



Master of Arts
Communication Sciences and Disorders

Degree Program for Speech-Language Pathology

Student Handbook
2024-2025 Academic Year
(August 31, 2024 – August 30, 2025)
Department of Speech, Language, and Hearing Sciences
College of Public Health & Health Professions
University of Florida

This Handbook is subject to revision during the academic year.

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College of Public Health and Health Professions
Department of Speech, Language, and Hearing Sciences

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August 15, 2024

Dear Student,

We have developed this Program Handbook as a resource for you to use throughout your Master's program. The Handbook contains information about the policies and procedures associated with the program, as well as details about what you need to do to prepare for professional practice in speech-language pathology after you graduate.

- You are responsible for reviewing the handbook carefully. At the start of the Fall semester, you will be asked to submit a signed statement, verifying that you have reviewed the Handbook and understand the policies and procedures described within it.
- All students should review the Handbook regularly during the program. Other helpful links include: [UF Graduate School](#) and the [UF Graduate Catalog](#)

If you have questions about policies and procedures associated with the Master's program, we encourage you to consult the Program Handbook first. There is a very good chance that you will find the answers to your questions right here. Of course, if the answers you need aren't here, please contact us. We are happy to assist you.

We are glad that you are part of our Master's program, and we look forward to working with you in the coming semesters as we help you work toward your goal of becoming a certified speech-language pathologist.

Sincerely,

Kristen Lewandowski, M.A., CCC-SLP
Director of Clinical Education

Karen Hegland, Ph.D., CCC-SLP
Associate Professor and Program
Director

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SECTION 1: GENERAL INFORMATION, POLICIES AND PROCEDURES

Faculty & Staff Rosters

Department Faculty

- See the Department webpage for a directory of [current faculty](#) (including their CVs), and [research laboratory activities](#).

Department Staff:

The following table shows areas of responsibility for those staff members in the Department of Speech, Language, and Hearing Sciences whose jobs intersect most directly with the Master's program. For more information about these individuals, please see our [department website](#).

Staff Member	Office/Contact/Areas of responsibility
Amanda Dyer	2148 HPNP; (352) 273-6071 – Department business manager; Payroll processing
Stephanie Warren	2148 HPNP; (352) 294-5101; Administrative assistant to the Department Chair, Dr. Charles Ellis Jr.
Brenda McDonnell	4 th Floor HPNP; (352) 294-8675 – Academic Program Coordinator (Undergraduate)
Sara Rubenstein	2141 HPNP – Academic Program Coordinator (Graduate and Distance Learning)
Eileen Phillips	2143 HPNP; (352) 273-5294; Fiscal Assistant II

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Overview of the program, department, college, and university

1. The Program

a. MA Program's Mission Statement:

- *The mission of the Master of Arts program in Communication Sciences and Disorders education program is to prepare students to become speech-language pathologists who work to preserve, promote, and improve the functioning and general well-being of individuals who wish to improve functioning in the areas of communication and swallowing.*

b. MA Program Accreditation:



The Master of Arts in Communication Sciences and Disorders education program in speech-language pathology at the University of Florida is accredited 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.

- Our program has held this accreditation continuously for over 50 years.
- About the CAA:
 - As indicated on their website, “The CAA serves the public by promoting excellence in the graduate education of audiologists and speech-language pathologists. Through a peer review process, the CAA establishes accreditation standards and facilitates continuous quality improvement of the programs it accredits. Graduates of CAA-accredited and candidate programs are educated in a core set of skills and knowledge required for entry into independent professional practice. The CAA is committed to quality and dedicated to audiology and speech-language pathology programs’ success in preparing future professionals.”

c. MA Program: Goals

- The goal of our program is to prepare professionals who are well qualified for employment in a range of education- and health-related settings and who, once employed, are recognized for their competence, leadership, ethics, and commitment to service and life-long learning.
- Our program strives to attain this goal by developing students who can independently design and deliver effective, culturally sensitive, and evidenced-based clinical services to individuals with differences or disorders in communication and swallowing. Toward this end, our program strives to provide students with a high-quality academic and clinical experience that is directed by an internationally recognized faculty and based upon cutting-edge research, active learning, expert mentoring, and spirited engagement in service activities.

2. The Department of Speech, Language, and Hearing Sciences is part of the College of Public Health and Health Professions, which is one of 16 colleges at the University of Florida. The department offers the following programs:

- MASTER of ARTS IN COMMUNICATION SCIENCES & DISORDERS (MA-CSD)
 - On campus – We enroll about 25 to 30 students per year. Total enrollment for this five-semester program usually ranges from about 55 to 60 students.
 - When you finish the program, your diploma will feature the degree descriptor “Communication Sciences and Disorders” rather than “Speech-Language Pathology.” The reason for this difference dates back to the 1960’s, when our program first began to offer the Master’s degree for entry-level practice in speech-language pathology. You should not be alarmed that your diploma does not include the words “speech-language pathology.” The MA-CSD designator is perfectly acceptable with respect to your ability to gain employment and to attain clinical certification and state licensure. MA (or Master of Science, MS) degrees in CSD are common across programs in the US.
- Bachelor of Health Science - Communication Sciences & Disorders (BHS-CMS)
 - On-campus – total enrollment for this upper division (junior/senior) program is approximately 140 students.
 - Online – total enrollment for this upper division (junior/senior) program ranges between 25 to 35 students.
- Doctor of Audiology (Au.D)
 - On-campus – total annual enrollment across the 4-year program is 36 to 40 students.
- Doctor of Rehabilitation Science (Ph.D.)
 - This is a research doctorate. Students take courses in research design and statistics, as well as topic concentrations within the field of speech-language pathology or in specific aspects of speech, language, or hearing science. Our program partners with the College of Public Health and Health Professions to offer a Ph.D. in Rehabilitation Science. Students from our program typically focus their program of study, specializing in either in Communication Sciences and Disorders or in Swallowing/Airway Protection.
- Post-Baccalaureate program
 - This program is aimed at individuals who are seeking to complete pre-requisite course requirements that go along with graduate study in speech-language pathology. The “Post-Bac” program contains between 30 to 50 students per year and includes individuals from across the United States.

3. The College of Public Health and Health Professions

[PHHP’s Mission and Vision Statements](#)

PHHP Mission: We shape tomorrow’s public health and health professionals through dynamic and responsive educational programs, transformational research, groundbreaking discoveries, and equitable health-related service. Our collaborations within the College and beyond advance the breadth of knowledge, the quality of science, and the attainment of professional distinction.

PHHP Vision: We will excel in developing and delivering innovative, sustainable solutions to pressing health-related challenges for the greater good of individuals and communities in Florida, the nation, and the world.

4. The University of Florida

a. [UF's MISSION STATEMENT](#):

UF's mission is to enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit.

This mission is built on three interlocking elements: teaching, research/scholarship, and service, which span all the university's academic disciplines.

b. University Accreditation

- i. UF is accredited from Jan 2014 through Jan 2025 by *Southern Association of Colleges and Schools Commission on Colleges (SACS)*.

CONGRUENT MISSIONS: The missions of the University, College, and Master's program have a shared emphasis on excellence in education; promoting societal and cultural well-being; and preparing our students to be leaders in addressing future societal needs.

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Institutional Equity, Diversity & Inclusion

The University of Florida's Human Resource Services webpage contains detailed information and policies that pertain to UF's commitment to creating a culture of care, opportunity and excellence for all.

See the UF [Human Resources](#) website for information.

As a matter of general policy, The University (of Florida) is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status. Refer to UF's Human Resource Services for additional information.

If you need to contact them, use the following email address: humanresources@ad.ufl.edu

On their webpage you will find information about matters such as:

- Sexual Harassment
- The Office of Title IX Compliance
- ADA compliance
- Harassment
- Florida statutes, UF Regulations, and national legislation
- The UF Police Department's Victim Services division
- UF's Office of Institutional Planning and Research

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Communicating with faculty & accessing information

There are several ways for students to communicate with the faculty of the M.A. program. The most common of these are listed below:

- Email – You must use your UFL email account when you are corresponding with faculty about matters related to courses, clinics, and other aspects of academic performance. This requirement is in place to protect the privacy of your educational records!
- Office hours – Students are encouraged to visit their instructors during office hours. Matters that may require multiple and/or lengthy emails and multiple back and forth exchanges usually can be addressed more efficiently via a face-to-face (or zoom teleconference) conversation.
 - All instructors are required to state their office hours on course syllabi. In addition, our program assistant, Brenda McDonnell, keeps track of when each professor holds office hours.
- Conversations by telephone or before/after class or clinic sessions. As suggested above, for complex or detailed matters, face-to-face, teleconference or telephone interaction often is the most efficient and effective means of communication. Program faculty and staff are happy to talk with you about issues that are of concern. So, please do not hesitate to contact us.

HOW CAN STUDENTS ACCESS INFORMATION ABOUT THE MA PROGRAM?

There are several ways to access information about the M.A. program.

- [The UF Graduate Catalog](#) – This contains all official UF policies related to graduate admissions, courses, grading, and so forth. If you have general questions about the Master's degree, look here first.
- The SLHS Website (<https://slhs.php.ufl.edu>) – Many of you are likely to be thoroughly familiar with our department website, having consulted it as part of the graduate school application process. Check in here regularly for updated news and information about the department.
- [The ASHA website](#): The ASHA website contains a wealth of information for students who are preparing to become speech-language pathologists. Here you will find lots of information about conducting a job search, applying for clinical certification, as well as awards and scholarships.
- The [Council on Academic Accreditation website \(https://caa.asha.org\)](https://caa.asha.org): The CAA accredits our program. This website contains a wealth of information about processes and procedures related to program accreditation, including the various standards that programs like ours have to meet in order to become accredited and maintain accreditation.
- ...and... [This Student Handbook](#). This handbook contains policies, procedures, and other types of information that are specific to our program. Be sure to look in the handbook first when you have questions about what to do!

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Program & Student Outcomes

Ongoing evaluation and assessment: Our program evaluates its goals in relation to the University's and College's goals annually via discussions at faculty meetings and faculty retreats and as part of strategic plan development (which happens in five-year cycles).

Metrics we use to evaluate the extent to which we fulfill our mission are the following:

- The percent of students who complete the program and graduate on time (both are at or near 100% each year)
- The percent of students who pass the Praxis examination (at or near 100%)
- The extent to which our alumni contribute to innovation and development in the field of speech-language pathology (our alumni have accomplished some amazing things! For some of these, please visit this website: <https://slhs.phphp.ufl.edu/category/news-events/in-the-spotlight/>)

Program Outcomes: 2021 through 2024

Table 1. *Program Completion Rates*

Academic Year	# of Students completing the program within the expected time frame	# of Students taking longer than expected to complete the program	# of Students not completing the program	% of Students completing the program in expected time frame
2023 - 2024	30	0	0	100%
2022 - 2023	31	0	1	96%
2021 - 2022	29	1	0	97%
Sums	88	1	0	--
Avg. per year	29	1	0	98%

Table 2. *Praxis Pass Rates*

Academic Year	# of Graduates with data available	# of Graduates passing the Praxis on the first attempt	# of Graduates requiring more than one attempt to pass the Praxis	% of Graduates passing Praxis on first attempt	Average Praxis Score
2023 - 2024	25	23	2	92%	179.0
2022 - 2023	23	22	1	95%	176.4
2021 - 2022	21	21	0	100%	180.1
Sums	69	66	3	--	--
Avg. per year	23	22	1	95.7%	178.7

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Essential Functions and Technical Standards/Guidelines: Knowledge and Skills Essential to The Practice of Speech-Language Pathology

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology and/or audiology, to function in a broad variety of clinical situations, and to render a wide spectrum of patient/client care, individuals must have the following five types of skills and attributes:

- Communication
- Motor
- Intellectual-cognitive
- Sensory-observational
- 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 graduate program through coursework and clinical experience. The starred items in the expanded lists below (*) are skills that are particularly relevant and should be present when a student *begins* the program. The burden is on the student to demonstrate that he/she can meet the essential functions or requirements of the program. The lists below represent technical standards and essential functions that are required (with accommodations when necessary) for admission and graduation.

