documents are scanned to the student's record in Banner and destroyed when they no longer have immediate administrative use.

Notification of Family Educational Rights and Privacy Act (FERPA)

The Family Education Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records, as follows:

(1) The right to inspect and review the student's education records within 45 days of the day the university receives a request for access.

Students should submit to the registrar, dean, head of academic department or other appropriate official written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the university to amend a record that they believe is inaccurate or misleading. They should write the university official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is a disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Governors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University New Haven to comply with the requirements of FERPA.

The name and address of the office that administers FERPA are Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue SW, Washington, DC 20202-4605.

For more information, questions, and or concerns, please visit the following link:

<https://www.newhaven.edu/about/departments/registrar/ferpa/index.php> or contact:

Office of the University Registrar Bergami Hall
Phone: (203) 932-7309
Fax: (203) 931-6096
Email: Registrar@newhaven.edu

Health Clearance for Students

Health clearance, background check and illegal drug screening are required upon entrance into the Speech Language Pathology Program. An immunization and health screen form including required immunizations and blood test proving immunity, along with illegal drug screening will be provided to clinical placements as they request. Background checks will be completed as requested/required by clinical placements. Students may be asked to submit proof of vaccinations/immunity as needed by the program.

Please see the Immunization and Health Screen form in the appendices.

Note: Students in the Speech Language Pathology Program are required to attend significant clinical hours within external clinical settings. Many clinical site partners do not allow exemptions to vaccinations, therefore non-vaccinated students would not be able to successfully complete the requirements of the program for graduation.

Policy for Maintaining Confidentiality

Students are expected to maintain confidentiality in oral and written communication. Students are expected to follow policies and procedures established by their site supervisor regarding report writing and other oral and written communication. Any written communication with a site supervisor needs to occur via the University of New Haven provided email address and should not include any clients' personal health information (name, address, etc.)

Policy for Student Criminal Background Checks and Drug Screening

Program policy requires background checks to be obtained prior to clinical placements. During the mandatory orientation of newly admitted master's students, information regarding the registration for background checks will be shared and disseminated. It is the student's responsibility to obtain the necessary fingerprinting at a local facility that is certified to complete background checks. This must be completed by the end of their first semester, prior to clinical practicum.

All graduate students in SLP Program work with vulnerable populations in the provision of speech, language and hearing services and have access to confidential client information. Therefore, the School requires you to sign a form every year stating that your status, documented on the criminal background check, has not changed. Changes to your status may serve as grounds for denial of enrollment in clinical courses and placement at clinical sites, removal from clinical courses and sites, or ultimately in dismissal from the program.

External Clinical Practicum: Prior to placement in practicum and external rotation sites, you may be required to comply with additional background check requirements for a specific site. Any fees associated with fingerprinting are the students' responsibility.

Graduate Student Proficiency in English

International Students

International degree-seeking applicants whose native language is not English are required to submit a Test of English as a Foreign Language (TOEFL iBT) for University of New Haven Graduate School admissions. Applicants need an overall score of a minimum of 100 on the TOEFL iBT. It is expected that students will have the necessary English skills to provide speech and language services to clients with a communication disorder. Periodically, international students who perform adequately on the TOEFL do not have English proficiency sufficient to begin clinical practicum. These situations are dealt with on an individual basis by the faculty and may include one of the following recommendations:

1. Monitoring voice, fluency, articulation, and language throughout clinicals.
2. Referral to an otolaryngologist for voice problems.
3. Evaluation/therapy recommendation for speech, language, and/or fluency.

The abovementioned recommendations may need to be completed prior to clinical training and will be recorded in a student's file.

Procedure to Express a Complaint about the Speech-Language Pathology Program

University Policy on "How to File a Grievance" (Taken from the UNH Student Handbook) *Grievances Against Faculty Members*

The procedure for investigating formal grievances against faculty members is governed by the General Grievance Committee, empowered by the Faculty Constitution. This committee is accessible to all students at UNH, and its policies apply to all instructors at UNH. Its jurisdiction extends to all grievances involving faculty except for allegations of racial/sexual harassment (a separate committee addresses those issues) and cases handled by the student discipline system. A student who wishes to initiate a grievance against an instructor can obtain a copy of the complete statement of the Committee's Policies and Procedures, as well as the form required to document the grievance, from the offices of the Dean of Students, the Faculty Senate, or the Provost or from the Committee Chair. There is a limit of one year between the time the grievous event happens and the time the student must first contact the Grievance Committee.

How to Pursue a Grievance

Student grievances against an instructor demand a sincere effort towards resolution, from both the student and the instructor before they reach the committee. The student should first speak with the instructor regarding the complaint. If the issue is not resolved, consult with the chair of the department which employs the instructor. Normally, complaints can be resolved at this level. If the issue is not resolved, consult with the dean of the school which employs the instructor and then the Office of the Provost. The form used to initiate a grievance against a faculty member provides space for each of these individuals to document what was accomplished at each of those levels. This important information allows the committee to fully understand the student's complaint and to decide how to resolve the complaint effectively. Interacting with the Grievance Committee In those instances where the instructor's superiors cannot resolve the complaint, the grievance is forwarded to the Grievance Committee. The committee follows a formal procedure for gathering evidence and scheduling hearings as necessary. Both the instructor and the student have special rights and obligations during this process, so it is important to obtain a copy of the statement of Policies and Procedures. All of the committee's actions are kept confidential. The conclusions of the committee are binding and are reported to the Provost for implementation.

