UNIVERSITY OF CENTRAL FLORIDA

School of Communication Sciences and Disorders

Graduate Student Handbook 2024/25

Last updated **June 2024**

Welcome

I am delighted to welcome you to the School of Communication Sciences and Disorders at the University of Central Florida! You are about to begin one of the most exciting times in your life, on a journey of personal and professional growth that will help shape your professional future. We are thrilled to be able to accompany you on this journey!

In this handbook, you will find information to get started and experience success throughout your time in our program. Please visit our website (https://healthprofessions.ucf.edu/csd/) to learn about the exciting teaching, research, and service activities that we are involved in, both within and outside the university. Above all, we want to emphasize our commitment to those that we serve, including infants, children, adolescents, and adults with communication and related disorders. All our activities are in service to that commitment.

We are most proud to be ranked in the top 25% of speech-language pathology programs in the nation! There are several benefits to being part of a large program, including a large, diverse faculty with expertise across the scope of practice and science. The diversity among our faculty and staff also attracts a diverse student body. You will learn that our students come from varied backgrounds all across the United States and abroad. It is very important to us that our students reflect the diverse populations that they will serve in their careers.

As you review our faculty directory, you will notice the names of many nationally and internationally known experts in our discipline. Our faculty are simultaneously engaged in academic teaching, clinical teaching and practice, and research. Our hard-working and talented staff is another reason for celebration. We could not operate all the moving parts in our school without them. It is because of all these unique attributes that our students excel.

Be sure to review this handbook in its entirety and refer back to it frequently throughout your time in our graduate program. Please reach out to program leadership, faculty, and staff as more individual questions arise. We are here to support your successful completion of the program and look forward to working with you every step of the way!

Sincerely,

Ann Clock Eddins, Ph.D., M.B.A., CCC-A
Professor and Director, School of Communication Sciences and Disorders

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Purpose of the Handbook

The purpose of the Graduate Student Handbook is to provide you with information about the policies and procedures of the School of Communication Sciences and Disorders (further referred to as School of CSD) and to assist you in steering your way through your program of study, your clinical experience, including your external rotations and the certification process. This Handbook is the primary source of information regarding policies, regulations, and academic and clinical requirements necessary to complete the master's degree, certification by the American Speech-Language-Hearing Association (ASHA), certification by the Florida Department of Education (FLDOE), and licensure by the State of Florida. The Graduate Student Handbook is not meant to be an exhaustive collection of all UCF and School policies; instead, it serves as a supplement to the UCF Graduate Catalog, the UCF Thesis and Dissertation Manual, The UCF Golden Rule, and other official UCF policies and procedures documents pertaining to students. Copies of this Handbook are available on the School website.

You should also review the UCF Graduate Catalog (https://catalog.ucf.edu/), which is the final source regarding University policies on graduate programs. While enrolled in the program, you are responsible for being informed about all rules, regulations, and procedures required for graduate studies, in general, and the master's program in communication sciences and disorders, in particular.

We have attempted to cover School of CSD policies and procedures as completely as possible; however, the Handbook is a document and may be modified, with notice, at the discretion of the School of CSD. Additionally, the application of policies to particular cases may vary with the special circumstances related to individual students. As you progress through your program, you may experience additional questions and concerns that are not addressed formally in the School of CSD or University publications. In these cases, we encourage you to seek information from your academic advisor, faculty advisors, clinic advisor, the Master's Program Director, the Clinic Director or the School of CSD Director. Other academic and clinical faculty members are also available for advice, guidance, and consultation regarding all academic and clinical requirements, policies, and procedures.

The University's Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy (Nondiscrimination Policy) prohibits discrimination and harassment on the basis of an individual's race, color, ethnicity, national origin, religion, non-religion, age, genetic information, sex (including pregnancy and parental status), gender identity or expression, sexual orientation, marital status, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present history of mental illness), political affiliations, veteran's status (as protected under the Vietnam Era Veterans' Readjustment Assistant Act), or membership in any other protected classes as set forth in state or federal law. The Nondiscrimination Policy also prohibits retaliation against individuals who complain of discrimination and harassment, as well as individuals who participate in an investigation into such complaint. For more information about the Nondiscrimination Policy's prohibitions of sex-based discrimination and sexual harassment (including sexual assault, sexual exploitation, intimate partner violence, stalking), please visit UCF's Let's Be Clear website.

It is the policy of the University that each employee and student be allowed to work and study in an environment free from unlawful discrimination, including harassment, and retaliation.

Authority: 2-004 effective 9/16/2022
2-004.pdf (ucf.edu).

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Phone: 407-823-4798 | Fax: 407-823-4816
https://healthprofessions.ucf.edu/communication-sciences-disorders/

The School of Communication Sciences and Disorders (CSD) is part of the College of Health Professions and Sciences (CHPS). The school has a current enrollment of approximately 750 bachelor's-level majors and 200 master's-level majors. With over 25 full-time faculty and numerous affiliated faculty, the School of CSD offers students a broad academic curriculum, comprehensive clinical experiences, and ongoing research opportunities in human communication sciences and disorders.

Mission Statement
The School of Communication Sciences and Disorders will cultivate a diverse and inclusive environment which supports the development of leaders in healthcare, education, research, service, and clinical practice.

Vision Statement
The School of Communication Sciences and Disorders will be a diverse, globally recognized leader in health education, research, clinical practice, and service which transforms students to empower individuals impacted by communication and related disorders.

Accreditation
The Master of Arts in Communication Sciences and Disorders education program in Speech-Language Pathology at the University of Central 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.

School Director	**Clinic Director**	**Master's Program Director**
Ann Clock Eddins, Ph.D., M.B.A.	Debra Knox, M.S.	Jaclyn Lucey, M.A.
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Core Functions

The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) accredits graduate programs that prepare individuals to enter professional practice in audiology and/or speech-language pathology. The School of CSD at the University of Central Florida (UCF) has an accredited program in speech-language pathology. All students admitted to the master's program in the School of CSD are bound by the professional standards needed to successfully engage in the speech-language pathology profession. The knowledge and skill standards of the profession are defined by ASHA in Standard IV-A through IV-G and Standard V-A through V-C of [The Standards for the Certificate of Clinical Competence in Speech-Language Pathology](#) addition to the [updated 2023 standards with revisions.](#)

The Council of Academic Programs in Communication Sciences and Disorders has outlined the following areas as Core Functions to promote student success in a graduate program and in the professional practice of speech and language pathology:

- Communication
- Interpersonal
- Sensory

- Intellectual/Cognitive
- Motor
- Cultural Responsiveness

Academic faculty and clinical faculty are charged with evaluating students with respect to their performance on the core functions presented below. To be qualified for the study of speech-language pathology in the CSD program at UCF, students must be able to meet both our eligibility requirements and core functions with or without reasonable modifications. A modification is viewed as a means of assisting students with disabilities to meet core functions by providing them with an equal opportunity to participate in all aspects of each course or clinical experience (Reasonable modifications are not intended to guarantee that students will be successful in meeting the requirements of any one course or clinical education).

The School of CSD acknowledges its responsibility to provide reasonable modifications to individuals with disabilities per the requirements of Section 504 of the Vocational Rehabilitation Act of 1973 (U.S. Department of Education, 2010; (see [https://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html)](https://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html) and Title II of the Americans With Disabilities Act (see [https:// www.ada.gov/ada_title_II.htm](https://www.ada.gov/ada_title_II.htm)). However, the burden is on the student to demonstrate that he/she can meet the core functions of the program. If students feel they are unable to meet these standards due to a disability, it is **their responsibility** to register as a student with a disability with the UCF Student Accessibility Services (SAS) Office http://sas.sdes.ucf.edu/ on campus (see additional information below on Students with Disabilities) and to contact the appropriate faculty member(s) to seek reasonable modifications.