All students pursuing a health care profession such as speech-language pathology “must possess those intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty” and the profession (AAMC, p. 2). Some students may have certain disabilities or combinations of disabilities which will require accommodations to meet the technical standards and essential functions required of all students. The faculty of the Department of Speech, Language, and Hearing Sciences recognize that and will “take all necessary steps to prevent unjustified discrimination against” individuals with disability (AAMC, p. 2).

It is the goal of the CSD program to graduate qualified individuals in the fields of speech-language pathology and audiology. Academic faculty and clinical faculty are charged with evaluating students with respect to their performance on the standards presented below. If you feel you are unable to meet these standards, it is your responsibility to notify the appropriate faculty member(s) to seek accommodations, and then to register with and be verified as disabled by the Disabilities Resource Program on campus (<http://www.dso.ufl.edu>). All students admitted to the graduate programs in the Department of Speech, Language, and Hearing Sciences are beholden to the professional standards needed to successfully engage in the speech-language pathology and/or audiology professions.

COMMUNICATION: A student must possess adequate communication skills to:

1. Communicate sufficiently in English in order to engage in clinical activities independently, conduct accurate assessments and provide effective intervention, provide consultation to patients/clients, caregivers of patients/clients, and health care professionals and perform other related functions associated with professional practice.
2. Demonstrate reading and writing skills sufficient to meet curricular and clinical demands.*
3. Demonstrate non-verbal communication skills sufficient to meet curricular and clinical demands.*
4. Modify communication style to meet the communication needs of the patients/clients, caregivers, and other persons served.*
5. Communicate professionally and intelligibly with patients/clients, colleagues, other healthcare

professionals, and community or professional groups.

6. Communicate professionally and effectively on patient/client documentation, reports, and scholarly papers required as part of coursework and professional practice.
7. Convey information that is accurate, relevant, and culturally sensitive.

MOTOR: A student must possess adequate motor skills to:

1. Access transportation to academic and clinical placements.*
2. Participate in classroom and clinical activities for the defined workday.*
3. Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
4. Manipulate patient/client-utilized equipment (e.g., durable medical equipment to include AAC devices, hearing aids, etc.) in a safe manner.
5. Access technology for clinical management (i.e., billing, charting, therapy programs, etc.)
6. Be able to assist clinical clients/patients in case of fire or other emergencies.

INTELLECTUAL/COGNITIVE: A student must possess adequate intellectual and cognitive skills to:

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

SENSORY/OBSERVATIONAL: A student must possess adequate sensory skills, i.e., visual, hearing, and tactile skills needed to

1. Identify normal and disordered speech, language, hearing, and swallowing, abilities,
2. Identify the need for alternative modalities of communication.
3. Identify anatomic structures.
4. Discriminate imaging findings.
5. Discriminate findings on imaging studies.
6. Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
7. Recognize when a patient/client 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:

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

backgrounds.*

3. Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.
4. 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 settings.*
5. Adapt to changing academic and clinical environments, which includes maintaining mature and professional demeanor while participating in a variety of settings. Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
6. Accept appropriate suggestions and constructive criticism and respond by modification of behavior.
7. Dress appropriately and professionally.

PURPOSE OF ADA

The purpose of the ADA is to provide opportunities for persons with disabilities to compete with other (students) on the basis of their ability. Like the Rehabilitation Act, the ADA requires many entities ... to provide certain accommodations to persons with disabilities so that they may enjoy the same benefits, services and opportunities as those without disabilities. Schools must judge persons on the basis of their ability to complete the educational program rather than on their status as disabled persons. Persons seeking admission must be able to perform the "essential functions" or meet the "essential eligibility requirements" of the program. It is up to each school to determine the "essential functions" or "essential eligibility requirements" of its educational program. Preadmission inquiry as to whether a person is disabled is not permitted, but a school may ask all students to review the essential functions and technical standards for admission and graduation to determine if they are able to meet those standards and functions needed to be successful as a student and as a future speech-language pathologist or audiologist: <http://www.aamc.org/members/gsa/ada.htm>.

- Speech-language pathology students and applicants who have any questions about the technical standards and essential functions should contact Dr. Karen Hegland (kwheeler@ufl.edu).

More information on ADA is available on the ADA website which is referenced below.

References

- <http://www.ada.gov/infoline.htm>
- American Association of Medical Colleges, n.d. *The Disabled Student in Medical School: An Overview of Legal Requirements*. Washington, D.C. Author
- Schwartz, I., et al. (2007). *Eligibility requirements and essential functions*. Paper presented at the Annual Meeting of the Council on Academic Programs in Communication Sciences and Disorders.

This document was developed by the Committee on Program Excellence (COPE) in the Department of Speech, Language, and Hearing Sciences, in consultation with University of Florida's Americans with Disabilities Act Compliance Office. It was approved by COPE on December 16, 2011.

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Department of SLHS Grievance Procedure

POLICY

The Department of Speech, Language, and Hearing Sciences (SLHS) shall maintain a written student grievance procedure.

EFFECTIVE DATE: 08/15/2018

BACKGROUND

This grievance procedure is intended to insure that (a) each student has available to her/him clear instructions on how to bring grievances to the attention of SLHS faculty members and administrators and/or College of Public Health and Health Professions (PHHP) administrators, and (b) that student concerns are addressed in a prompt and fair manner.

In keeping with University of Florida policy, *grievances* are defined as dissatisfaction occurring when a student believes that any decision, act, or condition affecting him or her is illegal, unjust, or creates unnecessary hardship. These concerns include, but are not limited to: (a) academic problems (excluding grades, except when there is an allegation of illegal discrimination or where a grade penalty has been imposed without proper authority); (b) mistreatment by any University authority; (c) wrongful assessment of fees; (d) records and registration errors; (e) student employment-related issues; (f) scientific misconduct; (g) sexual harassment; (h) discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status, as specified under the Vietnam Era Veterans' Readjustment Assistance Act.

PROCEDURE

Additional information: For the University grievance policy see the following document:

<https://regulations.ufl.edu/wp-content/uploads/2012/09/4012.pdf>

Within the [Department of Speech, Language, and Hearing Sciences](#), students must use the following procedure for academic grievances. Students are encouraged to seek consultation from the [Dean of Students Office](#) if there is a question regarding whether a grievance is considered academic in nature or to determine the most appropriate university entity to address non-academic grievances.

The grievance process has the following steps:

- 1) The student is strongly encouraged to discuss his or her grievance with the person or persons alleged to have caused the grievance.
- 2) If the student decides not to do step 1 or step 1 has no effect, the student can present the grievance in writing to the next level supervisor, which for our department would be the program director of the student's academic program or, if the student is uncomfortable doing that, the grievance can be presented to the chair of the department. The latter person conducts an informal inquiry to resolve any factual disputes.
- 3) The student can request that a Grievance Committee of 3 people be convened to investigate the grievance. The supervisor in #2 above must lay out the issues and the scope of the investigation in a letter to this committee.
- 4) The committee is considered a fact-finding panel that will determine the facts and report them to the supervisor.
- 5) Based on the facts established by the committee, the chair determines the disposition of the grievance and reports it to the student.
- 6) If the student is not satisfied, they may appeal the disposition of the grievance within 5 days, send a letter describing the grievance and letter regarding the disposition of the grievance to

Dean of the Graduate School or to other appropriate individuals stated in the University's policy.

Department Directors within SLHS (effective July 1, 2021).

Area	Name	Contact information
Academic Program Director (SLP)	Karen W. Hegland, Ph.D.	2146 HPNP; kwheeler@ufl.edu ; (352) 294-8366
Director of Clinical Education (Speech-language pathology)	Kristen Lewandowski, M.A.	2126 HPNP Building; klewandowski@phhp.ufl.edu (352) 273-6557
Department Chair	Charles Ellis Jr., Ph.D.	2150A HPNP; ellisch@phhp.ufl.edu ; (352) 273-5293

Additional Steps

a. If the student wishes to appeal the final decision made at the departmental level, or if the student fears reprisal by bringing the grievance to the individuals listed above, the student may submit the written grievance or appeal of the decision to the Dean's Office in the College of Public Health and Health Professions. (Contact person: Dr. Stephanie Hanson, Executive Associate Dean, 4101 HPNP Building; shanson@phhp.ufl.edu; 352-273-6377).

b. The student has the further right of appeal to the Dean of the College of Public Health and Health Professions. (Contact person: Dr. Beth Virnig, 4101 HPNP Building; bvirnig@ufl.edu; 352-273-6214).

The student will receive a written response from the appropriate administrator to any formal grievance the student files within the college.

e. If the student wishes to appeal further after the Dean's ruling, the process for subsequent appeals is outlined in the UF Student Guide and the Graduate Student Handbook (for graduate students).

Students may wish to seek assistance or guidance during any portion of the grievance procedure from UF resources, such as the [University Ombuds](#), [Office of Human Resources](#), and/or the [Dean of Students Office](#), including such departments as the [Disability Resource Center](#) and [Student Conduct and Conflict Resolution](#).

For additional information about filing complaints, see the [UF Dean of Students](#)' website, as well as [UF's Student Affairs - Regulations](#) website, which contains a host of procedures and definitions related to student conduct and conduct violations.

Reporting Complaints against a Graduate Education Program to the *Council on Academic Accreditation*

Individuals have the right to file complaints about our MA program to the Council on Academic Accreditation (CAA). A complaint about an accredited program such as ours may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public.

The following information about the process for filing complaints against an accredited program is taken from the [CAA Handbook](#). Many additional details about the process are explained in the CAA Handbook. Individuals who wish to file a complaint first should read all of that information fully and carefully to be sure all procedures are followed prior to filing a complaint.

Criteria for Complaints (from CAA handbook October 2023 version, pp. 67-68)

“Complaints about programs must meet all of the following criteria:

- a. be against an accredited graduate education program or program in candidacy status in audiology or speech-language pathology;
- b. relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech-Language Pathology [PDF] in effect at the time that the conduct for the complaint occurred¹¹, including the relationship of the complaint to the accreditation standards;
- c. be clearly described, including the specific nature of the charge and the data to support the charge;
- d. be within the timelines specified below:
 - if the complaint is being filed by a graduate or former student, or a former faculty or staff member, the complaint must be filed within one year of separation* from the program, even if the conduct occurred more than 4 years prior to the date of filing the complaint;
 - if the complaint is being filed by a current student or faculty member, the complaint must be filed as soon as possible, but no longer than 4 years after the date the conduct occurred;
 - if the complaint is being filed by other complainants, the conduct must have occurred at least in part within 4 years prior to the date the complaint is filed.

*Note: For graduates, former students, or former faculty or staff filing a complaint, the date of separation should be the date on which the individual was no longer considered a student in or employee of the graduate program (i.e., graduation, resignation, official notice of withdrawal or termination), and after any institutional grievance or other review processes have been concluded.

Complaints also must meet the following submission requirements:

- a. include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA;
- b. include the complainant’s name, address, and telephone contact information and the complainant’s relationship to the program in order for the Accreditation Office staff to verify the source of the information;
- c. be submitted using the CAA’s [complaint form](#).
- d. sign and submit a waiver of confidentiality with the complaint; Because it may be necessary to identify the complainant to the affected program or to other potential sources of relevant information, the complainant is required to sign a waiver of confidentiality as part of the

complaint submission. Failure to provide a signed waiver of confidentiality will result in dismissal of the complaint;

e. must be complete at the time of submission, including the complaint, waiver, and all appendices; If a complainant submits an amended complaint, including providing additional appendices, it will void the original submission and initiate a new process and timeline;

f. append documented evidence in support of the complaint, including as appropriate relevant policies/procedures, relevant correspondence (including email), timelines of referenced events, etc. Complainants should not enclose entire documents; only the specific pages should be included that present content germane to the complaint. Page numbers to these appendices should be referenced in the complaint. Materials may be returned to the complainant if not properly organized to support the complaint.

g. must submit all complaints and supporting evidence in English, consistent with the business practices of the CAA;

h. be signed and submitted in writing via U.S. mail, overnight courier, hand delivery, or via e-mail to:

Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850

Or accreditation@asha.org.