Grievances Against Administrative Departments

The University of New Haven has established grievance procedures for students who have a concern or complaint regarding administrative issues. Individual offices and non-academic programs have developed grievance procedures for their respective office or program. Please refer to the individual department grievance procedures outlined within this handbook, or on the department's website. If students are not satisfied with the outcome of a fully exhausted institutional grievance procedure, the following organizations may be contacted for assistance:

New England Association of Schools and Colleges, Commission on Institutions of Higher Education

3 Burlington Woods Drive, Suite 100

Burlington, MA 01803-4514 • (781) 425-7700

<https://www.neasc.org/policies> http://cihe.neasc.org/standards_policies/commission_policies

Connecticut Office of Higher Education

61 Woodland Street, Hartford, CT 06105-2326

(800) 842-0229

www.ctohe.org/studentcomplaints.shtml

ASHA CAA Complaints

Complaints about the Speech Language Pathology Program to ASHA-CAA must: (a) relate to the accreditation standards of education programs in speech-language pathology, and (b) include verification. If the complaint is from a student or faculty/instructional staff member, the complainant must follow all institutional grievance policies and review the procedure prior to submission to the Council on Academic Accreditation.

The complaint procedure is detailed in the CAA Accreditation Handbook (Chapter XIII). Criteria for complaints and submission requirements can be found at <https://caa.asha.org/programs/complaints/>.

The complainant must have exhausted all institutional grievance and review mechanisms before submitting a complaint to the Council on Academic Accreditation (CAA).

All complaints must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association, 2200 Research Boulevard, Rockville, MD 20850-3289. The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards and provide supporting data for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by email or fax. Please visit the ASHA website at www.asha.org for more information.

Policies for Academic and Clinical Integrity, Conduct, and Violations of Conduct

In addition to adhering to University policies and procedures, students are expected to comply to the ASHA's Code of Ethics and professional academic and clinical conduct expectations.

When in the on-campus clinic, academic environments, and community-based settings, students must comply with all policies and procedures associated with the University of New Haven clinical and academic contexts. Students are also expected to comply with the policies associated with external clinical placements. Adherence to professional expectations will be taken into consideration when calculating individual student grades on assignments or assessments as well as the overall course grade.

Students will sign a professionalism contract in their first semester enrolled in the program (located in the Appendices). Students will sign a contract in their first semester outlining the professional clinical and academic conduct expected. By signing the contract, the students are acknowledging that they agree to the conduct outlined in the contract and understand that they may be dismissed from a clinical placement or the program if they do not adhere to the contract.

Diversity and Inclusion Policy

The SLP program is committed to achieving a diverse and pluralistic community, which reflects the multi-racial, linguistically, culturally, and individually diverse society in the United States through strict non-discrimination in admissions, academic programs, clinical placements, and employment. The commitment to Affirmative Action is also a commitment to be proactive in the continuing effort to diversify the student body at the University and within the SLP program.

Accessibility and Inclusion

The University of New Haven's mission is to provide a student-centered high-quality education through experiential, collaborative, and discovery-based learning, preparing all students to lead purposeful and fulfilling lives in a global society. The objective of the university's Accessibility Resource Center (ARC) is to provide comprehensive services and support that serve to promote educational equity and ensure that students are able to participate in the opportunities available at the university. Students in need of accommodations are encouraged to reach out to the university's ARC to request services. For more information regarding the steps to request accommodations and services, visit <https://www.newhaven.edu/student-life/diversity-inclusion/accessibility-resources-center/>.

Statement of Non-Discrimination

The SLP program is committed to achieving a diverse community, which reflects the multi-racial, linguistically, culturally diverse society in the United States through strict non-discrimination procedures in admissions, academic programs, clinical placements, and employment. The commitment to Affirmative Action is also a commitment to be proactive in the continuing effort to diversify the student body at the University and within the SLP program.

Clinical Non-Discriminatory Policy

Individuals must not discriminate in the delivery of professional services on any basis that is unjustifiable or irrelevant to the need for and potential benefit from services which includes but is not limited to race, sex, age, religion, national origin, sexual orientation, or disability.

Professional Behaviors

Professionalism must be adhered to at all times. Students are expected to adhere to the **ASHA Code of Ethics** as reflected in appearance, attitude, communication, decision-making capabilities, and actions. Students will interact in a courteous and professional manner with peers, faculty, clients, and related professionals; adhere to professional standards and policies with regard to: behavior, attire/dress code, attendance, punctuality and absence from an assigned applied experience; and regard the patient/client as the first priority in the clinic. If a concern with professional behavior arises, the faculty member will speak with the student and put a note in the student's file. If the problem persists, the program director and/or chair will speak with the student and discuss if a remediation plan is warranted and implemented.