Procedure

Upon admission to the School of CSD Program all students must sign a form acknowledging that they have read and understand the core functions. Students who may have concerns about meeting these expectations are advised to meet with the Master's Program Director.

If a student feels that he/she requires reasonable accommodation for didactic and/or clinical components of the program, he/she must register as a student with a disability with the [UCF Student Accessibility Services (SAS) Office](#) on campus, and contact the Master's Program Director and the appropriate faculty member(s) to seek reasonable accommodations.

Due to the time it takes to properly evaluate a student's needs and to implement reasonable accommodations, it is recommended that students request accommodations as early as possible. While it is possible that a need for reasonable accommodation may arise unexpectedly, it is preferable to make a request for accommodation at least 30 days before the start of a course or clinical education experience. The student should also contact the Master's Program Director to discuss reasonable accommodations.

Communication

Statements in this section acknowledge that audiologists and speech-language pathologists must communicate in a way that is understood by their clients/patients and others. It is recognized that linguistic, paralinguistic, stylistic, and pragmatic variations are part of every culture, and accent, dialects, idiolects, and communication styles can differ from general American English expectations. Communication may occur in different modalities depending on the joint needs of involved parties and may be supported through various accommodations as deemed reasonable and appropriate to client/patient needs. Some examples of these accommodations include augmentative and alternative communication (AAC) devices, written displays, voice amplification, attendant-supported communication, oral translators, assistive listening devices, sign interpreters, and other non-verbal communication modes.

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

Intellectual/Cognitive

Statements in this section acknowledge that audiologists and speech-language pathologists must engage in critical thinking, reasoning, and comprehension and retention of information required in clinical practice. It is recognized that such skills may be fostered through a variety of means, including assistive technology and /or accommodations/modifications as deemed reasonable and appropriate to client/patient needs.

- Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies
- Employ informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the client/patient's needs
- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills
- Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care

Interpersonal

Statements in this section acknowledge that audiologists and speech-language pathologists must interact with a diverse community of individuals in a manner that is safe, ethical, and supportive. It is recognized that personal interaction styles may vary by individuals and cultures and that good clinical practice honors such diversity while

meeting this obligation.
- Display compassion, respect, and concern for others during all academic and clinical interactions
- Adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies
- Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities

Motor

Statements in this section acknowledge that clinical practice by audiologists and speech- language pathologists involves a variety of tasks that require manipulation of items and environments. It is recognized that this may be accomplished through a variety of means, including, but not limited to, independent motor movement, assistive technology, attendant support, or other accommodations/modifications as deemed reasonable to offer and appropriate to client/patient needs.
- Engage in physical activities at a level required to accurately implement classroom and clinical responsibilities (e.g., manipulating testing and therapeutic equipment and technology, client/patient equipment, and practice management technology) while retaining the integrity of the process
- Respond in a manner that ensures the safety of clients and others

Sensory

Statements in this section acknowledge that audiologists and speech-language pathologists use auditory, visual, tactile, and olfactory information to guide clinical practice. It is recognized that such information may be accessed through a variety of means, including direct sensory perception and /or adaptive strategies. Some examples of these strategies include visual translation displays, text readers, assistive listening devices, and perceptual descriptions by clinical assistants.
- Access sensory information to differentiate functional and disordered auditory, oral, written, and visual communication
- Access sensory information to correctly differentiate anatomical structures and diagnostic imaging finding
- Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests

Cultural Responsiveness

Statements in this section acknowledge that audiologists and speech-language pathologists have an obligation to practice in a manner responsive to individuals from different cultures, linguistic communities, social identities, beliefs, values, and worldviews. This includes people representing a variety of abilities, ages, cultures, dialects, disabilities, ethnicities, genders, gender identities or expressions, languages, national/regional origins, races, religions, sexes, sexual orientations, socioeconomic statuses, and lived experiences.
- Engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provision of services
- Demonstrate the application of culturally responsive evidence-based decisions to guide clinical practice

Eligibility Requirements and Core Functions

University of Central Florida
College of Health Professions and Sciences
School of Communication Sciences and Disorders

I, _____(please print your full name) have read and
understand the purpose and guidelines of the "Core Functions Statement".

I understand the successful completion of the Communication Sciences and Disorders program is
contingent upon my ability to perform the skills, with or without accommodations, listed in the Core
Functions Document.

I understand that if an accommodation needs to be requested, I must assume the responsibility to
register as a student with a disability with the UCF Student Accessibility Services (SAS) Office
(http://sas.sdes.ucf.edu/) on campus and contact the appropriate faculty member (s) to seek reasonable
accommodations prior to the initiative of any academic or clinical experiences.

I understand that reasonable accommodations in the academic setting and reasonable accommodations in
the clinical setting differ.

Once admitted and enrolled in the master's program in the School of Communication Sciences and
Disorders, I understand that if I have any questions following enrollment, I should contact the Director
of the School of CSD, the Master's Program Director or my designated Faculty Advisor.

I understand that, should I fail to meet and/or maintain the Core Functions, I may be subject to
action against me by the program and University, including but not limited to dismissal from the
Communication Sciences and Disorders Master's program at the University of Central Florida.

_____   _____
Student Signature   Date

Master Of Arts Degree

Programs of Study

In the Master of Arts program in CSD, the plan of study includes a minimum of 72 credit hours of graduate-level coursework, including 39 credit hours of core academic courses, 9 credit hours of electives, and 24 credit hours of clinical practice.

The Traditional Track is a full-time, year-round program completed in six consecutive semesters, including two summers. See the Graduate Catalog for your catalog year to review the sequence of courses.

Out-of-field students complete additional prerequisite coursework. See the Graduate Catalog for your catalog year to review the sequence of courses and the following page for more information.

The Consortium Track is a three-year program, including continuous enrollment Spring, Summer and Fall semesters. See the Graduate Catalog for your catalog year to review the sequence of courses.

The Accelerated Track enables highly qualified current UCF undergraduate majors in communication sciences and disorders to begin graduate coursework while completing their undergraduate degree. Students can enroll in up to 16 credit hours of graduate-level courses while completing the bachelor's degree. See the Graduate Catalog for your catalog year to review the sequence of courses.

Your prescribed program of study will consist of a range of academic, clinical, and research experiences that you must complete satisfactorily to fulfill degree requirements and graduate. The specific academic courses, clinical practicum/external rotations and research you undertake during your program will be determined by your interests, UCF requirements, ASHA and Florida Department of Education certification requirements, and Florida State Licensure Requirements.

During your first semester of enrollment, you will sign your Graduate Plan of Study (GPS). Once created, the GPS may not be altered solely due to poor academic performance, and you must maintain satisfactory progress as defined in all courses. The GPS serves as an agreement between you, the School, and the University. Therefore, you may not deviate from your GPS without appropriate approval. This includes voluntary withdrawal. Withdrawing from a course will delay your graduation due to the cohort model and timeline for when classes are offered.

Throughout the program you are encouraged to meet with your faculty advisor to gain advisement to select elective options, discuss research opportunities, and to make sure you are on track to graduate. Consult with your faculty advisor if you are experiencing academic difficulties or need to request a leave of absence from the program. Changes to the GPS will only be approved under extraordinary circumstances either by the Master's Program Director or the School Director.