The complainant's burden of proof is a preponderance, or greater weight, of the evidence. These procedures do not prevent the CAA from considering a complaint against an accredited or candidate program if the program is involved in litigation or other actions by a third party.

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Confidentiality of Student Records

Access to students' educational records is regulated by federal law. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records.

These rights include the following:

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.
2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
3. The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U. S. Department of Education concerning alleged failures by the University of Florida to comply with the requirements of FERPA.

Student directory information that can be released to the public is limited to:

- Student name
- Class and college
- Local and permanent addresses
- Listed telephone number(s)
- Email address
- Enrollment status
- Most recent previous educational institution attended
- Dates of attendance at the University of Florida
- Major
- Degree earned
- Nature and place of employment at the university
- Honors and awards received
- Publication titles
- Participation in officially recognized or registered activities and sports
- Weight and height of university athletes

UF's Office of the University Registrar, the Department of Housing and Residence Education, and Human Resource Services routinely release directory information to the public. Directory information may also be released by other university departments and/or employees. Currently enrolled students must contact the appropriate agency/agencies to restrict release of directory information.

- Students who want to restrict directory information must do so at the Office of the University Registrar in 222 Criser Hall. (see <https://registrar.ufl.edu/directory>)
- Students who live on campus also must request this restriction from the Department of Housing and Residence Education (next to Beaty Towers).
- Students who are university employees also must request this restriction from Human Resource Services.

Students who do not want their addresses, phones or personal information published in the UF Directory should update their [directory profile](#). Students should carefully read all information about

privacy holds before making such a request.

All grievances and complaints are documented and handled in accordance with FERPA requirements and UF Educational privacy laws.

For more information about FERPA and matters related the confidentiality of educational records consult UF's Student Handbooks (e.g., [UF Graduate Student Handbook](#)). There you will find a host of information about student records, as well as links to websites that the Federal government maintains.

PERSONAL FOLDER (Electronic Files)

The program (or individual faculty who instruct our courses) keeps certain records about its graduate students. Most of these records are stored electronically on UF's computer network and/or using Calipso (a web-based application that manages key aspects of academic and clinical education.) Information in the folder includes the following:

1. Materials associated with attainment of Clinical Certification Standards, such as tracking of academic courses and grades, tracking of examination performances (e.g., Praxis, Comprehensive Examination).
2. Documents associated with Student Development Plans (i.e., development plans that are implemented if a student does not perform satisfactorily in a class or on a program-learning objective).
3. Evidence of Observation Hours completion
4. Documentation of Clock Hours earned at Other Universities
5. Evaluation of Clinical Skills in SLP (evaluations from clinical supervisors)
6. Proof of liability insurance
7. Verification that students Immunization requirements have been met
8. Background Check
9. HIPAA Training Certificate

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Student Travel

The department of SLHS offers financial support for student travel (when possible) related to the academic and research mission of the department. Students and their faculty mentors are expected to follow the same departmental travel guidelines and timelines outlined in the SLHS Departmental Travel Policy. The faculty mentor is responsible for completing the established steps for travel support and submitting the proper documentation on behalf of the student including the Student Travel Information Form (below) at the time of requesting support for student travel. Requests for departmental support for travel must be made by the faculty mentor, at the time of submission to the conference of interest. Faculty mentors are also required to complete UF Campus Security Authority Training (1.0) available through myUFL.edu. This training must be completed on an annual basis.

Student Travel Information Form

Full Name (as it appears on your gov't ID): _____

UFID: _____

Address: _____

Phone Number: (____) _____

Email Address: _____

Date of Birth: ____ / ____ / ____

Classification (circle one: Undergraduate / Graduate)

Emergency Contact Name & Phone Number: _____

Conference name and Dates: _____

Title of Presentation: _____

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SECTION 2: ACADEMIC PROGRAM
Plan of Study for 2024-2026 Cohort
[Subject to revision]

Course		Credits	Instructor
Fall, Year 1			
	SPA 5401 – Pediatric Lang Disorders	3.0	Gauger
	SPA 6410 - Adult Language Disorders	3.0	Ellis
	SPA 6581 – Dysphagia Management	3.0	Hegland
	SPA 6905 – Intro to Clinical Practice	1.0	Lewandowski
	SPA 6905 – Clinicians Meeting 1	1.0	Lewandowski
	SPA 6524 – Pract in Speech -Lang Therapy	2.0	Variable
Spring, Year 1			
	SPA 6233 – Motor speech disorders	3.0	Mir
	SPA 6581 – Clinical cases in speech pathology	2.0	Hegland
	SPA 5204 – Phonological Disorders	3.0	Briley
	SPA 6905 - Special Topics (Multiculturalism)	1.0	Adams-Mitchell
	SPA 6905 – Clinicians Meeting 2	1.0	Lewandowski
	SPA 6524 – Pract in Speech -Lang Therapy	2.0	Variable
Summer, Year 1			
	SPA 6805 – Intro to Graduate Research	3.0	Ellis
	SPA 5211 – Voice Disorders	3.0	Hegland
	SPA 6524 – Pract in Speech-Lang Therapy	2.0	Variable
Fall, Year 2			
	SPA 5254 – Neurocognitive disorders	3.0	Ellis
	SPA 5225 – Speech Path: Stuttering	3.0	Briley
	SPA 6936 – Autism & AAC	3.0	Lewandowski
	SPA 6905 – Clinicians Meeting 3	1.0	Lewandowski
	SPA 6524 – Pract in Speech -Lang Therapy	2.0	Variable
Non-thesis track	Comprehensive examination	--	SLP Faculty
Spring, Year 2			
Non-thesis track	SPA 6942 – Externship Pathology	9.0	Variable
Thesis track	SPA 6524 – Pract in Speech -Lang Therapy	6.0	Variable
	SPA 6971 – Masters Research (to include Comprehensive Thesis Defense)	3.0	TBA

Additional College Course Requirements

As an accredited School of Public Health and a Health Science Center College, the College of Public Health and Health Professions has two required courses for all graduate students within the college. These are 0 credit courses, and as such will not cost you any additional tuition or fees, however (importantly) they *must be completed in order for you to graduate*.

1. PHC 6937: Provides instruction and assessment in introductory public health knowledge. This course is an asynchronous online course and should be completed by the end of the first Fall semester.
2. Interprofessional Learning in Healthcare (IPLH) is an interprofessional learning experience where students collaborate across professions to enhance the attitudes, skills, and behaviors necessary to work effectively in health care teams. All health profession learners are expected to engage in interprofessional learning activities, per accreditation standards. IPLH will be facilitated online during the **Spring of 2025**. You will be notified via your ufl email address with more information at the start of the Spring Semester. If you have any questions or concerns, please feel free to reach out to the course instructor, Dr. Erik Black (ewblack@ufl.edu).

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Academic and Career Advising

The primary academic advisor for the M.A. program is the Program Director (Dr. Karen Hegland, Ph.D., CCC-SLP). The Director of Clinical Education, Kristen Lewandowski, MA, CCC-SLP, provides advising as well, particularly in relation to clinical practicum and externship placements.

Students receive advising about academic and clinical matters in several ways:

- By consulting the Plan of Study for your Cohort (see previous page).
- Through receipt of advising memos from the Program Director. The memos typically are sent via email and/or communicated verbally during class meetings.
- Schedule advising appointments, which can be in person or virtual, with either the Director of Clinical Education or Program Director on an as-needed basis.
 - For questions pertaining to clinical placements, you should contact the Director of Clinical Education (K. Lewandowski).
 - For academic or program related questions, please contact the Program Director (K. Hegland).
- In semesters, 2, 3, and 4, the Director of Clinical Education announces clinic placements to students in the week or two leading up to the start of a semester. In that way, you should have ample time to make whatever arrangements in your schedule and transportation plans that are needed. In semester 1, clinic placements typically are announced during the first week or two of the term.
- In the summer semester (semester 3) students will schedule individual meetings (“check-ins”) with both the program director and director of clinical education to review academic and clinical progress.
- The program director communicates with program faculty during faculty meetings regarding student academic and clinical progress.

Students receive advising about career matters in several ways, as well:

- All academic faculty members can serve as potential career advisors. Because faculty members have varying interests and experiences, certain faculty members may be better suited than others to provide you with information about employment information related to specific aspects of clinical practice. Be sure to take advantage of our faculty’s expertise during career planning.
- UF’s [Career Connections Center](#) is an excellent source for information about job-hunting strategies, preparing professional materials such as resumes, cover letters, and web page profiles.
- The College of PHHP offers the [Career Community](#), which provides students with resources including connecting with a career planner and career roadmaps.

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Accommodations and Support Services for Students

Our program's faculty and staff are supportive of making reasonable adaptations in its curriculum, policies, and procedures to accommodate differences among individual students.

All course syllabi are required to contain information about key support services that UF offers. If you have a question about how to access such services, contact either the Program Director (Dr. Hegland) or consult the syllabus for your course.

[Disabilities Resource Center](#) (DRC). If you are in need of accommodations due to a disability that hinders your ability to perform or participate in certain tasks or activities associated with the academic or clinical curriculum, please contact them.

The Disability Resource Center is housed in the Dean of Students Office and utilizes knowledge and expertise in the fields of disability and higher education to:

- Act as a resource for students with physical, learning, sensory or psychological disabilities;
- Facilitate and provide support for reasonable accommodations for students in order to afford equal access to academic courses, programs, and activities;
- Provide services to address the impact of disabilities on student performance and success in and out of the classroom;
- Empower students to articulate their strengths and advocate for their accommodations; and
- Create opportunities to educate the campus community on disability laws, trends, programs, and services.

[Counseling and Mental Health Services](#)

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance.

If you find yourself facing problems affecting your coursework, you are encouraged to talk with your instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: <http://www.counseling.ufl.edu/>.

Do not wait until you reach a crisis to come in and talk with us. The Counseling and Wellness Center has helped many students through stressful situations that impact their academic performance. You are not alone, so do not be afraid to ask for assistance.

Also, if the circumstances in your life seem temporarily overwhelming, do not hesitate to talk with your instructors about the possibility of resetting assignment due dates and other similar deadlines. Professors often are very willing to make such accommodations.

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Etiquette, Academic Integrity, and Professionalism

PROGRAM POLICIES and RESPONSIBILITY FOR BEHAVIOR: We are committed to providing you a quality education; however, you are ultimately responsible for your academic performance and behavior during the Master's program. As a graduate student in speech-language pathology, you are on a career path for which there are high standards and expectations for professional conduct and behavior. Consistent with these standards, we expect you to conduct yourself professionally in the program at all times. You are expected to follow all policies and to make responsible decisions supporting adequate and appropriate progression to fulfill all program requirements necessary for graduation. Unprofessional conduct will not be tolerated, and students exhibiting such conduct will be subject to dismissal from the program and our college. Some of the specific program requirements associated with etiquette, professionalism, and responsible behavior are listed below.

Etiquette & Professional Behavior

All students are expected to follow rules of common courtesy in all email messages, class discussions, and activities.

- When you are in class, students should participate and show active engagement.
- Chronic engagement in off task activities such as checking social media posts or texting classmates or others are signs of unprofessional behavior and can adversely affect your grade in a class or a clinic practicum. Professionalism is also an aspect of Clinical Certification. Do not jeopardize your reputation for professionalism by chronically engaging in off-task activities! A simple solution to this problem is simply to turn off your cell phone during class.

Students are expected to arrive to class on time and to participate once in class. If you must miss a class for any reason, notify the instructor.

“Rumor Mills”: Many class cohorts develop social media groups. While these groups probably have many positive elements, we also have found that they are a breeding ground for misinformation! If you have questions or concerns about some aspect of the program, please speak with either the Program Director (Dr. Hegland) or the Director of Clinical Education (Kristen Lewandowski). We can provide you with accurate information!