Communication, Social Media & Cell Phone Policy

Please refer to the University of New Haven's student handbook: <https://issuu.com/university-of-new-haven/docs/student-handbook>

Policy for Viewing/Obtaining Records and Retention of Files

The University of New Haven complies with The Family Educational Rights and Privacy Act of 1974 (FERPA). This act affords students certain rights with respect to their educational records. All academic records of are stored in the Office of the Registrar. Financial Aid records are stored in the Office of Financial Aid. Students who may wish to review their records must request to do so in writing. The student's current contact information must be provided in the written request. At the university level, a student's permanent academic record includes official grades and transcripts. Other academic records include, but are not limited to: admission application, transcripts from high schools or other institutions, exam scores, supporting documentation, and correspondence from other offices. Relevant documents are scanned to the student's record in Banner and destroyed when they no longer have immediate administrative use.

At the program level, the program will maintain students' permanent program files within the department, which will include signed copies of clock hours, KASA summaries, clinical placements, and other pertinent information. The student is also responsible for keeping signed copies in their personal file. Current students may request access to their program file with their faculty advisor. Students who graduated or who are no longer students, will request access to their file by contacting the administrative assistant for the School of Health Sciences. Program records will be retained for 7 years from the entry date of the program.

Per institution policy, the University of New Haven's retention policy is as follows:

Notwithstanding the Retention Periods for student records listed below if there is an outstanding request to review student Records, the records that are subject of the request must not be destroyed.

Admissions Documents for students who do not Enter

- 2 Years Acceptance, Rejection, and Wait-List Letters
- 2 Years Advanced Placement Records
- 2 Years Applications for Admissions
- 2 Years Entrance Examination Records
- 2 Years Interview Reports
- 2 Years Letters of Recommendation
- 2 Years Placement scores
- 2 Years Readmission Forms
- 2 Years Test Scores
- 2 Years Transcripts from High Schools or other Colleges

Admissions Documents for students who do not Enter

- 5 Years from Last Term Attended Acceptance Letters
- 5 Years from Last Term Attended Advanced Placement Records
- 5 Years from Last Term Attended Application for Admission
- 5 Years from Last Term Attended Correspondence
- 5 Years from Last Term Attended Entrance Examination Records

Inclement Weather Policy

Please refer to the University of New Haven's Inclement Weather Policy.

Critical Incident Management and Emergency Communications

The University of New Haven Police Department is a fully sworn, accredited police department and is responsible for providing 24/7/365 police services to help ensure the personal safety of all University students, faculty, staff, and guests. The University of New Haven Police Department responds to emergencies, motor vehicle accidents, disputes, criminal complaints, and personal injury accidents. **LiveSafe App.**

All members of the campus community are encouraged to download the LiveSafe App associated with the University of New Haven. With the LiveSafe app, you have a fast and direct connection to the University of New Haven Police Department, twenty-four hours a day, seven days a week. Not just for emergencies, the app can help you — and us — be more pro-active in keeping everyone in our community safer.

Please note: LiveSafe replaces all previous public safety apps for the University of New Haven, and is available to both students and family members, as well as employees.

1. Download the app on your iPhone or Android.
2. Select "University of New Haven, Main Campus" as your affiliation.

3. Fill in your user profile.
4. You're set! Start using the app to stay safe every day.

Emergency Telephones

Emergency telephone call boxes and blue phones are installed at key locations on campus for student safety. They may be found in parking lots including the Dental Hygiene and Echlin Hall lots, adjacent to the residence halls, at the North Campus, and elsewhere on campus. Students should familiarize themselves with their locations in the event that they need to use an emergency telephone. In case of emergency, the emergency telephone may be activated by pressing the black button on the front. A connection will be made to the University of New Haven Police Department. Once the phone is activated, there is a two-way connection which remains active, allowing the individual to speak with the dispatcher or monitor activity in the telephone to be monitored by the University of New Haven Police Department. In addition, when activated, a blue strobe light will continually flash to further identify the location of the emergency and an officer will respond to the location of the emergency telephone. False activation of an emergency telephone has serious implications for student safety. Anyone involved in tampering with or falsely activating an emergency telephone will be subject to disciplinary action, a fine, possible expulsion from the University, and full prosecution under the laws of the State of Connecticut. Should a student witness a false activation of an emergency telephone, he or she should contact the University of New Haven Police immediately. First Aid Immediate first aid is available to members of the University community and their guests by contacting the University Police Department or by calling 911.

APPENDICES - FORMS



The University of New Haven seeks to maintain a supportive academic environment for all students inclusive of those with disabilities including chronic health-related conditions and military service-connected disorders. If you feel that you may need reasonable accommodations to enable your full participation in this course, please provide me with your Verification of Reasonable Accommodations letter through AIM found in MyCharger or contact the Accessibility Resources Center to begin the process to ensure that accommodations can be made available to you. Reasonable accommodations are not required to be provided retroactively and may not be made without written verification from the Accessibility Resources Center. The Accessibility Resources Center is located in Sheffield Hall on the ground floor in the rear of the building, and can be reached by email at ARC@newhaven.edu or by phone at (203) 932-7332.