ASHA Prerequisites

To be certified to practice by the American Speech-Language-Hearing Association, all students must have transcript credit, which could include course work, advanced placement, CLEP, or examination equivalency, for each of the following areas:

- biological sciences
- physical sciences (chemistry or physics)
- social/behavioral sciences
- statistics

Courses may consist of any number of credits and must be taken outside the discipline. A statistics course is a prerequisite to SPA 6805 Research in Communicative Disorders. Acceptable courses cover content related to descriptive statistics in addition to t-tests, analysis of variance, regression, chi-square, and correlation procedures.

You will be required to successfully complete these prerequisites as part of your graduate plan of study if you do not meet these requirements at the time of admission. Most students complete this requirement as part of their bachelor's degree.

Out-of-Field Prerequisites

If you majored in a degree program other than communication sciences and disorders or speech-language pathology and audiology, you are considered an out-of-field student. Out-of-field students require additional prerequisite coursework that may be completed in approximately two semesters once admitted. You must also obtain at least 25 observation hours prior to the start of your clinical assignments. Please consult with your instructor of SPA 6551 Foundations of Clinical Practice I to arrange for the completion of your observation hours.

Out-of-field students must complete the following undergraduate prerequisite courses or their equivalents:
- LIN 3716 Language Development (3 credit hours)
- SPA 3101 Anatomy and Physiology of Speech, Language, and Hearing (3 credit hours)
- SPA 4104 Neurological Bases of Speech, Language and Hearing (3 credit hours)
- SPA 3112 Basic Phonetics (3 credit hours)
- SPA 3011 Speech Science (3 credit hours)
- SPA 4032 Audiology (3 credit hours)

Traditional Program of Study

Course Prefix and Number	Course Name	Credit Hours	Semester	Year	Grade
Semester 1					
SPA 6204	Advanced Articulation/Phonological Disorders	3			
SPA 6410	Aphasia and Related Disorders	3			
SPA 6402	Language Disorders: Birth–5Years	3			
SPA 6805	Research in Communicative Disorders	3			
SPA 6417	Mgmt. of Acquired Cog-Comm Dis Across the Lifespan	3			
SPA 6551	Foundations of Clinical Practice I	1			
Semester 2					
SPA 6225C	Fluency Disorders	3			
SPA 6403	Language Disorders: School Age–Adolescence	3			
SPA 6559	Augmentative and Alternative Comm. Systems	3			
SPA 6503	Foundations of Clinic II-Seminar	1			
SPA 6503L	Foundations of Clinic II-Application Lab	1x2			
Semester 3					
SPA 6236	Motor Speech Disorders in Adults and Children	3			
SPA 6565	Feeding and Swallowing Disorders	3			
SPA 6327	Aural Habilitation/Rehabilitation	3			
SPA 6942	Foundations of Clinic III-Seminar	1			
SPA 6942L	Foundations of Clinic III-Application Lab	1x2			
SPA 6553L	Clinical Practice in Differential Diagnosis in SLP	1			
Semester 4					
SPA 6211	Voice & Upper Airway Disorders	3			
SPA 6474	Assess. & Mgmt. of Cult. & Ling. Diverse Populations	3			
SPA 6943	Clinical Practice-Level I	1			
SPA 6563L	Clinical Practice & Instrumental Diagnostics in Individuals with Dysphagia	1			
SPA 6946	Clinical Practice 1	3			
Semester 5					
SPA 6946	Clinical Practice 2	5			
	Elective	3			
	Elective	3			
Semester 6					
SPA 6946	Clinical Practice 3	6			
	Elective	3			
Total Credit Hours		**72**			

Elective Requirements

Electives may be selected from those offered through the School of CSD or from courses offered in related disciplines such as reading education, exceptional education, early childhood education, psychology, and gerontology. Only one elective can be completed outside of the School of CSD, and you must receive approval prior to registering for the outside elective.

9 credit hours of elective coursework is required for the master's degree.

The following electives are offered by the School of CSD on a rotating basis:

- SPA 6245 Communication Disorders in Cleft Palate-Velopharyngeal Dysfunction
- SPA 6401 Language Disorders in Infants and Toddlers
- SPA 6432 Issues in Autism
- SPA 6453 Management of Cognitive Communication Disorders in Traumatic Brain Injury
- SPA 6057 Methods in School Speech-Language Pathology
- SPA 6569 Management of Upper Airway and Aerodigestive Disorders
- SPA 6843 Severe Language-Based Reading and Writing Disabilities
- SPA 6522 Foundations in Medical Speech-Language Pathology

Thesis Option

The Thesis Option is designed specifically for students interested in conducting research and/or students who wish to pursue doctoral studies or careers as research scientists and assistants. This program option requires a serious commitment to the research process and should only be undertaken with the notion of engaging in a project from the beginning stages of conceptualization to the ending stages of manuscript preparation, presentation and possible publication. The Thesis Option will provide you with hands-on research experiences under the mentorship of a faculty advisor and committee who will guide you through the entire process. The Thesis Option can be one of the most growth-producing experiences of your master's program. This option will prepare you for advanced study and the completion of a research or clinical doctorate. The following is a suggested sequence of activities for getting started and completing the thesis process (Adapted heavily from the UCF Thesis and Dissertation Manual). For CHPS guidelines, please see the CHPS Graduate Affairs Office Guidelines for Thesis Students document.

Selecting a Topic:
First, you need to select a topic. This is a multi-step process in which you begin by thinking about general areas in which you have an interest. You may also review assignments from previous classes, old papers, or collaborative group projects. You can review key research articles in your interest area, too. Most research articles typically include suggestions for further research. In SPA 6805 Research in Communicative Disorders, you will learn about the research process, and you will develop a proposal based on your interests.

As you consider various areas of interest, you may wish to talk with faculty members who conduct research in this area. They will help you refine your idea, or they may suggest new ideas. They may even invite you to work on a project that they are already researching. At this stage, it is likely that you will talk with more than one faculty member. It is appropriate to let each of them know that you are talking with several faculty members, because you are undecided about which topic you would like to pursue. Choosing a topic is a significant decision. You are going to be living with your choice for many months. It is important that you choose a topic that you like and enjoy and want to learn more about.

Selecting a Thesis Advisor:
Selecting a topic goes hand in hand with selecting a thesis advisor. An advisor should be someone who shares

your interest in the topic, someone who is familiar with your work, and someone whose work style you find compatible. Preferably, the Advisor should be someone you have studied with before, someone whose writing style you respect, and someone you trust. Your Advisor is going to be responsible for guiding the direction of the thesis, advising you about its development, and providing feedback on research and writing. You should contact a professor in the School and discuss whether or not he/she would be interested in directing you as a thesis student. This person can be a Full, Associate, or Assistant Professor in the School of CSD. Preferably, by the beginning of the second semester of graduate studies, you should know the area that is of major interest to you and have an initial idea about the topic you would like to investigate. These early decisions are necessary, because it usually requires at least a year to complete a thesis. Thus, it is important to get started early.

Selecting a Thesis Committee:
Once you have selected a thesis topic and an advisor, you are ready to select thesis committee members. A thesis committee minimally consists of three members. At least two of the three committee members need to be full-time faculty members of the School of CSD. Again, your choice of a topic determines the composition of your committee. First, you should discuss potential committee members with your advisor and carefully consider some of the following questions: Whom have I worked with successfully in the past? What do I consider to be the most important characteristics in a committee member? Who do I know that has a background or interest in my research topic? Who do I know that could bring a fresh perspective to my research topic? Who do I know that could challenge my thinking? Who do I know that could add expertise in a related area such as statistical analysis? After you and your thesis advisor discuss the selection of thesis committee members, you typically contact potential members in order to determine if they are willing to serve on the committee.