Academic Integrity:

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code specifies several behaviors that are in violation of this code and the possible sanctions. In addition to managing one's own behavior, students also are obligated to report any condition that facilitates academic misconduct to appropriate personnel. Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or these web sites for more details:

- UF Dean of Students Office: Student Handbook & Student Honor Code

- <https://sccr.dso.ufl.edu/students/student-conduct-code/>
- UF Graduate School Student Handbook (see UF Graduate School website)

Gatorlink Account: Students must have an active GATORLINK e-mail account. This account will be used for college and course-specific correspondence. You are responsible for reading the content of all program and department correspondence sent via e-mail. Set up your e-mail system so that our correspondence goes directly to your Gatorlink account. We will not send e-mail to any other account. Do not forward your mail from an outside account (e.g. AOL, Gmail, etc.) to Gatorlink. It will not be delivered. Do not forward emails that contain protected health information about your clients to non-UF email addresses.

Compliance with HIPAA (Health Insurance Portability and Accountability Act of 1996): All students in the College are required to complete HIPAA on-line training and to sign a HIPAA Confidentiality Agreement. You must complete HIPAA every year you are in the program. The HIPAA training website is located at <http://privacy.health.ufl.edu>. You will provide the program with a copy of your Certificate of Completion by uploading it to the designated portal in Canvas by the designated date. Please keep a copy of your HIPAA compliance documents. Students in noncompliance will have their records flagged immediately. The College will drop all classes of students remaining in noncompliance by the end of the second week of classes. Please note: Even if you have completed HIPAA at another institution including UF Health Shands Hospital, you must repeat the on-line training and sign another confidentiality agreement.

Health Requirements: All immunizations must be up to date as a condition of your admission and progression. There are ongoing health requirements for all students in programs located in the UF Health Science Center. These immunizations are detailed in your Student Health records, and include annual testing for Tuberculosis, which needs to be completed by the first week of Fall semester classes.

Policy Statement on Tolerance and Diversity: The MA program is based on the belief in human dignity and on respect for the individual. Our faculty members support openness to and tolerance of differences in ethnicity, culture, sexual orientation, gender, and disability status, as well as respect for differing personal, spiritual, religious, and political values. When we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion. We further believe that embracing and celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships.

Dress Code: You are expected to dress in a manner appropriate to each class or clinic assignment. For clinical placements, you are required to meet the dress codes that are unique to each site. This involves dressing in a manner that is professional, consistent with expectations and activities that occur at the site, and in compliance with safety regulations at the site. For classroom settings, business casual attire or clinic-approved attire (e.g., scrubs) is expected. It is not appropriate to wear informal outfits such as gym clothes, running gear, sleepwear, swimwear, etc., in either clinic or classroom settings. Please also be respectful of the diversity of our students in selecting attire.

Attainment of Program Learning Objectives: The MA program has a set of associated learning outcomes/objectives. The learning outcomes/objectives parallel the standards for clinical certification that have been set by ASHA. Each course in the MA program has a set of specific formative and summative learning objectives. Attainment of a passing grade in a given class is not evidence that a

student has demonstrated attainment of all of the learning objectives associated with the course. It is possible that a student can attain passing grades in all courses, but still not demonstrate mastery of specific, required program learning objectives. In such instances, the program faculty will require the student to complete additional work through which the student can demonstrate his or her performance on the learning objectives that have not yet been met. Such work includes, but is not limited to, additional assigned readings, clinical practicum hours, projects, research papers, written reports, and oral presentations. Students who do not attain all program learning objectives are not considered to have met all facets of the standards for the Certificate of Clinical Competence.

Professional Practice Competencies: At all stages of the program, students in the MA program are expected to demonstrate appropriate understanding and use of the following nine professional practice competencies, as determined by the Program's faculty: (1) accountability*; (2) integrity*; (3) effective communication skills*; (4) clinical reasoning; (5) evidence-based practice; (6) concern for individuals served*; (7) cultural competence; (8) professional duty*; and (9) collaborative practice. Demonstration of these competencies takes place in both clinical and classroom settings. For more detailed information on these competencies, see **appendix 1** in this Handbook. Because these professional practice competencies are fundamental to all other aspects of clinical practice and many of them are directly relevant to academic performance in the program, satisfactory performance is required in each area. While students can develop skills in all these areas over the course of the MA program, the starred items in the list above are competencies that are particularly important at all stages of the program and thus should be present when the student begins the program. Students who do not perform at expected levels in one or more of these competencies will be placed on a program remediation plan that is designed to improve the student's performance in the affected area(s). Students who are placed on this type of remediation plan will be withdrawn from clinical placements until the student's performance in the practice competency area is determined to be acceptable by the student's remediation plan faculty committee. Failure to meet performance expectations in these areas as specified on a remediation plan can lead to dismissal from the program. Students who are asked to leave a clinical practicum site by a supervising speech-language pathologist, or other staff supervisory personnel, will not be permitted to return to clinical practice until the faculty has determined that the concern(s) about the student's performance in area(s) of professional practice competencies have been addressed satisfactorily.

Essential Functions: Students are expected to perform the essential functions that are specified in the MA program's Essential Functions document that can be found on the department website ([Essential Functions Document](#)). Although many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience, there are several skills that are particularly relevant and should be present when a student begins the program (see items marked with an asterisk (*) in the document). All students admitted to the graduate programs in the Department of Speech, Language, and Hearing Sciences are beholden to the professional standards needed to successfully engage in the speech-language pathology and/or audiology professions. The burden is on the applicant to demonstrate that he/she can meet the essential functions or requirements of the program. Academic faculty and clinical faculty are charged with evaluating students with respect to their performance on the standards described in the Essential Functions document. If a student feels he or she is unable to meet these standards, it is his/her responsibility to notify the appropriate faculty member(s) to seek accommodations, and then to register with and be verified as disabled by the Disabilities Resource Program on campus (<https://disability.ufl.edu>). Students who do not meet the conditions of the essential functions document will not be permitted to return to clinical practice until the faculty has determined that the concern(s) about the student's performance in area(s) of essential functions have been addressed satisfactorily.

Cell Phones and Computers: Audio ringers on cell phones must be deactivated before entering classrooms and clinic settings. Cell phone use is not permitted during class time or during clinical sessions unless an instructor permits it as part of class activities. All students must have access to an appropriately equipped computer that is consistent with the College's *Computer Requirements for Students*. We expect students to use appropriate etiquette in all e-mail correspondence. In classroom and clinical settings, we expect students to use computers and cell phones only for program-related activities. Use of computers and cell phones for other purposes is not permitted and it can result in the student being put on a performance remediation plan and receiving a lowered course grades (when participation is part of the grading rubric for a course). It also can lead to suspension from clinical practicum participation when the inappropriate use of computers/cell phones occurs in clinical settings.

Student Honor Code and Student Conduct Code: All students in the MA program are bound by the University's Student Honor Code and Student Conduct Code. Acts and behaviors that violate these codes are stated clearly on the following website: (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) Students are responsible for reviewing this information. Ignorance of Honor Code guidelines is not a defense for violators. Students are reminded that all material submitted for class or clinic activities must include proper references and citations. All work cited from other sources (journals, books, lectures, videotapes, websites, etc.) must be referenced. Phrases or sentences taken word-for-word from another source must be placed in quotation marks, and the page number must immediately follow the statement. Paraphrased work must include the reference. Permission from the publisher must be obtained when direct quotes exceed a few paragraphs. If you have any question about whether a work should be cited, then it probably should be. If you have questions, ask. We will not be sympathetic to omission of citations after you have turned in written work.

Attendance: As a pre-professional student, classroom attendance is expected. Students are responsible for any material covered and any announcements/changes to course curricula and assignments announced in class regardless of whether you were in attendance or not. Only university sanctioned absences based on UF policy will be eligible for make-up work. If you are sick or have a health care emergency, you must notify the instructor in advance of the assignment due date or exam and provide a medical excuse for the date and time period for the absence from the originally scheduled exam to be eligible for a make-up. Scheduled health care appointments and/or elective health care procedures are not considered emergencies. If you believe that a health care appointment/procedure is warranted that is not an emergency, you must discuss this with the instructor of your class before missing an exam or an assignment deadline. If you are unable to attend class because of another type of serious emergency, you must notify your instructor in advance of missing the due date to be eligible to make up in-class assignments or examinations.

Punctuality: Punctuality is expected for class, tests, meetings and all other assigned responsibilities. Additional time will not be given if you are late for an assignment/test. If a quiz is missed because of lateness to class, you will not be allowed to make it up. Attendance will be taken at the start of classes or as otherwise designated on the syllabus for courses in which instructors incorporate attendance points in grading. Attendance credit will not be given if you are late for class or are otherwise noncompliant with course attendance policy.

Self-Advisement and Proof of Bachelor's Degree: The program will provide you with information about your program of study; however, you are responsible for checking the number of credits completed and needed to graduate from the MA program and for checking and understanding the accuracy of

University tracking forms and academic transcripts. You are also responsible for submitting a degree application by the deadline stated by the University. If you have questions about your credits or graduation requirements, please see the Program Director.

Students who earned their bachelor's degree from an institution other than UF are required to provide the UF Registrar with an official degree transcript that shows the date upon which the bachelor's degree was awarded.

SEMESTER WITHDRAWAL or LEAVE OF ABSENCE: Occasionally students face unanticipated situations necessitating withdrawal from all coursework. Withdrawal for a semester or longer period of time is considered to be a withdrawal from MA program. The steps you follow differ depending upon whether you want to re-enter the program.

1. Withdrawals – Without Re-Entry to the Program: Inform the program director in writing that you are dropping out of the program and are not requesting re-entry. Then follow University procedures for withdrawing entirely from the University.
2. Withdrawals – With Desired Re-Entry to the Program: You may withdraw from the University at any time but re-admission to the MA program at a later date is not guaranteed.
 - Permission to re-enter the MA program also may be directly affected by whether you acquired approval to re-enter at a later date prior to your withdrawal.
 - University requirements for readmission also must be satisfied. If the University re-admits you, the decision to re-enter the MA program is up to the program director or executive associate dean or his or her designee. Please note that if you withdraw without notifying the program director, it is unlikely that you will be readmitted to the MA program. In order to initiate a withdrawal with desired re- entry, follow the steps below.
 1. Meet with the Program Director/faculty advisor and inform him or her of your situation. They will discuss with you possible options short of withdrawal if available/feasible. If withdrawal with re-entry is chosen as the course of action, proceed with steps 3-5.
 2. Provide two letters of documentation in one packet to the Program Director: (a) a letter from you requesting the withdrawal, including the reason for withdrawal, and when you would like to re-enter the program; (b) any supporting documentation based on the reason for withdrawal (e.g. physician or psychologist documentation, program for funeral service, etc.).
 3. Do not withdraw from classes until a decision on the withdrawal with re-entry has been made, and letter or e-mail notification from the Program Director has been sent and acknowledged. Additional information may be requested before a decision can be made.
 4. Follow University procedures for withdrawal.

Academic Standing: The MA program follows the UF Graduate School's policies and procedures for determining whether a student is considered to be in good academic standing. Any graduate student may be denied further registration if progress toward completing the program becomes unsatisfactory to the academic unit, college, or Dean of the Graduate School. Unsatisfactory scholarship is defined as failure to maintain a B average (3.00) in all work attempted. Graduate students need an overall GPA of 3.00 truncated and a 3.00 truncated GPA in their major (and in the minor, if a minor is declared) at graduation. Students with less than a 3.00 GPA may not hold an assistantship or fellowship. Grades of C- and below are not considered to be passing, and when such grades are

earned in the academic courses, the student must retake the course. See the [UF Graduate School Catalog](#) for additional details.

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Ethics

Students are responsible for reading and comprehending [ASHA's Code of Ethics](#), which is summarized in a downloadable document from the ASHA website.

There are four main principles in the ASHA Code of Ethics (2023) document:

Principle of Ethics I: Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities.

Principle of Ethics II: Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.

Principle of Ethics III: In their professional role, individuals shall act with honesty and integrity when engaging with the public and shall provide accurate information involving any aspect of the professions.

Principle of Ethics IV: Individuals shall uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.

Each of these principles is accompanied by a set of rules. Thus, there is much to know about the Code of Ethics then just the four principles above!

The Code of Ethics will be covered as part of class activities in SPA 6905: Clinicians' Meeting.