I acknowledge that I am responsible for establishing accommodations through the Accessibility and Resource Center. My professors and clinical supervisors cannot provide accommodations without a letter from ARC. Accommodations must be reasonable and will not impede me from completing my roles as a speech-language pathologist.

Student Name (Printed)

Date

Student Signature



An overview of the following information will be reviewed/received at Graduate Orientation.

- ☐ Received a copy of the Speech-Language Pathology Student Handbook
- ☐ Verified that the University email address is working
- ☐ Reviewed and signed up for CALIPSO
- ☐ Reviewed and signed up for Simucase
- ☐ Reviewed Plan of Study
- ☐ Reviewed Progress Improvement Plans (PIPs)
- ☐ Reviewed and Signed Acknowledgement of Responsibility for Accommodations
- ☐ Reviewed and Signed Eligibility Requirements and Essential Functions Acknowledgement Form
- ☐ Reviewed and Signed Graduate Student Professionalism Contract
- ☐ Signed ASHA Code of Ethics Acknowledgement Form
- ☐ Signed Graduate orientation checklist form

Student Acknowledge of Understanding

I have read and understood all the policies and procedures in the Speech-Language Pathology Program Handbook and agreed to abide by the ASHA Code of Ethics.

Student Name (Printed)

Date

Student Signature



The Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) developed a framework of guiding principles of essential functions in Speech-Language Pathology (2007). This provides an objective, non-discriminatory manner to focus on student development behavior on behavioral standards. The University of New Haven adopted this framework to provide objective criteria to students. Students will receive this form at Graduate Orientation. Students are responsible for reviewing the form, asking questions as needed, and signing the form. The signed form will be housed in the student file. Each student is expected to uphold the following essential functions throughout the program. If a student is unable to do so, they may be ineligible to continue the program. These Essential Functions are in addition to the Knowledge and Skills (KASA) Standards required by the American Speech-Language-Hearing Association's Council for Clinical Certification for application for the Certificate of Clinical Competence (CCC-SLP).

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. The starred items (*), however, are skills that are more inherent and should be present when a student begins the program.

If a student feels that they require a reasonable accommodation(s) for any component of the graduate program (didactic or clinical), they must register with the Accessibilities Resource Center (ARC). Please visit the following link for the step-by-step guidelines to requesting accommodations: <https://www.newhaven.edu/student-life/diversity-inclusion/accessibility-resources-center/new-students/step-by-step-guide.php> Students may request accommodations at any time, but new students should submit requests by August 1 to ensure timely implementation of accommodations.

COMMUNICATION

A student must possess adequate communication skills to:

- *Communicate proficiently in both oral and written English language. (Language to be determined by the program.)
- *Possess reading and writing skills sufficient to meet curricular and clinical demands.
- *Perceive and demonstrate appropriate non-verbal communication for culture and context.
- *Modify communication style to meet the communication needs of clients, caregivers, and other persons served.
- Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
- Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of coursework and professional practice.
- Convey information accurately with relevance and cultural sensitivity.

MOTOR

A student must possess adequate motor skills to:

- *Sustain necessary physical activity level in required classroom and clinical activities.
- *Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.
- *Access transportation to clinical and academic placements.
- *Participate in classroom and clinical activities for the defined workday.
- Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
- Manipulate patient-utilized equipment (e.g., durable medical equipment to include AAC devices, hearing aids, etc.) in a safe manner.
- Access technology for clinical management (i.e., billing, charting, therapy programs, etc.)

INTELLECTUAL / COGNITIVE

A student must possess adequate intellectual and cognitive skills to:

- *Comprehend, retain, integrate, synthesize, infer, evaluate, and apply written and verbal information sufficient to meet curricular and clinical demands.
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
- Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan, and implementation.
- Self-evaluate, identify, and communicate limits of one's own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
- Utilize detailed written and verbal instruction in order to make unique and dependent decisions.

SENSORY/OBSERVATIONAL

A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:

- Visually and auditorily identify normal and disordered (fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology, and phonology, hearing and balance disorders, swallowing cognition, social interaction related to communication).
- Identify the need for alternative modalities of communication.
- Visualize and identify anatomic structures.
- Visualize and discriminate imaging findings.
- Identify and discriminate findings on imaging studies.
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments & tests.
- Recognize when a client's family does or does not understand the clinician's written and or verbal communication.

BEHAVIORAL/ SOCIAL

A student must possess adequate behavioral and social attributes to:

- *Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.
- *Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.

- *Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.
- *Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
- Dress appropriately and professionally.

By signing this document, I acknowledge that I can perform all of the essential functions in speech- language pathology listed above.