Finally, you need to fill out the School's Thesis Committee Membership Form (see Appendix); have it signed by the thesis advisor, committee members, and the Master's Program Director; and place it on file with the Coordinator of Academic Support. This document is an agreement between you and your committee to engage in research on the thesis topic proposed. If a committee member is not a UCF Faculty Member, a nomination form will need to be submitted by the Thesis Advisor to request for the committee member to be accepted as Graduate Faculty or Graduate Faculty Scholar: Nomination form: College of Graduate Studies (ucf.edu)

If you should decide not to write a thesis or to change your topic, you must inform your thesis advisor immediately. Your advisor will discuss the situation with you and assist you with next steps. If you are no longer interested in your current topic, you will need to engage in the exploration phase of developing a new topic. This should only be undertaken after a discussion with your advisor. After developing your new topic and selecting a new chair and committee, you will need to file another Thesis Committee Membership Form with the Master's Program Director.

Developing a Prospectus:
The prospectus is a research proposal that provides sufficient information to allow committee members to determine whether the proposed research fulfills a need and will make a contribution to the literature. You and your advisor will discuss the process for developing the thesis prospectus. Although advisors require different Prospectus formats, typically the Prospectus should include an introduction, an abbreviated or full review of the literature, a statement of purpose, research questions, and a substantial methods section. The methods section should include a description of participants and selection procedures, equipment and materials used in data collection, and procedures. In addition, the research design and data analysis procedures should appear in the methods section. Typically, you will begin with a review of the literature pertinent to your chosen topic. Then, you and your thesis advisor will discuss the current status of the research in the proposed area of study to determine whether the research fills a need or will make a contribution to the body of literature in the area. Based on your determination of need and contribution, you will either move forward with your topic or modify it. A

well-developed prospectus can serve as the first draft of some thesis sections.

Meeting about the Prospectus:
The purpose of the Prospectus Meeting is to evaluate the proposal and discuss the viability of the proposed questions and research methodology. Once your advisor has approved your prospectus, you will schedule a Prospectus Meeting with all committee members and provide them with a copy of the prospectus at least two weeks prior to the meeting. This will give committee members sufficient time for careful review and consideration of the proposed investigation.

At the Prospectus Meeting, you will make a <u>brief</u> presentation. Then, the committee members will be invited to ask questions about the proposed study and to recommend modifications that will strengthen the study. If general agreement is reached with respect to the purpose, design, and methodology of the study, the committee members will sign the Thesis Prospectus Approval Form (See Appendix) stating that they give their approval for you to conduct the investigation as proposed. It is recommended that your Prospectus Meeting be completed within the first three semesters of the graduate program to ensure timely thesis and program completion.

Conducting the Research Study:
Now that you are ready to conduct your research investigation, you will need to seek approval from UCF's Institutional Review Board (IRB) if human subjects are involved in your research. The IRB reviews all research proposals involving human participants in order to ensure that their welfare is protected throughout the investigation. Information detailing the application process for IRB approval, along with appropriate forms, may be found at: http://www.research.ucf.edu/Compliance/irb.html. As part of the IRB approval process, you must take the online CITI course for the Protection of Human Research Subjects. Once you have received approval from the IRB, you may proceed with data collection, analysis, and interpretation.

Writing the Thesis:
As you are conducting the study, you will be refining the initial sections of the thesis manuscript, beginning with the Introduction (review of the literature) and Methods. Each section will likely require several drafts before your advisor determines that the content and style meet expected levels of quality and professionalism. Once data collection and analysis are complete, you will discuss the results with your advisor prior to writing the sections Results, Discussion, and Summary and Conclusions.

As you are preparing the manuscript, you must pay careful attention to avoid plagiarism--the "intentional or accidental misrepresentation of someone else's work, ideas, or words as your own" (UWC). The best way to avoid plagiarism is to use appropriate citation procedures for any material that you have quoted or paraphrased from specific sources. The University Writing Center has style guides, handouts, and web pages that can help you in correctly documenting your work. The APA Manual also contains some of the same information on citations. Finally, you must check your work for plagiarism. UCF uses a service called Turnitin.com which will analyze your manuscript for originality. The University requires you to submit your manuscript to Turnitin.com prior to distributing it to committee members. If more than 24 percent of the manuscript, excluding the bibliography, quotations, and other common sections, is duplicated from other sources, you will need to rewrite the duplicative sections, taking extra care to avoid plagiarism.

For detailed information regarding the thesis and dissertation process and policies, resources, deadlines, final semester checklists, thesis and dissertation manual, etc., you can consult the UCF College of Graduate Studies

electronic thesis and dissertation (ETD) gateway at https://graduate.ucf.edu/thesis-and-dissertation/. In CSD, APA style is typically the style used by most journals.

Defending the Thesis:
When your advisor approves the final draft of your thesis, you are ready to set a date for your oral defense. You must request a date and time at least six weeks before the last day of classes (See ETD) and provide a final copy of the thesis to the committee members a minimum of two weeks prior to the defense. Please check with your advisor relative to the date by which the Dean's office needs to receive a copy of your thesis. This is typically 3 weeks prior to the deadlines published by the College of Graduate Studies. The CHPS Graduate Office will advertise your thesis defense by means of an electronic announcement to all schools in the College. Other members of the community (e.g., students) and family members are welcome to attend the defense in addition to the committee members.

The format of the oral defense resembles a research presentation at a professional conference. You will prepare a brief presentation of your study which will be followed by a question and answer period. Many students design a Power Point presentation to accompany their remarks. According to protocol, committee members ask questions first and then the floor is open to questions and comments from other attendees. Once the defense is over, all attendees except the committee members will leave, so that the committee can deliberate about the acceptability of the thesis as partial fulfillment of the requirements for the master's degree. If all committee members agree that the thesis has been satisfactorily completed and defended, they will sign the " Approval" form (See ETD and Appendix). You and your advisor will also fill out the "Thesis and Dissertation Attachment" which deals with the dissemination of your thesis. The final copy of the thesis must now be submitted electronically to the College of Graduate Studies. Please consult the College of Graduate Studies website for information on Electronic Thesis and Dissertation submission procedures. Students should become very familiar with the Formatting the ETD page and the Thesis and Dissertation Manual.

As you proceed through the thesis process, you are encouraged to address questions or concerns with your thesis advisor, the School Director, or the Master's Program Director. We all want you to be successful in completing this process. Engaging in a thesis can be one of the most rewarding experiences of your master's program. Throughout the process, you will grow immensely in independence, critical thinking, professional writing, and self-confidence. We wish you the best in your pursuit of this scholarly endeavor.

Advising

The School of CSD offers both academic and professional advising.

Academic Advisors are non-faculty, professional staff members who are knowledgeable about School program requirements and university policies and procedures.

Professional Advisors are full-time professors in the School of CSD. When you enter the master's program, you will be assigned to a faculty advisor who will be responsible for academic and professional advising. Contact your faculty advisor in the first semester. To assure successful progress through the program, you are encouraged

to meet with your Faculty Advisor throughout your time in the graduate program.