ASHA's website has other useful resources that pertain to ethics in clinical practice. One such webpage, *Issues in Ethics*, features interesting or challenging ethical scenarios:

- [Issues in Ethics: Ethical Issues Related to Clinical Services Provided by Audiology and Speech-Language Pathology Students](#)

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Program Learning Objectives

Knowledge and Skill Learning Outcomes for Master's Degree in CSD

Note: These learning outcomes are reviewed continually by our faculty and may be updated from time to time.

To complete the M.A. program successfully, students must demonstrate the following outcomes.

Standard IV-A: Knowledge of Statistics and Sciences

Students will be able to describe/discuss...

- Basic concepts in biological sciences as related to human or animal sciences, including human anatomy & physiology
- Basic concepts in physical sciences, specifically in either physics or chemistry
- Basic concepts in social and behavioral sciences
- Basic concepts in statistics

Standard IV-B: Knowledge of Basic Human Communication and Swallowing Processes

- Students will be able to describe/discuss the bases of basic human communication and/or swallowing processes. (See bulleted lists below.)*

Human Communication Processes	Human Swallowing Processes
<ul style="list-style-type: none"> <input type="checkbox"/> Biological Bases <input type="checkbox"/> Neurological Bases <input type="checkbox"/> Acoustic Bases <input type="checkbox"/> Psychological Bases <input type="checkbox"/> Developmental Bases <input type="checkbox"/> Linguistic Bases <input type="checkbox"/> Cultural Bases 	<ul style="list-style-type: none"> <input type="checkbox"/> Biological Bases <input type="checkbox"/> Neurological Bases <input type="checkbox"/> Acoustic Bases <input type="checkbox"/> Psychological Bases <input type="checkbox"/> Developmental/lifespan Bases <input type="checkbox"/> Linguistic Bases <input type="checkbox"/> Cultural Bases

- Students will be able to complete information pertaining to normal and abnormal human development across the lifespan.*

Standard IV-C: Knowledge of Nature of Communication Disorders and Differences

- Students will be able to describe/discuss...*
 - Etiologies of disorders affecting major clinical areas (see note below)¹.
 - Characteristics and correlates of disorders and differences (*select all that apply, from below*)
 - Anatomical/physiological correlates of disorders and differences affecting ____.
 - Acoustic correlates of disorders and differences affecting ____.
 - Psychological correlates of disorders and differences affecting ____.
 - Developmental correlates of disorders and differences affecting ____.
 - Linguistic correlates of disorders and differences affecting ____.
 - Cultural correlates of disorders and differences affecting ____.

¹Major clinical areas include: (1) articulation, (2) fluency, (3) voice & resonance, (4) receptive and expressive language (as realized in speaking, listening, reading, writing, and manual modalities), (5) hearing, (6) swallowing, (7) cognitive aspects of communication, (8) social aspects of communication (including challenging behavior), and (9) communication modalities.

Standard IV-D: Knowledge of Principles and Methods of Prevention, Assessment, and Intervention

- *Students will be able to describe/discuss...*
 - Principles and methods of prevention as they pertain to all major clinical areas²
 - Principles and methods of assessment as they pertain to all major clinical areas
 - Principles and methods of intervention as they pertain to all major clinical areas
 - Anatomical/physiological correlates of prevention, assessment, and intervention as they pertain to all major clinical areas
 - Psychological correlates of prevention, assessment, and intervention as they pertain to all major clinical areas
 - Developmental correlates of prevention, assessment, and intervention as they pertain to all major clinical areas
 - Linguistic correlates of prevention, assessment, and intervention as they pertain to all major clinical areas
 - Cultural correlates of prevention, assessment, and intervention as they pertain to all major clinical areas

²Major clinical areas include: (1) articulation, (2) fluency, (3) voice & resonance, (4) receptive and expressive language (within speaking, listening, reading, writing, and manual modalities), (5) hearing, (6) swallowing, (7) cognitive aspects of communication, (8) social aspects of communication, and (9) augmentative & alternative modalities.

Standard IV-E: Ethics

- *Students will demonstrate knowledge of the principles and rules of the current ASHA Code of Ethics.*

Standard IV-F: Research processes and principles

- *Students will be able to describe research methods and principles, particularly as they apply to evidence-based clinical practice.*
- *Students will be able to evaluate/assess various types of clinical information accurately with respect to suitability for evidence-based clinical practice.*

Standard IV-G and IV-H. Professional affairs and credentials

- *Students will be able to describe/discuss contemporary professional issues that affect speech-language pathology.*
- *Students will be able to describe/discuss basic information about certifications, licensure, and other relevant professional credentials, as well as local, state and national regulations and policies that relate to professional practice.*

Standard VI-G: Clinical Skills (based on performance during 400 hours of appropriately supervised clinical experience [25 hrs of observation, 375 hours of direct client/patient contact with a diverse client/patient caseload]).

- *Students will demonstrate the ability to...*

Evaluation:

- Conduct screenings
- Collect case history information
- Select and administer appropriate evaluation procedures
- Adapt evaluation procedures to meet patient needs
- Use assessment data to make diagnoses and recommendations
- Complete administrative and reporting functions related to clinical evaluations
- Refer clients for appropriate services

Intervention:

- Develop collaborative intervention plans (with appropriate, measurable goals)
- Implement intervention plans with client and other relevant individuals
- Select, develop, and use appropriate prevention and intervention materials
- Measure and evaluate patient performance and progress
- Modify treatment plans to meet client needs
- Complete administrative and reporting functions
- Refer clients for appropriate services

Interactions, Personal Qualities, and Professional Practice Competencies:

- Communicate effectively and appropriately, orally and in writing, with people of varying backgrounds
- Collaborate with other professional in case management (collaborative practice)
- Provide professional counseling to patient and relevant others
- Adhere to ASHA Code of Ethics and behave professionally
- Demonstrate satisfactory attainment of the following Professional Practice Competencies:
 - Accountability
 - Integrity
 - Effective communication (and see “a” and “c” above)
 - Clinical reasoning
 - Evidence-base practice
 - Concern for individuals served
 - Cultural competence

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Capstone Assessment (Non-Thesis Track): MA Comprehensive Examination

The MA Comprehensive Examination is one option for the capstone experience for students in the non-thesis track of the Master's program. (For students in the thesis track, the thesis defense constitutes the capstone assessment.) Successful completion (i.e., a passing score) of the MA Comprehensive Examination is a required component of your program. An overview of the procedures and format associated with the comprehensive examination follows.

1. Areas of assessment

In most years, the comprehensive examination includes 8 or 9 areas of assessment. Examples of assessment areas from one recent examination are presented in the table below. Students rotate through one station per assessment area. The allotted time per station is usually between 10 to 15 minutes. Exam topics vary somewhat from year to year, but are drawn from the "Big Nine" areas of clinical practice. Here is an example of how examination topics have been covered in recent years. The composition of your exam may differ from what is indicated below

Area	Professor	Area	Professor
Dysphagia	Hegland	Speech Motor Control Disorders	Mir
Adult language disorders	Ellis	Cognitive Communication Disorders	Ellis
Child Language Disorders & Assessment/Diagnosis concepts	Gauger	Voice and resonance disorders	Hegland
Fluency & Phonology Disorders	Briley	AAC and Autism/Social Bases of Communication	Lewandowski
Professional issues & Ethics	Lewandowski		

2. Examination times

Students report for the comprehensive exam at an appointed time block. It is critical to show up at your assigned time block, and not at another time block! Please arrive at the testing site at least 15 minutes early. The table below shows a sample time schedule from a recent examination. The schedule for your examination will likely differ a bit from this.

Block	Start Time	End Time
1	9:30 a.m.	11:00 a.m.
2	11:20 a.m.	12:20 p.m.
3	1:40 p.m.	3:10 p.m.

3. Scoring Rubric for Responses: Here is a scoring rubric that we have used in recent years. A student receives nine such ratings – one for each test station.

First, the student's response is scored in terms of completeness, accuracy, and organization:

Graded Components	High Pass (3)	Pass (2)	Low Pass (1)	Fail (0)	Total score (Max = 9)
a. Completeness/Depth	x				→ 7
b. Accuracy		x			
c. Clarity/Organization		x			

Then, the “Total score” is interpreted on the rating scale. “7” = “pass”. Qualitative comments about the student’s response are added in as well.

9	8	7	6	5	4	3	2	1	0
High Pass		Pass			Low Pass		Fail		

Examination Scoring

1. **SATISFACTORY:** To pass the comprehensive examination, students must:
 - Receive a score of “Pass” or above on at least 5 of the 9 areas.
 - Have no “fail” responses.
 - In other words, the minimum score needed to pass the examination is 5 “Pass” grades and 4 “Low Pass” grades
2. **INCOMPLETE:** Students will be assigned a grade of “incomplete” if they:
 - Do not meet the criteria for “satisfactory” performance, but...
 - Receive a score of “Pass” or above on at least 5 of the 9 areas, but fail one of the remaining areas, or...
 - Receive a score “Low Pass” on five or more of the areas, with no failing scores

Students who receive an “incomplete” will be assigned remedial work, which must be completed satisfactorily. Remedial assignments may include having to repeat portions of the examination. The content of remedial work and associated due dates will be determined by a faculty committee that include the Program Director and one or more of the other examiners.

3. **UNSATISFACTORY:** Students will be assigned a grade of “unsatisfactory” if they do not meet the criteria for either “satisfactory” or “incomplete” performance

Students who receive an “unsatisfactory” will be assigned remedial work, which must be completed satisfactorily. Remedial assignments may include having to repeat the entire examination. The content of remedial work and associated due dates will be determined by a faculty committee that include the Program Director and one or more of the other examiners.

Tips for preparing for the comprehensive exam can be found in Appendix 2 of this handbook.

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Capstone Assessment (Non-thesis track)

Scholarly Research Project

1. Project preparation procedures: Students who are interested in completing a scholarly research project as their capstone assessment should schedule time to meet with graduate faculty who conduct scholarly activities in area(s) that are of interest. The purpose of the meeting is for students to learn about the faculty member's interests/capabilities, and discuss topics that the student might pursue.
2. Project procedures
 - a. Complete the Scholarly Research Project contract form (Appendix 3 of this handbook):
 - i. Contract due date: No later than April 1 of the 1st Spring semester of the student's program.
 - ii. Following the meeting between the student and graduate faculty member, the student and graduate faculty member each will decide whether he/she wishes to move forward with the Scholarly Research Project. If there is mutual interest in moving forward, the faculty member will direct the student to complete part 1 of the contract form.
 - b. Contract Review Meeting
 - i. A meeting will be scheduled between the student, faculty mentor, and program director to finalize the details of the scholarly research project and sign the detailed contract document.
 - c. In the last semester, you must register for 1 credit of SPA 6905 (specialized topic or research).
3. Written Contract: The scholarly research project written contract includes details of the:
 - a. Expected student contributions
 - b. Student deliverables (Note: abstract submission and presentation at PPHP research days in the second Spring semester is *required*)
 - c. Timeline for deliverables
 - d. Mentorship plan
 - e. Relationship of the scholarly research project to the broader content of speech-language and swallowing process and disorders.
 - i. In this way, the contract and project will require the student to demonstrate comprehensive knowledge of issues that come under the scope of practice in speech-language pathology.