Student Name (Printed)

Student Signature

Date



Position Statement

It is the position of the American Speech-Language-Hearing Association (ASHA) that students and professionals in communication sciences and disorders who speak with accents and/or dialects can effectively provide speech, language, and audiological services to persons with communication disorders as long as they have:

the expected level of knowledge in normal and disordered communication, the expected level of diagnostic and clinical case management skills, and if modeling is necessary, are able to model the target phoneme, grammatical feature, or other aspect of speech and language that characterizes the client's particular problem (ASHA, 1998a, p.1)

All individuals speak with an accent and/or dialect; therefore:

the nonacceptance of individuals into higher education programs or into the professions solely based on the presence of an accent or dialect is discriminatory. Members of ASHA must not discriminate against persons who speak with an accent and/or dialect in educational programs, employment, or service delivery, and should encourage an understanding of linguistic differences among consumers and the general population. (ASHA, 1998a, p.1)

Reference: American Speech-Language-Hearing Association. (2011). *The clinical education of students with accents* [Professional Issues Statement]. Available from www.asha.org/policy/.

During the initial advising meeting, the advisor will screen the student's oral communication skills in conversation. This form will be filled out at the initial meeting and kept in the student's file.

Faculty will let the student know the results of the screen and any recommendations such as:

1. Monitoring voice, fluency, articulation, and language throughout clinicals.
2. Referral to an otolaryngologist for voice problems.
3. Evaluation/therapy recommendation for speech, language, and/or fluency.

The abovementioned recommendations may need to be completed prior to clinical training and will be recorded in a student's file.

Please check one of the following:

_____ Student passed the screening

_____ Student failed the screening

Student Signature: _____

Advisor Signature: _____

Date: _____



CLINICAL REFLECTION

Student Clinician: _____ **Week:** _____ **Date:** _____

Supervisor: _____ **Site:** _____

I. Clinical Document Checklist

The following items have been submitted to your supervisor:

- | | | |
|--|--|--|
| ☐ Session/Lesson Plans | ☐ SOAP/Progress Note(s) | ☐ Material(s) |
| ☐ Weekly Clinical Hours | ☐ Diagnostic Report(s) | ☐ Session Debrief |

Documentation Submitted via:

- | | |
|----------------------------------|---------------------------------------|
| ☐ Email | ☐ Canvas (LMS) |
| ☐ CALIPSO | ☐ Other _____ |

II. Clinical Journal

Based on your session(s), identify two positive experiences (i.e., materials, procedures, data, cues/feedback, interpersonal skills):

- 1.
- 2.

Based on your session(s), identify one challenging experience (i.e., materials, procedures, data collection, cues/feedback, interpersonal skills):

- 1.

Two clinical skills (i.e., professional behavior, interpersonal skills, technical skills) you were able to develop throughout your session(s):

- 1.
- 2.

Two clinical skills (i.e., professional behavior, interpersonal skills, technical skills) you will continue to develop throughout your session(s):

- 1.
- 2.

Student Clinician Signature: _____ **Date:** _____

Supervisor Signature: _____ **Date:** _____

ASHA # _____



Master's Speech Language Pathology Program
Performance Improvement Plan (PIP) Template

__Initial Plan __Follow-up __Final Review

Student: _____ Date: _____

Faculty Member: _____ ID: _____

This PIP is being initiated due to (check all that apply):

☐ Concerns with Academic Performance

☐ Concerns with Professional Behavior

Reason for the improvement plan:

Provide documentation of prior meetings:

Goals: Write out the measurable goals and the directives that the student is expected to follow while on the PIP:

Goal 1:

Directives:

Goal 2:

Directives:

The PIP is being implemented for (student name) _____, to ensure that he/she/they are able to demonstrate improvements in _____, the plan will be completed by (date) _____ when the student has consistently demonstrated the ability to (expected behaviors) _____ and/or has achieved a passing grade in (course name) _____.

Remediation Plan and Schedule:

Specific Behavioral Objectives (aligned to areas of concern)	Method of Remediation	Target Date	Met? Yes/No (and date)

Faculty Responsible for Monitoring Remediation Plan: _____

Next Review Date (if applicable): _____

Progress since last review (if applicable): _____sufficient _____insufficient

Other steps taken to remediate concerns:

Student Review Committee Comments and Recommendations:

Student Comments:

Student Signature: _____ Date: _____

Committee Member Signature: _____ Date: _____

Committee Member Signature: _____ Date: _____



University of New Haven

SCHOOL OF HEALTH SCIENCES

IMMUNIZATION AND HEALTH SCREEN

University of New Haven

300 Boston Post Road

West Haven, CT 06516

203.931.6029 Fax: 203.931.6083

Name _____ Birthdate _____

E-mail Address _____

Address _____ City _____ State _____ Zip _____

Please have form completed by your physician. Submit completed form and/or other documentation to the Clinical Coordinator.
IMPORTANT: A Lab Report from your physician that demonstrates the dates and type of your vaccinations must accompany this form. If this cannot be provided, the student must provide titer lab reports for each item listed below.

PRIVACY INFORMATION: Student Health Services will exchange health information with your academic program only for purposes of determining compliance with program requirements under the Family Educational Rights and Privacy Act (FERPA).