As you move through the program, you will follow a prescribed sequence of courses. This sequence can only be changed with approval of the Master's Program Director. Request a meeting with the Master's Program Director if you need to request a change in your Graduate Plan of Study.

Advising Appointments

Your faculty advisor may only be available during select days/times or by appointment. Ask your faculty advisor for their office hours at the start of each semester. Email your faculty advisor or academic advisor at least 2 business days in advance of your requested appointment.

Some advising questions or concerns may not be addressed immediately if faculty or staff members are already addressing other concerns or emergencies for the School or another student. If you have an urgent concern, contact the front desk at 407-823-4798.

Reminder: All students are required to use their UCF Email address when corresponding with faculty/staff at UCF.

Override Requests
Email csdgraduate@ucf.edu *to request a course override. The e-mail should include:*

- your name, PID, and semester the course is offered
- course title, prefix, number, and section number (e. g., SPA 6211 – Voice and Upper Airway Disorders)
- type of override request (e.g., course is closed; unknown computer error; or a prerequisite not taken)

When requesting overrides, you must allow three to five business days for the request to be reviewed by School advisors and the Master's Program Director. Override requests will only be approved for courses on your current graduate plan of study.

Elective Approval
Only one elective can be completed outside of the School of CSD and you must receive approval prior to registering for the outside elective. To request approval, email the Academic Advisor and Master's Program Director to complete the designated form.

Leave of Absence Request
The Master's program is a full-time, year-round program. Any requests to take time off (leave of absence) must be approved by the Master's Program Director prior to the start of the semester in which you will be absent. Leave of absence requests are only approved for extenuating circumstances.

To request a leave of absence for one to two semesters, email the Academic Advisor and Master's Program Director to request the School of CSD form. The Master's Program Director will then set up a meeting to discuss your request. If approved, you will sign an updated plan of study to reflect this change and your

expected date of return. It is your responsibility to notify the Academic Advisor at least three (3) weeks prior to re-enrollment. An extension to a leave of absence must be requested using the same process as an initial request. Any change in continuous enrollment will impact your program completion. Note that not all courses are offered every semester; therefore, consult with the Academic Advisor or Master's Program Director for re-enrollment.

For a leave of absence beyond two semesters, you must submit the Special Leave of Absence Form from the College of Graduate Studies website to the Master's Program Director and Academic Advisor.

Any student on leave should pay particular attention to the continuous enrollment policy for graduate students. See Graduate Catalog

Types of Advisement
Below is a list of common reasons to see the various types of advisors in the School.

Professional Advisors
- development of mentor relationships with students
- discussion of potential topics for thesis and research
- selection of electives
- review of program requirements

Academic Advisor
- submission of graduate plan of study
- graduate plan of study hold
- request for a course override (SPA courses only)
- submission of PRAXIS examination scores
- completion of ASHA or certification paperwork after graduation
- course substitutions/transfer

Master's Program Director
- consultation relative to failing to meet program competencies
- consultation relative to poor academic performance (including grades of 'C', 'D', or 'F')
- discussion of program concerns or concerns not resolved between a student and a faculty member
- review of proposed changes to an academic plan of study
- completion of ASHA or certification paperwork after graduation

Clinic Director
- clinical assignment
- consultation relative to poor clinical performance
- consultation relative to clinical clock hours and CALIPSO consultation relative to accommodations for clinical practica

Clinic Advisor
- orientation for new graduate students starting their practicum at the clinic

- track graduate students' clinical progress
- assist graduate students with the completion of ASHA certification and state licensure documentation
- tracks clinical benchmarks for progression across experiences from entry-level to external rotations

Coordinator of Internship
- placement into external rotations
- discussion of concerns with on-site supervisor or working conditions at the external rotation site(s)
- consultation relative to clinical experiences and clock hours.

Student Organizations

NSSLHA

The National Student Speech Language Hearing Association (NSSLHA) is a student association for graduate and undergraduate students interested in the study of normal and disordered human communication. For more information, visit https://www.nsslha.org/ and https://www.facebook.com/UCFNSSLHA.

The UCF Chapter of NSSLHA provides members with opportunities to gain further experience within the major as well as make lifelong memories. NSSLHA hosts monthly meetings, socials, volunteer opportunities and fundraisers for members to become involved.

There is also national membership available through National NSSLHA (See https://www.nsslha.org/ for specific membership information).

Local and national membership provides benefits that help students stay current on advancements in the field, enhance their academic knowledge, find internships and employment, network with other students with similar interests, and save money on products and services.

NBASLH

The Affiliate Chapter of National Black Association of Speech-Language and Hearing at University of Central Florida is a student organization for graduate and undergraduate students interested in maintaining a viable mechanism through which the needs of black professionals, students and individuals with communication disorders can be met. For more information visit NBASLH on Knights Connect and @nbaslh_ucf on Instagram.

Membership in this organization is limited to any student who is paying Activity and Service Fees and is currently and/or continuously enrolled at the University of Central Florida and/or any Valencia College Downtown student that meets their institution's eligibility. No discrimination shall be made on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, gender expression, or veteran status. Hazing will not be allowed as a condition of membership in this organization.

Affiliates and the Association of the National Black Association for Speech-Language and Hearing are partners in meeting the needs of speech-language and hearing professionals and students. The affiliates' link with the Association gives members a stronger voice in broader communication sciences and

disorders issues pertaining to the black community. The Association strives to provide affiliates with the information and support they need to be effective. The Association also seeks affiliate feedback regularly on member needs—through communication via the website, contact with the board members and national office staff, and through information exchange at national conventions.

Satisfactory Academic Progress

After admission, the School of CSD, with assistance from the College of Graduate Studies, reviews your academic progress each semester. To maintain satisfactory academic progress and to pursue further study in the program, you must first satisfy any conditions or restrictions of your admission. Additionally, you must meet the academic standards of the School and the University following each semester of enrollment. See Graduate Catalog for more information.

The minimum School and University standards for satisfactory academic performance to continue graduate study and fulfill degree requirements are:

1. A GPA of 3.0 in all graduate courses specified in the academic program of study
2. No grades of D+ (or below) or U grades in graduate-level coursework or graduate program of study
3. No more than two grades or six semester credit hours, whichever is greater, of C+ (or lower) in graduate-level coursework or graduate program of study
4. Maintenance of academic and professional integrity expected in the discipline and program

The undergraduate prerequisites courses are part of the graduate program of study. Out-of-field students must also meet the minimum standards for satisfactory academic progress and must not earn more than two grades or six semester credit hours, whichever is greater, of C+ grades (or lower) in the undergraduate courses.

At the end of each semester, the program receives a "Low Grade Report" from the College of Graduate Studies. Any students earning less than a 'B' grade will be reviewed by the Academic Review Panel (comprised of the School Director, Graduate Program Director, Clinic Director, and Graduate Advisor) and will be required to meet with the Master's Program Director to discuss the low grade and progression through the program.

Maximum Hours of Unsatisfactory Grades

A student may apply a maximum total of six semester credit hours of "C" grades (C, C+, C-), or the "C" grade credits associated with at most two classes, whichever is greater, to satisfy degree program requirements; however, "C" grades in clinical courses/labs cannot be used. Receiving grades of D+ (or lower), grades of U, more than two grades of C+ (or lower) or failing to resolve grades of "I" may be grounds for dismissal from the program. In consultation with the advisor and Master's Program Director, students may petition to repeat courses in which an unsatisfactory grade was achieved. The opportunity to repeat courses is at the discretion of the School and the University and will not be granted to dismissed students. In cases where courses are repeated, both grades are factored into the graduate GPA. Any grade of

C will require a remediation plan as determined by the instructor of record.