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MA – Thesis Track: Policies and Procedures

1. Pre-Application Procedures
 - a. Students who are interested in applying to the Thesis Track should schedule time to meet with graduate faculty who conduct research in area(s) that are of interest. The purpose of the meeting is for students to learn about the faculty member's research and to discuss research topics that the student might pursue.
2. Application procedures
 - a. Complete the MA Thesis Track Application form:
 - i. Application due date: Final day of classes, Fall semester of Year 1
 - ii. Following the meeting between the student and graduate faculty member, the student and graduate faculty member each will decide whether he/she wishes to move forward with the Thesis Track Application process. If there is mutual interest in moving forward, the faculty member will direct the student to complete the Student Items portion of the MA Thesis Track Application form. This form can be found in Appendix 4 of this handbook.
 - b. Applicant Review Meeting
 - i. Date: MA Program Faculty will meet at the start of the Spring semester to review applications for the MA Thesis Track. Decisions about Thesis Track applications will be finalized by the end of third week of the Spring semester.
 - ii. Graduate Committee composition: After a student is accepted into candidacy for the Thesis Track, he or she will then work with the faculty mentor to identify a second faculty member (one who holds Graduate Faculty status) to serve on the student's MA Thesis committee. In most cases, the second committee member will be a member of the graduate faculty who has expertise in matters that relate to the thesis topic.
3. Written Contract/Syllabus: Students who are accepted into the Thesis Track must meet with the thesis mentor (and, when relevant, the second faculty member on the student's graduate committee) to develop a written contract/syllabus that describes thesis-related expectations and requirements. The meeting should take place no later than February 15 (Spring semester, Year 1). The contract should include the following information:
 - a. Thesis Project Timeline: Start and finish dates for primary components of the thesis (e.g., IRB submission, data collection, data analysis, reliability checks, first drafts of thesis chapters, final draft of thesis, UF Graduate School deadlines, etc.)
 - b. Description of the Student's Thesis-Related Activities/Requirements: e.g.,
 - i. Initial list of required and recommended readings that foster the student's knowledge of specific research-related issues as well as the broader research/health science context within which the research fits (it is expected that the reading list will evolve over the course of the project);
 - ii. Required/recommended clinical placements or observations;
 - iii. Required/recommended trainings (e.g., software, instrumentation, HIPAA, BBP/BMW, UF Libraries workshops/consultations for literature reviews, Refworks/Endnote etc.)
 - iv. A description of general Department-level, thesis-related requirements, and links to UF Graduate School Handbook/website for additional information about the Thesis requirements.
 - v. A description of requirements for the format and scope of the Thesis Defense,

procedures for scheduling and announcing the defense.

4. Thesis Defense:

- a. Requirements: Each student will complete a thesis defense that
 - i. Complies with University and College criteria/procedures regarding presentation format, and
 - ii. Incorporates elements wherein the student demonstrates his or her knowledge of both the thesis itself and how the thesis topic/content relates to the broader content of speech-language and swallowing process and disorders.
 - In this way, the Thesis Defense will require the student to demonstrate comprehensive knowledge of issues that come under the scope of practice in speech-language pathology.

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The Praxis Examination in Speech-Language Pathology

The Praxis Examination is an online examination that the Educational Testing Service administers. It is **not required** for graduation from the Master's program; however, a passing score on this test **is required** for the Certificate of Clinical Competence. For this reason, we strongly recommend that you take the Praxis Exam before your graduate, while concepts and facts are still fresh in your mind!

Most of our students take the Praxis around the same time as the Oral Comprehensive Examination (second Fall semester). Historically, our pass rates on the Examination have been excellent, and in most years, all of our students pass the examination on their first attempt.

- You will take the Praxis examination in Speech-Language Pathology (#0331) from the Educational Testing Service. (See www.ets.org for more information.) Practice test materials are also available on the ETS website.

Reporting Your Praxis Score

- Our program is required to track these Praxis scores as part of our program accreditation. Thus, please enter the University of Florida code to have your score sent to the department. If you forget to enter UF as a score recipient, the Program Director will contact you about sending a copy of your score report to us.
- You also should send a copy of the score report to ASHA, as they will need this information to process your CCC application.

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GRADUATION PROCEDURES

Please read this document carefully and pay close attention to the deadlines. You will be responsible for making sure that you have completed all paperwork for graduation.

****You must apply to graduate****

To qualify for graduation, students must meet all associated graduate school requirements and must demonstrate evidence of having met all program learning outcomes and, with them, ASHA's [standards for clinical certification](#).

- Do not miss the deadline to submit your graduation application. Doing so will mean that your graduate date (and, most likely, your ability to begin your professional employment) will be delayed until the end of the following semester. *For example, if you were planning to graduate in Spring and missed the deadline to apply for graduation, your graduation would be postponed until the end of the Summer C semester.*
- From the Office of the Registrar:
 - If you are planning to graduate in December, you must apply no later than the Fall degree application deadline as stated on the register website. (Also see the Important Dates table in the beginning of this Handbook.)
 - If you are planning to graduate at the end of Spring Semester, you must apply no later than the Spring degree application deadline as stated on the registrar's website. (Also see the Important Dates table in the beginning of this Handbook.)
 - It is your responsibility to check for any other degree application requirements on the Registrar's website.
- Complete an exit survey (online) and provide post-graduation contact information.
- In the final weeks of the semester,
 - You will be asked to provide post-graduation contact information as well as information about post-graduation employment plans and status (we need employment data for program accreditation).
 - You also will be asked to take an online survey, in which you will provide feedback and suggestions about your graduate program.

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SECTION 3: CLINICAL EDUCATION PROGRAM

Note: Additional Materials about Clinical Practicum and clinic policies are provided in the Clinical Education Handbook and over course of the Master's program in the form of supplemental handouts and documents that are distributed in SPA 6905: *Clinicians Meeting*.

Basic Procedures & Policies

PROFESSIONAL BEHAVIOR: Students are expected to act in a professional manner at all times. Attendance at clinics is mandatory. Tardiness will not be tolerated. The only acceptable reason for missing clinic is death in the family or illness. You should be prepared to document your absence.

Clinical Education at UF

Students are expected to participate in clinics from 10 to 20 hours per week, every semester. It is expected that students attend clinic during times that their academic classes do not meet. Outside of times when academic classes meet, the specific schedule will be determined by the clinical supervisor and Director of Clinical Education. Students may not see patients unless a speech-language pathologist with the certificate of clinical competence is present in the facility. Students should always be supervised in accordance with the standards set by the American Speech-Language-Hearing Association (ASHA).

First and Second Semester: We make every effort to place 1st year students in clinical settings that are commensurate with their previous coursework and academic experiences. Undergraduate level courses provide a knowledge and skill platform for basic concepts related to speech and language disorders. In addition, supervisors at individual sites will provide you with additional learning activities and resources that are specific to their sites.

- Supervisors usually will have you begin a clinical experience by observing them. Active observation may last anywhere from 1 to 3 weeks and may continue in incidental fashion throughout the semester.
- **IMPORTANT:** If you feel that you lack the knowledge needed to perform a particular clinical skill, please inform your clinical supervisor immediately. You and your supervisor can develop a learning plan at that point to "get you up to speed."
- Students are expected to reflect on information from their academic courses in order to apply such information to clinical practicum experiences. It is common for there to be a mismatch between classroom information and information that a clinical supervisor presents to you. When this occurs, it presents an excellent learning opportunity through discussions between the student and the course instructor, the student and the supervisor, or perhaps, all three individuals.
- Clinicians Meeting provides students with information about professional aspects of clinical practice. Students are expected to apply these concepts to their clinical practice, as well.
- As noted above, students should be participating in clinical experiences for at least 10 hours per week during the first two semesters of training. Students are expected to be in clinic at the times that were set at the beginning of the term. Students must notify supervisors of absences, and absences from clinical assignments should only occur for reasons related to illness or family emergency. Unauthorized absences may result in loss of one letter grade.

- Experiences will include in-person, telehealth, and simulated clinical sessions. All students will be required to subscribe to a simulation website over the course the graduate program in order to participate in the simulation portion of the clinical education program.

Third and Fourth Semester: By the third semester, the Director of Clinical Education will assign students to a wider variety of placements. Such assignments reflect students' growing knowledge and developing clinical skills. Students should be in their clinic setting at least 15 hours per week, as scheduling and caseload characteristics allow.

Fifth Semester: In the fifth semester, non-thesis students complete a full-time externship. They are in the clinic setting between 36 and 40 hours per week. Students completing a thesis complete a fifth practicum and are in clinic 15 to 20 hours a week. Please note that as a full-time extern, you are expected to follow your supervisor's schedule for the duration of your externship. More information about externships is provided on page 57 of this document.

Clinical Evaluation: Evaluation of student clinical performance will be completed by the supervisor in Calipso. Students will also be able to evaluate their supervisory experience in Calipso. These evaluation procedures will be discussed during the first week of Clinicians Meeting in Fall year 1.

Post-Graduation: After receiving the master's degree, graduates complete a full-time clinical fellowship. Supervision at this level is more flexible and the Fellow is expected to function independently with daily work assignments.

Please contact Ms. Kristen Lewandowski (Director of Clinical Education) if you have any questions about the education model or supervision.

Clinical Assignments

The Director of Clinical Education assigns students to their clinical placements. This is a very challenging job, as the Director has the job of attempting to balance students' career interests with national clinical certification requirements that call for a diverse and broad set of clinical education experiences.

Students may request to be assigned to certain types of placements. All such requests will be considered carefully and weighed against the program's need to place all graduate students in a range of clinical settings. We aim to help students attain the following experiences:

- Work with a range of patient ages
- Work with patients from a variety of language, social, racial, ethnic, cultural, and economic backgrounds
- Work with a range of disorder types and severities (e.g., speech disorders, language disorders, cognitive communication disorders, swallowing disorders ranging from mild to severe)
- Work in a range of clinical settings (e.g., schools, private practice, hospitals)
- Work with a range of clinical supervisors (i.e., different people, people with different training backgrounds and areas of expertise)

NOTE: Some clinical placements have requirements beyond typical academic coursework for a student to be eligible for placement. In these cases, the additional requirements must be completed at least 1 semester ahead of the placement.

END OF SEMESTER CHECKOUT:

At the end of each semester, be sure to:

1. Complete an evaluation for each of your clinical supervisors in Calipso.
2. Make sure that your clock hours are accurate and have been signed/verified in Calipso *before the end of the semester*. Please note, any hours not entered by the end of the semester will NOT be counted.
3. Check with your supervisor to make sure that he or she has completed your clinic evaluation in Calipso.
4. Schedule a meeting with the supervisor so that s/he can review your end-of-semester evaluation and grade.
5. Return any materials to the site that you may have borrowed during the semester.
6. Thank your supervisor for offering his or her time, expertise, and guidance during the semester.

Clinical Externships

Each non-thesis student will complete a clinical externship during his or her last semester of the M.A. program. This is a full-time clinical placement. Students have the freedom to choose their externship site. Externships can be completed at nearly any facility in the United States, as long as UF has a current affiliation agreement with the facility and the student is able to line up an extern supervisor who has the appropriate credentials (e.g., current CCC and state license and has had their CCC's for at least nine months.)

The Director of Clinical Education (Ms. Kristen Lewandowski) is in charge of arranging externship contracts and can guide you in your search. Students usually begin the process of setting up an externship during the second or third semester in the program. Speak with Ms. Lewandowski about who should contact the facility (i.e., her or you), as this may depend on the status of the affiliation agreement at the time of inquiry. If an agreement is in place, the student can call the facility and inquire about whether they are willing to take an extern for a semester. If the site is willing to take a student, the student should inquire about the application process and set up an interview at the site. After the student is accepted at the site, he or she should notify Ms. Lewandowski immediately. If no affiliation contract exists, Ms. Lewandowski will take care of initiating the contract process. This can take several months to complete, so students are encouraged to begin planning by the mid-point of their academic program.

In order to initiate a contract, please provide the following information:

1. Name of person at facility who will handle the agreement.
2. Full legal name of the facility – sometimes this is different than the name on the facilities sign.
3. E-mail address, phone number, fax number and mailing address of supervising clinician and, if applicable, the person who coordinates externship placements at the site.
4. Website info for the site, if available

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Clinical Supervision: Procedures and Requirements

The standards for the Certificate of Clinical Competence state that students must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology, including 25 hours in clinical observation and 375 hours in direct client/patient contact. (Std. V. C.).

Who is qualified to supervise clock hours? Clinical supervision for clock hours in speech-language pathology can only be provided by persons who currently hold both the ASHA CCC in speech-language pathology and the appropriate state licensing credential (i.e., speech-language pathology license). Audiologic services that fall under the speech-language pathology scope of practice can be supervised by a comparably certified and licensed audiologist.

Effective January 1, 2020, all clinical supervisors must have a minimum of nine months practice experience post-certification AND demonstrate completion of two hours of professional development in the area of supervision post-certification.

At UF, the Director of Clinical Education and the Program Director work together to ensure that only qualified individuals provide supervision. Nonetheless, student clinicians can assist with this verification process by being sure each supervisor includes both their ASHA member number and their state license number when signing off on clinical clock hours. Also, students can encourage them to include copies of these documents in their supervisor profile on Calipso.