IMMUNIZATION RECORD AND HISTORY OF PAST INFECTION

1. **MMR (Measles, Mumps, Rubella Vaccine dates: #1 _____ #2 _____**

OR individual vaccine dates, if done separately:

Measles (2 doses required): #1 _____ #2 _____

Mumps (one dose required): _____ Rubella (one dose required): _____

2. **Varicella (Chicken Pox)**

Copy of positive serum antibody titer

OR Vaccine dates: #1 _____ #2 _____

3. **Hepatitis B vaccine series AND positive IgG titer Vaccine dates:**

#1 _____ #2 _____ #3 _____

Titer Date: _____

OR

HBV-3-dose vaccine series with negative titer AND repeat 3-dose HBV series with repeat titer AND in the case of persistent negative titer, counseling by licensed practitioner regarding implications of nonresponse OR written declination form signed and submitted. Dates of Repeat Shots:

#1 _____ #2 _____ #3 _____

Titer/Date: _____ Counseling Provided: No Yes, Date: _____

4. **Flu Vaccine (Note: Required as of December 1st)**

Flu Vaccine date: _____ Proof of Vaccination submitted

5. **Tetanus/Diphtheria (Td) (booster required every 10 years) *****

***Tdap vaccine required if booster needed

Date of most recent booster: _____ Type of vaccine: _____



Name

Birthdate

E-mail Address

6. **Tuberculin Skin Test:** To be compliant for TB, you must complete a two-step PPD test, which means 2 PPD tests. The entire 2-step PPD must be completed within the month of July/August, prior to admission or start of classes. PPD tests must be read 48-72 hours after applied. If the PPD is positive, please contact the Nurse at Student Health Services. **Do not complete the PPD early! The TB test must be completed between prior to the clinical practicum requiring you to have it.** The 2nd test is usually done 1-3 weeks after the first one and both must be read within 48-72 hours or according to your doctor's directions. Please plan accordingly.

Test 1 Results: _____
 _____ Planted Read ☐ Negative ☐ Positive Reading value _____ mm Test 2 Results: _____

_____ Planted Read ☐ Negative ☐ Positive Reading value _____ mm

†Students with a history of positive PPD test MUST: Provide proof of negative chest X-ray taken after an initial positive test result. This negative X-ray will be valid for five years. "Proof of negative chest X-ray" means a health care provider completes and submits a signed medical clearance form from his/her office, indicating a negative chest x-ray result and clearance to treat patients in an acute hospital clinical setting.

7. Covid Vaccine:

Vaccine Dates: #1 _____ #2 _____
 #3 _____ #4 _____

HEALTH PROVIDER INFORMATION

Please **print** name, address, and phone number

Medical exam: I hereby certify that this student is in good health and able to participate in all clinical activities without limitations. Physical exam must be completed between May 1, 202* and August 15, 2022 to ensure eligibility to participate in patient care necessary to complete educational requirements.

Date of most recent physical exam: _____

Health Care Provider Signature: _____ Date: _____

Note: Students in the Speech Language Pathology Program are required to attend significant clinical hours at external clinical settings. Many clinical site partners do not allow exemptions to vaccinations; therefore non-vaccinated students would not be able to successfully complete the requirements of the program for graduation.



Definition: The UNH Speech-Language Pathology Student Portfolio is an electronic collection of students' achievements/learning activities/projects, as the student achieves competency in Speech-Language Pathology.

Goal: The student will appreciate and value the professional portfolio as a vehicle that demonstrates the knowledge learned from the speech-language pathology course and clinical curriculum.

Outcomes: The student will:

- Identify samples of speech-language pathology didactic, clinical and laboratory achievements / assignments / learning activities for inclusion in the portfolio.
- Utilize the portfolio as a collection of information to screen, assess and intervene in the 9 areas of speech-language pathology
- Present the completed portfolio to speech language pathology full-time faculty prior to graduation.
- Submit the final version of the student portfolio prior to graduation.

Process: To compile this portfolio, the student will:

1. Select required assignments, clinical performance outcomes and projects.
2. Maintain a portfolio check-off sheet as assignments are completed and posted to the e-Portfolio.
4. Include additional assignments to enhance their portfolio, such as honors or awards received, Student Memberships, leadership positions, University memberships and other professional associations.
5. Submit the portfolio to faculty at appropriate intervals to review portfolio development.

Required Entries: Students are required to refer to the UNH Speech Language Pathology course syllabi for instructions that are required for each e-Portfolio assignment and or project. ** This table will be modified for the corresponding cohort**

E-Portfolio			
Course	Assignment	Date in Portfolio	Advisor Signature



Speech-Language Pathology is a professional, clinical discipline. Professions require certain behaviors of their practitioners. Professional behaviors (which may or may not directly involve other people) have to do with professional tasks and responsibilities, with the individuals served by the profession and with relations with other professions. Included among professional task are education and training. The following conveys expectations for the professional behavior of those who seek to join this profession.