Remediation
See the Academic and Clinical Progress Monitoring section in this handbook for an explanation of the remediation procedures.

Probation
In any term where the GPA drops below 3.0 in a program of study, you will be placed on probationary status for a maximum of 18 credit hours or the total number of credit hours remaining in your Program of Study. See www.ucf.edu/catalog/graduate/#/policiesfor the full probation policy.

Dismissal
Students whose graduate status GPA falls below 2.0 will be dismissed from the degree program. See Graduate Catalog for the full policy. Appeals regarding dismissal should be filed first with the Master's Program Director. Dismissed students will not be allowed to take additional courses in The School of CSD.

A degree program may dismiss any student at any time when, in its judgment, the individual is deemed incapable of successfully performing at required standards of excellence. Additionally, the program reserves the right to dismiss a student after admission to the program if, in the judgment of the faculty, the student fails to demonstrate and/or uphold the ASHA Code of Ethics during coursework and/or practice in the field. If a student is dismissed, they must wait one full year prior to reapplying.

Clinical Assessment of Learning (CALIPSO)

Information about the 2020 ASHA Standards for Speech-Language Pathology are available on the ASHA website at https://www.asha.org/Certification/2020-SLP-Certification-Standards/

The 2020 standards for the Certificate of Clinical Competence in Speech-Language Pathology became effective January 1, 2020. Subsequent revisions have been implemented, and we recommend that you become familiar with these standards and review them periodically throughout your program.

As you progress through the program, you will have multiple opportunities to complete competencies across the scope of practice with individuals across the lifespan and to record the attainment of these competencies.

The following is a summary of purposes and procedures for tracking the acquisition of knowledge and skills as they are met, as well as an explanation of intervention and/or remediation procedures.

The School of CSD uses the Clinical Assessment of Learning, Inventory of Performance, and Streamlined Office-

Operations (CALIPSO) to track student academic and clinical competencies. CALIPSO is a web-based application https://www.calipsoclient.com/ucf/account/login that manages key aspects of academic and clinical education designed specifically and exclusively for speech-language pathology graduate preparation programs.

There is a one-time fee of $125 to be able to access CALIPSO.
*Fee is subject to change by CALIPSO

Policy

All incoming graduate students must register with CALIPSO by the established university tuition and fee payment deadline in the semester of admission.

Procedures

1. The student is required to follow procedures for CALIPSO registration as provided in the mandatory student orientation meeting of newly admitted graduate students.

2. Students will receive a PIN number via email for CALIPSO registration. Students must complete online CALIPSO registration by the established university payment deadline. This deadline can be found on UCF's Academic Calendar (https://registrar.ucf.edu).

3. Students are required to pay the fee online directly to CALIPSO at the time of registration.

4. Students who are not able to register as directed due to extenuating circumstances will need to meet with their faculty advisor.

5. Students who have not registered by the stated deadline will not be able to enroll in clinical courses. The School cannot determine if the student has the competencies necessary to engage in clinical practice until CALIPSO registration has been completed by the student.

EXXAT

Exxat is an online management tool to assist with clinical placements and internships. Beginning in the Fall of 2024, students will be able to use Exxat to share their preferences for clinical and internship experiences. Once placed in an experience (either on or off campus), the student will be able to view all of the onboarding requirements and upload necessary documents directly into Exxat.

There is a one-time fee of $150 to access Exxat.

Academic Progress Monitoring

1. All syllabi for academic courses include learning outcomes (LOs) and specific ASHA competencies.

2. ASHA competencies are listed by course in the electronic student record within CALIPSO.

3. If you are not meeting competencies at any time during the semester in any course, the instructor may ask you to meet with them for additional support(s). Intervention at this time may include but not be limited to revising one or more assignments, completing an additional readings/assignments, retaking a

quiz or exam. The impact of these intervention activities on your overall grade in the course is at the instructor's discretion.

4. Any faculty member that has a concern (academic or non-academic) may complete a Student of Concern report to Student Care Services using the appropriate form. Examples could be behavioral, academic, and/or interpersonal concerns, such as excessive absences, food insecurity, etc.

5. At the conclusion of each semester, your instructor will notify the School and specify which competencies you have met through the course. You may review your record by signing into CALIPSO from any computer with internet access.

6. Each semester, the achievement of ASHA competencies will be updated in CALIPSO.

7. In rare instances, you may pass a course with a B- or better, but not meet one or more of the competencies in that course. In these cases, the Academic Review Panel will consult with the instructor to develop a written remediation plan. The instructor will share this plan with you. This plan will specify alternative opportunities you will be given to demonstrate satisfactory attainment of the knowledge or skill(s) in question. In other instances, you may achieve a "C" in a course but meet so few of the competencies that the remediation plan requires you to repeat the course in its entirety. In both cases, you will receive a signed and dated copy of the remediation plan with the stated deadline, and a copy will be placed in your academic folder. You will be responsible for satisfactorily completing the remediation plan as prescribed and providing appropriate documentation to the course instructor by the prescribed deadline. Failure to do so may prevent you from proceeding through the program. Note that if a course is required to be repeated, this may result in delay of program progression and extended time to program completion.

8. Satisfactory completion of a remediation plan will not result in raising the course grade in which the competency was unmet, but it will serve as attainment of the target competencies. When a remediation plan has been fulfilled and the competencies met, the course instructor will submit written documentation to the Master's Program Director indicating that you have now met the competencies in question. Your attainment of the competencies will be entered into your individualized KASA summary in CALIPSO. If you fail to demonstrate a 'knowledge' or 'skill' competency at the completion of remediation activities, the course instructor will meet with you to determine the next course of action. The remediation plan may be revised by the instructor no more than one time. If you are not successful on the second attempt, you may be placed on Probation, required to repeat the course, or be dismissed from the program.

7. Remediation is allowed only once for a given ASHA competency during your graduate program. If successive remediation is necessary for the same competency, you may be recommended for dismissal from the graduate program.

8. You are also responsible for regularly tracking your attainment of ASHA competencies by reviewing your individual CALIPSO record and then initiating meetings with your academic, faculty, and/or clinical advisors to assure that they know which competencies have been met.

9. It is also your responsibility to maintain evidence of your achievement of knowledge and skill

competencies associated with specific courses such as course projects, research papers, examinations, assignments, and/or records of clinical skill evaluation. When you apply for the Certificate of Clinical Competence (CCC), you are expected to have supporting documentation that you have met the competencies as defined by ASHA.

10. If you fail to meet the expected competencies that support achievement of the ASHA competencies, you will not be recommended for graduation and the Certificate of Clinical Competence and may risk dismissal from the program.

Clinical Progress Monitoring

1. All syllabi for clinical courses include learning outcomes (LOs) and specific ASHA competencies.

2. Throughout each practicum and external rotation experience, you will engage in a series of formative assessments of your clinical skills with your clinical supervisors. During each of these assessments, you will identify strengths as well as skills in need of improvement. You will also receive verbal and/or written feedback specifying recommendations for improvement.

3. At mid-term and at the end of each semester, your clinical supervisor will evaluate formally your clinical performance using the performance evaluation within CALIPSO and according to the syllabus for the level of clinic in which you are enrolled. If you demonstrate skills below expectations at mid –term or prior to the end of the semester, your clinical supervisor, in collaboration with the Clinic Director, will develop a clinical support plan (CSP) outlining the specific goals, suggested resources, and a reasonable timeframe for completion. You will receive a signed and dated copy of the clinical support plan (CSP), and a copy will be retained in your CALIPSO record.