How can I verify the clinical certification and licensure status of my clinical supervisors? The easiest way to verify the clinical certification status of your clinical supervisors is to use the search tool that the American Speech-Language-Hearing Association provides on its' website. You can access this tool at this link: [VERIFY CLINICAL CERTIFICATION STATUS](#). You can verify a supervisor's state license status on the website for the [Florida Board of Speech-Language Pathology and Audiology](#).

Supervision and Clinical Certification FAQs and Information:

- Frequently Asked Questions: Certification Standards for Speech-Language Pathology: <http://www.asha.org/Certification/SLP-FAQs/>
- Frequently asked questions about clinical practicum: <https://www.asha.org/certification/certification-standards-for-slp-clinical-practicum/>
- Frequently Asked Questions about Student Supervision: <https://www.asha.org/practice/supervision/supervisionfaqs/>
- Position Statement: Clinical Supervision in Speech-Language Pathology and Audiology: <http://www.asha.org/policy/PS1985-00220/>
- Student Supervision: <https://www.asha.org/practice/supervision/SLP-graduate-student-supervision/>

Clinical Fellowships: <http://www.asha.org/certification/Clinical-Fellowship/>

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Documenting Clinical Clock Hours

Students are required to accrue a minimum of 375 hours in direct client/patient clinical service activities. Clinical certification standards state that the student must complete a program of study that includes experiences sufficient in breadth and depth to skills that are sufficient for entry in the professional workplace in the areas of evaluation and intervention, and in their interaction and personal qualities, as well. For this reason, our program requires that students have varied clinical experiences - direct patient contact with both children and adults; a combination of assessment and treatment activities in a variety of settings, and with a variety of patient populations (e.g., differing ages, different economic, language, and cultural/ethnic backgrounds).

The tables and figures below are presented to provide you with a general sense for the number and types of hours that students earn at various points of the programs in recent years. You may find that in some semesters, especially semester 1 and 2 that your clock hour total is below the average numbers in the table below. In general, that will not be a problem at all.

Summary statistics for average number of clock hours earned by semester.

Metric	Semester					Sum
	1	2	3	4	5	
1. Average # Assessment Hours Earned	15.26	28.77	28.44	25.00	46.66	144.13
2. Average # Treatment Hours Earned	54.73	44.63	34.86	47.64	151.10	332.96
3. Average # Total Clock Hours Earned)	69.99 (± 42)	73.40 (± 48)	63.30 (± 29)	72.64 (± 35)	197.76 (± 72)	477.08 (± 74)
4. Average # of Cumulative Hours Earned	69.99	143.39	206.69	279.32	477.08	

- As shown in the table above,
 - On average, the total number of clock hours completed over the course of the program is about 477 (±74);
 - The average number of hours earned after Semester 1 is 69.99, but there is wide variability, with most students completing between 38 and 112 hours;
 - By the end of summer semester, students completed an average of about 200 hours (again, however, there is considerable variability across students);
 - Not surprisingly, summer semester, which lasts only 12 weeks, tends to yield the fewest number of clock hours (average is 63);
 - Semester 5 is when students complete their externship, and this yields the greatest number of hours (average is about 198 hours);
 - On average, about 30% of all clock hours involve assessment activities, and 70% involve treatment activities.

Web-based Systems for Clock Hour Documentation

Our program uses the Calipso software program to document clinical clock hours and related practicum experiences and information.

Students are responsible for entering their clock hour information in a timely fashion. Supervisors must approve the hours you have entered. It is your responsibility to work with your supervisors in the clock entry-verification process.

If you do not enter your information into the software system within two weeks of the date that the clinical activity took place, you will not be allowed to count the activity toward the 400 clinical clock hours that are required for the program and clinical certification.

Note about working in settings with multiple MA-SLP students: If a student and one or more other students are co-treating or co-assessing a patient, each student is allowed to count only the time that he or she personally spent working with the client. Students cannot count time that they spent observing another student work with a client, even if both students are in the same room with a client at the same time.

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Assessment of Student Academic and Clinical Performance

The program uses a variety of assessments to document students' academic and clinical performance. Examples of these assessments and associated assessment forms/rubrics are presented below.

Academic/Class-Based Assessments: These can involve assessments of knowledge and/or skills.

Semester grades	Exam/quiz grades	Presentation grades
Comprehensive examination grades	Research paper grades	Discussion grades
Other class assignments		

Clinical Assessments

- Ratings by supervising clinician on "Evaluation of Student's Clinical Performance" entered into Calipso
- This involves assessments of knowledge and/or skills.

Formative Assessment

The program conducts a **mid-program check-in** that occurs in the 3rd (Summer) semester. Students are required to complete an online self-assessment survey to reflect on their knowledge and skills in different areas, and to meet one-on-one with the program director (Dr. Hegland) and director of clinical education (Ms. Lewandowski) to discuss their performance clinically and academically thus far in the program. This provides an opportunity to identify any areas of concern, either from the student's or program's perspective, and to develop a plan to address them, if necessary.

The program also conducts ongoing (formative) assessments of student performance. In addition to monitoring grades and clinical performance at the mid-term and end of each semester, faculty members monitor/assess student performance on a day-to-day basis in classes and clinics.

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Safety Precautions and Procedures

Our mission is to provide a safe environment for our students. If you are or think you may be pregnant or if you have any autoimmune diseases, please confidentially notify your clinical supervisor and the Director of Clinical Education (Kristen Lewandowski), as you may be compromised during your rotation through the UF Health Shands Hospital and UF Health Clinics, either via exposure to pathogens or to radiation.

Commonly encountered pathogens include VRE (vancomycin resistant enterococci), C. Diff (clostridium difficile), MRSA (methicillin-resistant Staphylococcus aureus), and CMV (cytomegalovirus), the latter of which is particularly harmful to babies in utero. Other pathogens you may encounter include, but are not limited to chickenpox, shingles, TB (tuberculosis) and LRE (linezolid- resistant enterococci).

Students also participate in fluoroscopic swallow studies, exposure to which may be harmful to fetuses. Students wear leaded aprons, and special maternity aprons are available; however, we must be aware of your pregnancy to provide you this option.

Note: Additional information about emergency procedures that pertain to the UF Health Shands and Magnolia Parke clinics and the UF Fixel Institute for Neurological Disorders is available at those sites. Please see the site administrators or your site supervisor for additional details.

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Scholarship and Award Programs

- The College of Public Health and Health Professions

Our college administers several scholarships that are offered annually to students in PHHP. For a description of the scholarships, see the College of PHHP website:

<https://phhp.ufl.edu/academics/scholarships/>

- University of Florida: Helpful Contact for External Aid

UF Office for Student Financial Affairs:

<https://www.sfa.ufl.edu/>

UF Dean of Students Office:

<http://www.dso.ufl.edu/>

UF Graduate School

<https://grad.ufl.edu/gss/funding/>

- American Speech-Language-Hearing Association (ASHA)

ASHA sponsors several award programs that are designed to enhance students' career development. An overview of these awards is available [here](#).

- Council on Academic Programs in Communication Sciences and Disorders (CAPCSD)

[CAPCSD has two awards](#) that are applicable to MA students

- Plural Research Scholarship: awards \$3000 in funding to support graduate-level research.
- Frances J. Laven Scholarship: awards \$5000 to a student in recognition of exemplary student service.

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Clinical Certification

Certification Standards and the Clinical Fellowship Year

After completion of the Master's program, nearly all graduates will seek to obtain the Certificate of Clinical Competence (CCC), which, as ASHA states, is "a nationally recognized professional credential that represents a level of excellence in the field of Audiology (CCC-A) or Speech-Language Pathology (CCC-SLP)." Nearly all of the clinical job openings in speech-language pathology require an individual to either hold the CCC or to be on the pathway to obtaining it via the Clinical Fellowship Year. To obtain the CCC, one must meet several requirements. The main requirements are accessible [here](#).

- Relationships among graded assessments, class learning objectives, program learning objectives, and clinical certification standards

The program's graded assessments, class learning objectives, and program learning outcomes are designed to fit seamlessly and transparently with requirements for the Certificate of Clinical Competence. In this way, both the student and the faculty member can monitor progress toward CCC attainment. For academic courses the standards being assessed are indicated in the syllabus.

- Clinical Certification Standards

One of the key requirements for the CCC is that the applicant has met a series of [standards for clinical certification](#). ASHA's Council for Clinical Certification (CFCC) sets the certification standards. The current set of standards became effective on January 1, 2020. A summary of these standards is listed below. The program will guide you through the steps necessary to ensure you comply with these standards.

Each standard is accompanied by detailed *implementation language*, which explains the standard further and/or provides guidance on how attainment of a standard is measured or assessed.

The information below constitutes a basic outline of the standards; however, the actual document on ASHA's website contains much more information than what is presented here. *Students are required to review that information and are responsible for knowing it.*

- Standard I: Degree

The applicant for certification (hereafter, "applicant") must have a master's, doctoral, or other recognized post-baccalaureate degree.

- Standard II: Education Program

All graduate coursework and graduate clinical experience required in speech-language pathology must have been initiated and completed in a CAA-accredited program or in a program with CAA candidacy status.

- Standard III: Program of Study

The applicant must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic coursework and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standards IV-A through IV-G and Standards V-A through V-C.

- Standard IV: Knowledge Outcomes

Standard IV-A

The applicant must have demonstrated knowledge of statistics as well as the biological, physical, and social/behavioral sciences.

Standard IV-B

The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C

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

- Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification
- Fluency and fluency disorders
- Voice and resonance, including respiration and phonation
- Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing
- Hearing, including the impact on speech and language
- Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span
- Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning
- Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities
- Augmentative and alternative communication modalities

Standard IV-D

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

Standard IV-E

The applicant must have demonstrated knowledge of standards of ethical conduct.

Standard IV-F

The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Standard IV-G

The applicant must have demonstrated knowledge of contemporary professional issues.

Standard IV-H

The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

- Standard V: Skills Outcomes

Standard V-A

The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Standard V-B (see the [Standards](#) for details about the specific clinical skills students must demonstrate)

The applicant must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation
2. Intervention
3. Interaction and Personal Qualities

A minimum of 9 months of full-time clinical experience with clients/patients, after being awarded the CCC, is required in order for a licensed and certified speech-language pathologist to supervise graduate clinicians for the purposes of ASHA certification.

Standard V-C

The applicant must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in guided clinical observation, and 375 hours must be spent in direct client/patient contact.

- Note that up to 20% (i.e., 75 hours) of direct contact hours may be obtained through clinical simulation (CS) methods.

Standard V-D

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

Standard V-E

Supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession and who, after earning the CCC-A or CCC-SLP, has completed (1) a minimum of 9 months of full-time clinical experience, and (2) a minimum of 2 hours of professional development in clinical instruction/supervision.

The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience; must not be less than 25% of the student's total contact with each

client/patient; and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the individual receiving services.

Standard V-F

Supervised practicum must include experience with individuals across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with individuals with various types and severities of communication and/or related disorders, differences, and disabilities.

- **Standard VI: Assessment**
The applicant must have passed the national examination adopted by ASHA for purposes of certification in speech-language pathology.
- **Standard VII: Speech-Language Pathology Clinical Fellowship**
The applicant must successfully complete a Speech-Language Pathology Clinical Fellowship (CF).

Standard VII-A: Clinical Fellowship Experience

The Clinical Fellowship must have consisted of clinical service activities that foster the continued growth and integration of knowledge, skills, and tasks of clinical practice in speech-language pathology consistent with ASHA's current Scope of Practice in Speech-Language Pathology. The Clinical Fellowship must have consisted of no less than 36 weeks of full-time professional experience or its part-time equivalent.

Standard VII-B: Clinical Fellowship Mentorship

The Clinical Fellow must receive ongoing mentoring and formal evaluations by the CF mentor. Mentorship must be provided by a clinician who holds the CCC-SLP and who, after earning the CCC-SLP, has completed (1) a minimum of 9 months of full-time clinical experience, and (2) a minimum of 2 hours of professional development/continuing education in clinical instruction/supervision.