1. You show up.
2. You show up on time.
3. You show up prepared.
4. You show up in a frame of mind appropriate to the professional task.
5. You show up properly attired.
6. You accept the idea that “on time,” “prepared,” “appropriate,” and “properly” are defined by the situations, by the nature of the task, or by another person.
7. You accept that your first duty is to the ultimate welfare of the persons served by your profession and that “ultimate welfare” is a complex mix of desires, wants, needs, abilities, and capacities.
8. You recognize that professional duties and situations are about completing tasks and about solving problems in ways that benefits others, either immediately, or in the long term. When you are called on to behave as a professional, you are not the patient, the customer, the star, or the victim.
9. You place the importance of professional duties, tasks, and problem solving above your own needs.
10. You strive to work effectively with others for the benefit of the person served. This means you pursue professional duties, tasks, and problem solving in ways that make it easier (not harder) for others to accomplish their work.
11. You properly credit others for their work (i.e., write name of peers working on project with you, APA citations, etc.).
12. You sign your work.
13. You take responsibility for your actions, your reactions, and your inaction. This means you do not avoid responsibility by offering excuses, by blaming others, by emotional displays, or by helplessness.
14. You do not accept professional duties or tasks for which you are personally or professionally unprepared.
15. You do what you say you will do, by the time you said you would do it, and to the degree of quality you said you would do it.
16. You take active responsibility for expanding the limits of your own knowledge, understanding, and skill.
17. You vigorously seek and tell the truth, including those truths that may be less than flattering to you.
18. You accept direction (including correction) from those who are more knowledgeable or more experienced. You provide direction (including correction) to those who are less knowledgeable or less experienced.
19. You value the resources required to perform duties, tasks, and problem solving, including your time and that of others.
20. You accord respect to the values, interests, and opinions of others that may differ from your own, as long as they are not objectively harmful to the persons served.
21. You accept the fact that others may establish objectives for you. Although you may not always agree with those goals or may not fully understand them, you will pursue them if they are not objectively harmful to the persons served.
22. When you attempt a task for the second time, you seek to do it better than you did the first time. You revise the ways you approach professional duties, tasks, and problem solving in consideration of peer judgements of best practices.
23. You accept the imperfections of the world in ways that do not compromise the interests of those you serve.
24. You base your opinions, actions, and relations with others on sound empirical evidence and on examined personal values consistent with the above.
25. You expect all of the above from other professionals.



I _____ have read the information listed above and have been advised regarding expectations, policies, and procedures regarding professionalism in the clinical setting. By signing below, I agree to adhere to these standards and realize that violating any of these standards could lead to being dismissed from a clinical placement and impact my academic standings in the speech-language pathology program.

Printed Name

Signature

Date

Chial, M. (1998). Conveying Expectations about Professional Behavior, *Invited Viewpoint* 10(4) p_25.
Audiology Today, 10(4), 25.

RUBRICS FOR SUMMATIVE ASSESSMENT MEASURES

Rubric: Problem Paper (100 Points Total)

For this assignment, students are required to identify a problem of practice in the field of speech-language pathology. Students are required to include a background to the problem, using evidence to support the identified challenge in the field. Secondly, students will write a methods section to support how they will search for a solution or conduct a scoping review. Following the completion of the search, students will summarize relevant research and include a recommendations section, to provide steps to solving the problem.

Criteria	Good to Excellent	Acceptable to Good	Needs Significant Improvement	Points
Background to the Problem (15 pts)	Clearly identifies a significant problem in the field providing context and rationale using current literature. (13–15 pts)	Identifies a relevant problem with some supporting background; may lack detail or depth. (10–12 pts)	Problem is vague, lacks context, or is insufficiently supported by literature. (0–9 pts)	____ / 15
Methods Section (10 pts)	Clearly describes how evidence was gathered (e.g., literature review, database search, inclusion criteria for articles). (9–10 pts)	Methods are generally clear but may lack some detail or logic. The student somewhat explains how they will find/found a solution. (7–8 pts)	Methods are unclear, incomplete, or missing. The student is not able to explain the steps to finding a solution. (0–6 pts)	____ / 10
Results Section (15 pts)	Summarizes relevant findings from the literature clearly and accurately; synthesizes information effectively. (13–15 pts)	Includes findings from sources lacks synthesis or clarity. (10–12 pts)	Summary of findings is weak, incomplete, or inaccurate. (0–9 pts)	____ / 15
Recommendations Section (15 pts)	Provides well-supported, and feasible recommendations and ties them to the findings. (13–15 pts)	Recommendations are appropriate but may lack support. (10–12 pts)	Recommendations are vague, unsupported, or poorly aligned with findings. (0–9 pts)	____ / 15
APA Style – In-Text & Reference Page (10 pts)	In-text citations and reference page are accurate and formatted per APA 7th edition guidelines. (9–10 pts)	Minor APA errors, but generally correct formatting. (7–8 pts)	Frequent APA errors or inconsistencies in citations/references. OR not in APA format (0–6 pts)	____ / 10
Grammar and Mechanics + Organization and clarity (20 pts)	Writing is clear, professional, and free of errors in grammar, spelling, or punctuation. The paper is logically organized with clear headings and smooth transitions. (19–20 pts)	Occasional grammatical errors, but they do not interfere with meaning. Generally, well organized, but transitions or structure may need refinement. (10–19 pts)	Frequent grammatical errors that hinder clarity or professionalism. Paper lacks logical structure or clarity and is difficult to follow. (0–10 pts)	____ / 10
Critical Thinking and Integration of Evidence (15 pts)	Demonstrates strong critical thinking; integrates evidence thoughtfully to support arguments and draw conclusions. (13–15 pts)	Some critical analysis present but may be uneven or underdeveloped. (10–12 pts)	Lacks depth of analysis or appropriate integration of evidence. (0–9 pts)	____ / 15