4. When you fulfill the obligations of the clinical support plan and achieve the specified competencies, your clinical supervisor will submit written documentation to the Clinic Director. Your attainment of the competencies will be reflected on the finalized clinical support plan and your clinical practicum privileges will continue. If you fail to demonstrate one or more competencies at the completion of clinical support plan activities, your clinical supervisor will submit a written report to the Clinic Director indicating which competency continues to be unmet. Unsatisfied plans will result in an unsatisfactory grade ("U", C, D, F) and will prevent you from progressing through the clinical sequence as noted on your plan of study. You will receive a copy of this documentation for your personal files, and a copy will be placed in your CALIPSO record.

5. Failure to demonstrate skills at expected levels for two consecutive clinical practica is considered to be evidence of inadequate clinical performance. You may be recommended for dismissal from the program.

6. Remediation is allowed only once for a given ASHA competency during your graduate program. If successive remediation is necessary for the same competency, you may be recommended for dismissal from

the graduate program.

7. At the conclusion of each practicum or external rotation experience, you will receive verbal and written feedback from your clinical supervisor about your attainment of clinical skills based on the performance evaluation. Your clinical supervisor will complete the performance evaluation within the CALIPSO system, which is signed and dated, and specify which competencies you have met via the practicum or external rotation. This documentation will remain in your CALIPSO record.

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

9. It is your responsibility to maintain evidence from your clinic practicum and external rotation experiences that document your achievement of all clinical competencies across the graduate program.

10. If you fail to meet the ASHA competencies, you will not be recommended for graduation. You may be placed on Probation, required to repeat the course, or risk dismissal from the program.

11. Students will enter their earned clinical clock hours in CALIPSO after every session. The assigned clinical supervisor for specific clinical hours will approve the hours entered by the student on a weekly basis. CALIPSO provides an individual report for all clock hours earned and approved.

Praxis Examination

The School of CSD requires that master's degree students in Communication Sciences and Disorders complete the Praxis Examination in speech-language pathology prior to their date of graduation. Students must complete the exam in the second to last semester of the program.

Students are required to submit Praxis scores to the School of CSD upon completion of the exam. Students who do not pass the Praxis Exam in speech-language pathology during their next to last semester should contact the Master's Program Director to develop strategies for success prior to retaking the exam. Although a passing score is not required for graduation from the program, the program stives to ensure that all students are successful prior to graduation.

Registration Information
Online registration for Praxis is completed with the Education Testing Service (www.ets.org). All test scores must be sent to the School code listed below to satisfy requirements for graduation.

Test Name: Praxis Speech-Language Pathology
Test Code: 5331
Time: 2 hours

Number of Questions: 120
Format: Multiple-choice questions / Computer-based
Passing Score: 162 (required for ASHA certification)
School Code: RA0051
ASHA Code: R5031
FL DOH Code: R7115

Comprehensive Assessment for Program Completion

The School of CSD requires that master's degree students meet the university/program requirements as outlined in the graduate plan of study and demonstrate competency in all areas of practice as outlined by the American Speech Language and Hearing Association to fulfill the requirements for the Master's degree in Communication Sciences and Disorders. The following components are required for documentation of this comprehensive summative assessment:

Academic Coursework

Students must complete all academic coursework as outlined in their program of study and earn the 72 credit hours (or more for certain grant/certificate scholars and out-of-field students requiring prerequisite coursework). The University of Central Florida College of Graduate Studies permits no more than 6CH of "C" grades to be used to fulfill degree requirements. Additionally, students must satisfactorily complete all Remediation Plans (if applicable) to demonstrate the required competencies as outlined in each course syllabus and documented on the KASA in CALIPSO regardless of the grade received in a course.

Clinical Coursework

Students must complete all clinical coursework (i.e., seminars and associated labs) as outlined in their program of study with no Unsatisfactory grades. Students must satisfactorily complete all Clinical Support and/or Remediation Plans to demonstrate required competencies as outlined in each course syllabus and documented in CALIPSO.

The following requirements for the successful completion of the clinical education program are tracked via the Clinical Education Checklist in CALIPSO. A green check appears when each requirement has been met:

- Completed the Knowledge and Skills Acquisition (KASA) Summary Form

- Gained clinical clock hours across the disorder areas (Total)

- Obtained a minimum of 25 guided observation hours

- Obtained a minimum of 375:00 total clinical hours

- Obtained at least 325:00 clinical clock hours while engaged in graduate study

- Obtained a minimum of 250:00 in-person direct client/patient contact hours

- Received experience in 3 distinct clinical settings

- Obtained supervisor approval for all clock hour entries

- Gained clinical experience with all 4 patient populations (young child, child, adult, older adult)

- Completed clinical experiences with at least 3 different Cultural and Linguistic Variables

- Received experience that included patients with various types of severities and disorders

- Provided student signature for all clinical performance evaluations. All evaluations are finalized.

Self-Evaluation

Students must complete a written, comprehensive self-evaluation. Students will be provided the rubric and prompts by the internship instructor, and the self-evaluation will be presented to one or more faculty members at the final individual exit meeting.

Final Semester Exit Meeting

Beginning with the Fall 2024 cohort, all students are required to attend an individual and group exit meeting in their final semester of the program. Students will be notified approximately one month prior to the date of the meeting.

The purpose of the individual meeting is to review the successful completion of the comprehensive assessment for program completion. This assessment will use a summative rubric that incorporates an assessment of their overall knowledge and skills, clinical competency, and self-evaluation. Students will be provided this summative rubric.

The purpose of the group meeting is to review important information related to graduation and the completion of the degree program. Students must complete the Master's Exit Survey prior to the exit meeting.

In preparation for the exit meetings, the Internship Coordinators will review all the student clock hours, clinical performance evaluations and ASHA Competencies to ensure each student has met all requirements. The Clinic Director and/or designated faculty members will review the self-evaluations and participate in the individual exit meetings.

Graduate Teaching Assistantships

Graduate Student Assistant (GA)
The School of CSD and the UCF Communication Disorders Clinic employ graduate student assistants throughout the semesters contingent on funding. These students assist with administrative and clinical operations and provide general faculty support in teaching and research. If interested, students must file an application with the School.

Graduate Teaching Assistant (GTA) and Tuition Waivers
Teaching assistantships are available through the School of CSD contingent upon funding. The GTAs typically require between 10 (.25 FTE) and 20 (.50 FTE) hours of work per week and pay a stipend commensurate with the number of hours worked. Full-stipend students (20 hrs/wk) receive a minimum stipend of $10,000 per academic year (fall and spring semesters) and require students to perform assistantship assignments for a minimum of 20 hours per week. Half-stipend (10 hrs/wk) students receive a minimum of $5,000 per academic year. All Graduate Teaching Assistants are eligible for tuition waivers. Graduate Teaching Assistants with .25 FTE assignments receive a waiver for half of their tuition each semester. All Graduate Assistants with a .50 FTE appointment are eligible for health insurance. Specific questions concerning the amount of tuition included with Graduate Teaching Assistantship appointments may be directed to the UCF College of Graduate Studies at https://graduate.ucf.edu/fellowships/.