Standard VII-C: Clinical Fellowship Outcomes

The Clinical Fellow must have demonstrated knowledge and skills consistent with the ability to practice independently.

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

Clinical Fellowship Year

According to ASHA, “The speech-language pathology [clinical fellowship](#) (CF) is the transition period between being a student enrolled in a communication sciences and disorders (CSD) program and being an independent provider of speech-language pathology clinical services. The CF involves a mentored professional experience after the completion of academic course work and clinical practicum.” CFY requirements for the CFY are outlined in the clinical certification standards.

Credentialing Requirements in Other States

The last topic in this Handbook is [an important one](#).

- The MA program at the University of Florida prepares students to be eligible for licensure in the State of Florida. However, if you think you might move to another state immediately after completing this Master's program, you should take steps now to familiarize yourself with the specific licensing requirements in that state because their requirements may be different from those in Florida. For example,
 - Some states' license boards require specific numbers of clock hours with specific disorder populations; and
 - In other states, the license board requires applicants to complete specific types of coursework in education in order to practice in the public school setting.

By familiarizing yourself with these requirements now, you can take the necessary proactive steps that are needed to meet whatever will be required of you for licensure in a state to which you wish to relocate at the end of the program.

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Appendix 1: Professional Practice Competencies

Professional Practice Competencies. Programs must document each student's performance in the following professional practice competencies.

Competency 1: Accountability

Areas	Comments
Practices in a manner that is consistent with the professional code of ethics and the scope of practice documents for the profession of speech-language pathology.	
Adheres to federal, state, and institutional regulations and policies that are related to services provided by speech-language pathologists.	
Understands the fiduciary responsibility for each individual served.	
Understands the various models of delivery of speech-language pathology services (e.g., hospital, private practice, education, etc.).	
Uses self-reflection to understand the effects of his or her actions and makes changes accordingly.	
Understands the health care and education landscape and how to facilitate access to services.	
Understands how to work on interprofessional teams to maintain a climate of mutual respect and shared values.	

Competency 2: Integrity

Areas	Comments
Uses the highest level of clinical integrity with each individual served, family members, caregivers, other service providers, students, other consumers, and payers; and	
Understands and uses best professional practices related to maintenance of confidentiality for all individuals in accordance with HIPAA and FERPA requirements.	

Competency 3: Effective communication skills

Areas	Comments
Uses all forms of expressive communication—including written, spoken, and non-verbal communication—with individuals served, family members, caregivers, and any others involved in the interaction to ensure the highest	

quality of care that is delivered in a culturally competent manner.	
Communicates with patients, families, communities, and interprofessional team colleagues and other professionals caring for individuals in a responsive and responsible manner that supports a team approach to maximize care outcomes.	

Competency 4: Clinical reasoning

Areas	Comments
Uses valid scientific and clinical evidence in decision-making regarding assessment and intervention.	
Applies current knowledge, theory, and sound professional judgment in approaches to intervention and management of individuals served.	
Uses clinical judgment and self-reflection to enhance clinical reasoning.	

Competency 5: Evidence-based practice

Areas	Comments
Accesses sources of information to support clinical decisions regarding assessment and intervention/management,	
Critically evaluates information sources and applies that information to appropriate populations, and	
Integrates evidence in provision of speech-language pathology services.	

Competency 6: Concern for individuals served

Areas	Comments
Shows evidence of care, compassion, and appropriate empathy during interactions with each individual served, family members, caregivers, and any others involved in care; and	
Encourages active involvement of the individual served in his or her own care.	

Competency 7: Cultural competence

Areas	Comments
Understands the impact of his or her own set of cultural and linguistic variables on delivery of effective care.	

These include, but are not limited to, variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation.	
Understands the impact of the cultural and linguistic variables of the individuals served on delivery of care. These include but are not limited to variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation.	
Understands the interaction of cultural and linguistic variables between the caregivers and the individuals served in order to maximize service delivery.	
Understands the characteristics of the individuals served (e.g., age, demographics, cultural and linguistic diversity, educational history and status, medical history and status, cognitive status, and physical and sensory abilities) and how these characteristics relate to clinical services.	

Competency 8: Professional duty

Areas	Comments
Engages in self-assessment to improve his or her effectiveness in the delivery of services.	
Understands the roles and importance of professional organizations in advocating for rights to access to speech-language pathology services.	
Understands the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel.	
Understands the roles and importance of interdisciplinary/ interprofessional assessment and intervention and being able to interact and coordinate care effectively with other disciplines and community resources.	
Understands and practices the principles of universal precautions to prevent the spread of infectious and contagious diseases.	
Understands and uses the knowledge of one's own role and those of other professions to appropriately assess and address the needs of the individuals and populations served.	

Competency 9: Collaborative practice

Areas	Comments
Understands how to apply values and principles of interprofessional team dynamics.	
Understands how to perform effectively in different interprofessional team roles to plan and deliver care centered on the individual served that is safe, timely, efficient, effective, and equitable.	

*** The training and evaluation of these competencies are infused throughout academic coursework, capstone assessments, and clinical placements & evaluations. Progress is tracked by the program director and director of clinical education during each semester, at mid-program check-in, and prior to the 5th (last) semester.*

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Appendix 2. Study tips for M.A. Comprehensive exams

Preparing for the SLHS Comprehensive Examination in Speech-Language Pathology

The following information is intended to help you prepare for the Department of Speech, Language, and Hearing Sciences' comprehensive examination in speech-language pathology. Because the questions on the examination change regularly, we do not have a detailed study guide for you to use. Still, you should find the following suggestions helpful as you prepare for the examination.

The comprehensive examination is intended to be a "capstone" of your graduate program. The Department uses the exam for "summative assessment" of your academic and clinical knowledge. The first step in preparing for the examination is simply to review your class notes, textbooks, and associated materials. As you review these materials, consider this very broad question: "What are the main things I learned during this class and in my graduate program?"

Certainly, you are not expected to memorize every detail from every class, but you should be able to clearly articulate broad themes and principles from your classes and support these with specific details. The examination questions deal largely, but not exclusively, with clinical issues. Thus, you should review basic principles and practices related to assessment, prevention, and treatment of speech-language disorders. You should be able to explain, *in detail*, (a) how to conduct common clinical procedures, (b) the rationale and circumstances for using such procedures, and (c) the pros/cons/limitations associated with such procedures. Many of the questions will involve "case studies," in which you are given details about a fictitious client and asked how to proceed in assessment, prevention, or treatment. Other questions may deal with broader topics concerning the etiology or characteristics of speech, language, or swallowing disorders.

One study strategy you might wish to follow is to organize course materials using the "knowledge and skills" format around which clinical certifications are based. That is, Describe the *etiologies* and *characteristics* associated with disorders across the "Big Nine" clinical areas. The Big Nine clinical areas are: Articulation, Fluency, Voice, Child and Adult Language, Swallowing, Hearing; Cognition; Social Bases of Communication; and Communication Modalities (Augmentative & Alternative Communication). Etiology of disorders in each of these areas can be discussed in various ways, e.g., predisposing factors, precipitating factors, perpetuating factors. Characteristics of a disorder can be discussed in terms of anatomical, physiological, and psychological factors, developmental/lifespan issues, linguistic factors, and cultural correlates.

For the "Big Nine" areas, describe the primary principles and practices used for *preventing*, *assessing*, and *treating* these problems. Be able to relate specific clinical skills to the "Big Nine" Areas. For example,

- ❑ How would you go about screening for a _____ disorder?
- ❑ How would you go about obtaining a case history for a person with a _____ disorder?
- ❑ How would you go about evaluating a person for a _____ disorder?
- ❑ How would you go about diagnosing a _____ disorder?
- ❑ How would you determine the prognosis for a client with a _____ disorder?
- ❑ What types of referrals might be needed for a client with a _____ disorder?

- ❑ Which professionals might you need to collaborate with when treating a person with a _____ disorder? Under which circumstances and for how long would collaboration be necessary?
- ❑ What are some likely treatment goals that one might pursue for patients with a _____ disorder?
- ❑ How might goals and treatment practices change with the age, cultural background, and/or gender for patients with a _____ disorder?
- ❑ What types of materials or methods would you use to address the treatment goals for patients with a _____ disorder?
- ❑ What are some important things to consider when counseling patients or families about a _____ disorder?
- ❑ What are some ethical issues that one should consider when treating a patient with a _____ disorder?

Your responses will be graded for *accuracy*, *completeness/depth*, and *clarity/organization*. To increase your chances of getting a passing score on each response, keep in mind the following:

- ❑ Explain yourself clearly. Avoid making the professor guess at what you mean.
- ❑ Use professional terminology and use it correctly.
- ❑ *Always* provide more detail rather than less detail.
- ❑ Do not assume that the professor who evaluates your response knows that you “already know” the material (even if you have already had a class with the professor.) Let each professor see the depth of your knowledge! Let each professor know that you have retained important concepts from his or her class.
- ❑ Support your ideas with evidence whenever possible. Examples: “To treat the patient, I likely would use a _____ approach. Clinical trials have shown that this strategy is effective for both adolescents and adult patients.”
- ❑ Organize information. Example: when discussing a treatment program for a child with a phonological disorder, begin with an introductory statement that outlines the treatment techniques you plan to discuss. Then, summarize each in some detail (why it is being used, how it will be taught, etc.)
- ❑ Read the question carefully and address *everything* that you are asked to address. Do not omit any part of any question.
- ❑ Integrate classroom and clinical material. For example, when addressing a case study about a child with language impairment, draw upon knowledge and skills that you have developed from the entire program...clinics, classes, and perhaps other lectures or conferences you’ve attended.
- ❑ Present a clear, concise rationale for clinical procedures. For example, “I would use this approach for the following reasons: _____, _____, and _____.” Back up statements about clinical practices with evidence from the research literature.
- ❑ Use “if...then” scenarios to demonstrate your knowledge of the complexities of clinical practice. For example, “If the patient exhibited symptoms “a” and “b,” I would use approach “c,” because...”

This outline won’t cover every “angle” that a faculty member will ask about, but it should be a very good place to begin. Again, there is no need to buy new textbooks, read new journal articles, etc. Mainly,

spend time carefully REVIEWING the experiences you have already had both in the classroom and in the clinic.

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Appendix 3. Scholarly project contract

M.A. Communication Sciences & Disorders
 Program for Speech-Language Pathology
 Scholarly Research Project Contract

PART I: GENERAL INFORMATION

Student: **Student UF ID #**

Course:

Student Email Address:

Supervising Faculty Member:

PART II: TERMS OF CONTRACT

Major topic area(s):

Project title:

Expected student contribution:

Student deliverables (Note: abstract submission and presentation at PPHP research days in the second Spring semester is required):

Timeline for deliverables:

Mentorship plan:

PART III: SIGNATURES

STUDENT:

My signature serves to indicate that I understand and agree to the terms of the contract as specified above.

Student's Signature:

Date:

SUPERVISING INSTRUCTOR:

My signature serves to indicate that I will provide support and mentorship as needed for the student during their capstone project.

Supervising Instructor's Signature:

Date:

Appendix 4.

APPLICATION FOR MA THESIS

Department of Speech, Language, and Hearing Sciences

Your Name:

Date of Application:

1. Briefly describe your current areas of interest with respect to academic clinical, and /or research issues in speech-language pathology and swallowing.
2. Prospective Mentor(s): Which graduate faculty member(s) have you approached with regard to serving as a mentor for your Master's thesis? (If more than one, indicate the faculty member whose research is aligned most closely with your interests and career goals.)
3. Briefly describe your anticipated scheduling commitments for the upcoming Spring, Summer, and Fall semesters.
 - Anticipated clinical placements:
 - Other/Extracurricular (e.g., work, volunteer commitments):
4. In light of your response to Question 2 above, how much time per week do you anticipate having available to devote to a Master's Thesis project?

Indicate the grades that you expect to receive upon completion of current semester:

Course	Grade

5. Brief Personal Statement (100 word maximum): *What do you hope to accomplish by completing a thesis? How does the Thesis Track fit with your long-term academic and professional goals?*

Program Use Only:

Mentor Comments/Statement of Support:

Comments from Applicant Review Meeting:

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