Total Score: ____ / 100

Capstone Presentation Rubric

Total: 50 points

Criteria	Unsatisfactory	Below Satisfactory	Satisfactory	Points Possible	Score
Content	Missing two or more required content components, or at least two are not clearly communicated.	Missing one required component or it is not clearly communicated.	Clearly includes all 8 required components: 1) Introduction 2) Title 3) Problem or Need 4) Project Plan 5) Evaluation Plan 6) Capstone Experience 7) Reflection	20 points Unsatisfactory: 0–9 Below Satisfactory: 10–14 Satisfactory: 15–20	___ / 20
Time	Presentation too long or too short.	—	Presentation meets time requirements.	5 points Unsatisfactory: 0–2 Satisfactory: 3–5	___ / 5
Visual Aids / Presentation Tools	Visual aid lacking or inappropriate.	Visual aid used, but improvements needed (e.g., size, clarity, relevance).	Visual aid is effective and well-used.	10 points Unsatisfactory: 0–4 Below Satisfactory: 5–7 Satisfactory: 8–10	___ / 10
Speech Delivery	Speech is unclear or hard to follow; no transitions.	Generally clear with some errors; transitions used in most sections.	Speech is clear and easy to follow; transitions used throughout.	10 points Unsatisfactory: 0–4 Below Satisfactory: 5–7 Satisfactory: 8–10	___ / 10
Professionalism / Capstone Status	One or more categories rated “Unsatisfactory.”	All areas rated at or above “Below Satisfactory.”	All areas rated “Satisfactory.”	5 points Unsatisfactory: 0–2 Below Satisfactory: 3–4 Satisfactory: 5	___ / 5

Total Score: ___ / 50

Overall Evaluation

- Approved: All “Satisfactory” (≥ 45 points)
- Pending Revision: No “Unsatisfactory,” total ≥ 35 points
- Pending Rewrite: One or more “Unsatisfactory” ratings, or total < 35 points



University of New Haven

SCHOOL OF HEALTH SCIENCES

Graduation Checklist

- ☐ Completion of a minimum of 75 semester credit hours addressing the knowledge and skills pertinent to the field of speech-language pathology. The semester hours include undergraduate and graduate coursework.
- ☐ Complete a program of study with a minimum of a 3.0 GPA out of 4.0 GPA (a minimum of 75 semester credit hours overall, including at least 60 at the graduate level) that includes academic coursework sufficient in depth and breadth to achieve the specified knowledge outcomes (see student learning outcomes). The student must maintain documentation of course work at both undergraduate and graduate levels demonstrating that the requirements in this standard have been met. The minimum of 36 hours of course work at the graduate level must be in speech- language pathology. (CAA Standards 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B and 3.1.6b).
Verification is accomplished by submitting an official transcript showing that the minimum credit hours have been completed.
- ☐ Completion of graduate capstone project (CFCC Standard IV- C, IV-D, IV-E, IVF, IV-G, V-A, V-B and CAA Standards 3.1.1B and 3.1.6B).
- ☐ Completion of a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact (CFCC Standard V-C).
 - a. 325 of the 400 clock hours must be completed during graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CFCC Standard V-D, V-F and CAA Standards 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B and 3.1.6b).
- ☐ Completed application for graduation one semester before the completion of the program requirements.
- ☐ Completed KASA Form with academic and clinical coursework. (CAA Standards 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B and 3.1.6b).

After completing the academic and clinical requirements, individuals applying for certification in speech- language pathology must complete a Speech-Language Pathology Clinical Fellowship experience under the mentorship of an individual holding ASHA certification. For more information, visit the following website:

<https://www.asha.org/certification/clinical-fellowship/>



You may review the different materials in the resource room. If you plan on leaving the resource room with a material, the material needs to be checked out. Please date, sign and list the item that has been borrowed. Please return the item at your earliest convenience for others to be able to use. **Otherwise, it is expected you will return the material within one week.**

Date	Item Description	Student Name	Student Signature	Date Returned (& Initials)



I, _____, acknowledge that I have read, understand and will adhere to the American Speech-Language Hearing Association (ASHA) Code of Ethics <https://www.asha.org/Code-of-Ethics/>.

I understand:

- It is my responsibility as a student to read, understand, and apply the Code of Ethics principles.
- Any violation or inability to meet the purpose of this code is considered unethical and could result in a letter drop in a practicum or academic course and/or dismissal from the program.

By signing below, I agree to adhere to the ASHA Code of ethics and realize that violating any of these principles could lead to a letter grade drop or being dismissed from the program.

Student Name (Printed)

Student Signature

Date