GTAs may become Graduate Teaching Associates, Assistants, or Graders and perform some of the following duties:

- Preparing materials for classroom presentations
- Monitoring and grading examinations
- Providing classroom demonstrations and presentations
- Teaching laboratory sections for phonetics, speech science, and language development
- Conducting library research
- Holding office hours for students
- Providing review sessions for course material or examinations

You are encouraged to apply for positions as Graduate Student Workers or Graduate Teaching Assistants once you have received official acceptance to the program. The application can be obtained from the Graduate Advisor. In the application, you should note any special skills and experiences that you have had that would assist you in performing the duties of a GTA. On occasion, additional assistantships may be available as you progress through the program. Therefore, we encourage you to check back with us to determine if there are openings.

Determination of Offers and Continuation of Appointments

Most fellowship awards and/or assistantships (GA, GTA, GRA) are one-year and are made at the beginning of your graduate program. To continue to receive a fellowship award and/or assistantship, you must be in good standing and make satisfactory academic progress. To be considered in good standing, you must maintain the following standards:

- You must be fully accepted into a graduate degree program at UCF.
- You must be enrolled as a full-time graduate student.
- You must maintain a minimum graduate grade point average of 3.0 each term of the award.
- You must receive a satisfactory progress report from your academic advisor each term of the award.
- You cannot receive a grade of incomplete (I).
- You cannot be assigned a remediation plan.
- You cannot be in non-compliance with the Golden Rule or ASHA Code of Ethics.

Failure to meet any one of these standards will cause cancellation of the fellowship and/or assistantship. In rare instances, the College of Graduate Studies may grant exceptions to this policy after reviewing evidence of mitigating circumstances.

Each semester, your faculty mentor will evaluate your performance based on your assigned responsibilities. Continuation in your position will be based on satisfactory performance of all duties, recommendation of your faculty mentor, and satisfactory progress in your academic program.

Other Financial Assistance Opportunities

There are a number of scholarship and fellowship opportunities available from professional, philanthropic, and other organizations. Please visit our scholarships website for more information: CSD Scholarships - UCF College of Health Professions and Sciences

UCF Communication Disorders Clinic

The UCF Communication Disorders Clinic is the clinical centerpiece of the undergraduate and master's programs in the School of CSD. The Communication Disorders Clinic (CDC) has a threefold purpose:

(a)   to provide a quality clinical education for undergraduate and master's students in the UCF CSD program;

(b)   to serve the needs of children and adults with communication and other associated disorders in the Greater Orlando area and region;

(c)   to provide a laboratory for student and faculty research in communication and related disorders.

To this end, the CDC offers a full range of services that address pressing community needs. One of the Clinic goals is to provide affordable services for individuals who are underinsured, uninsured or who have exhausted their insurance benefits. Therefore, it is the Clinic's policy to serve all individuals. With hardship applications and approvals, no clients are turned away because of an inability to pay the full fee.

At the UCFCDC, master's students evaluate and treat clients with various communication disorders under the direct supervision of certified, master's and doctoral level speech- language pathologists and audiologists. Each semester, the Clinic provides speech, language, and hearing services to hundreds of children and adults from the Greater Orlando area, including Orange, Seminole, and Brevard, Osceola, Volusia and Lake counties. In addition, student clinicians and faculty participate in numerous community outreach activities, such as speech, language, hearing screenings for preschool children and adults. The UCF CDC houses specialty services provided by the Florida Alliance for Assistive Services and Technology, Inc. or FAAST Center, the Aphasia House, the UCF Listening Center, the Fluency Clinic, etc.

Currently, the UCF CDC provides services including but not limited to the following areas:

Aphasia	Assistive Technology	Language Disorders
Aural (Re) Habilitation	Audiology	Cleft Palate
Language Delays	Augmentative and Alternative Communication	Accent Modification
Feeding and Swallowing	Dysphagia	Literacy
Resonance Disorders	Traumatic Brain Injury	Voice Disorders
Upper Airway Management	Bilingual Services (Spanish)	Dementia
Dyslexia	Fluency	Dysarthria
Phonology	Severe Reading and Writing	Articulation

Other Affiliated Facilities

The following facilities serve as extensions of the UCFCDC. University faculty serve as the primary clinical supervisors. In all of the facilities, the clinical supervisors guide the students' development following the same standards as those embraced at the UCFCDC.

The services provided on-site at these facilities are as follows:

- Area early childhood centers: speech, language and hearing screenings for preschoolers
- Brain Fitness: evaluation and therapeutic management of adults with early to moderate dementia

Specialty Clinic Centers and Labs

The Aphasia House

The Aphasia House is located in Suite 300 of the Innovative Center and is the location where clients with acquired disorders are often served for therapy. The Intensive Aphasia Program (ICAP) also occurs within the Aphasia House and was founded by Dr. Janet Whiteside, Ph.D., CCC-SLP. The ICAP is an innovative and intensive 6-week therapy program for stroke survivors and individuals with aphasia as a result of other disorders, such as traumatic brain injury (TBI). This life-enhancing program was offered for the first time during the 2008 summer session.

FAAST Center and AAC Collaborative

The Florida Alliance for Assistive Services and Technology Grant supports a service and resource center within the CDC. Augmentative and alternative communication devices as well as assistive technology resources are housed within the FAAST Center. These resources are available for trialing with clients, members of the community and students in the School of CSD. Materials and equipment are loaned out by following prescribed protocols, accessible in the FAAST Center. The FAAST Center and AAC Collaborative is located in Suite 250 of the Innovative Center and is the hub for the funded AAC research that is taking place here at UCF.

Fluency Clinic

The Fluency Clinic offers services designed to assist speakers who may exhibit stuttering, cluttering, or other fluency disorders. The Clinic's Speech-Language Pathologists (SLPs) use self-report tests as well as observational data to aid in making appropriate diagnostic decisions. These diagnostic decisions lead to the recommendation of a treatment program that is unique to each individual. The lead faculty member in this area is an ASHA Board Certified Fluency Specialist.

Listening Center

The UCF Listening Center serves children and adults who are deaf and/or hard of hearing as well as their families in aural (re) habilitation and encompasses audiology services as well. The center offers access to listening and spoken- language services as early as possible in a child's development. The center also provides a unique opportunity for students to gain valuable experience in providing auditory-oral services and is a training ground for Listening and Spoken Language Specialists. Adult clients who are recent cochlear implant recipients benefit

from the services provided by the Listening Center.

Voice and Swallowing Clinic

The Voice and Swallowing Clinic is located within the CDC. The Clinic contains video laryngoscopy, acoustic, aerodynamic and fiber-optic endoscopic evaluation systems. The Voice Lab provides services to community members, students, staff and faculty requesting voice and swallowing evaluations. Voice and Resonance instrumentation is also available.

Clinical Education

Philosophy and Goals

Supervised clinical practice is an integral part of the master's program in communication sciences and disorders. It provides you with an opportunity to apply academic knowledge to the evaluation and management of individuals with a wide variety of communication disorders. The primary goal of clinical education is to prepare speech-language pathologists who demonstrate general competence across the scope of practice in nine communication disorders areas that the American Speech-Language and Hearing association (ASHA) has identified, from infancy to the elderly. The nine disorders areas are: speech sound production, voice, fluency, receptive and expressive language, augmentative and alternative communication modalities, social communication, cognitive communication, swallowing, and hearing. Through sequenced clinical experiences and assignments, you will learn to:

- Analyze, synthesize and evaluate an extensive body of knowledge in communication sciences and disorders.
- Think critically and apply evidence-based practices in the evaluation and treatment of individuals across the lifespan.
- Achieve competency in prevention, screening, diagnosis, and treatment of clients with varied communication disorders.
- Communicate effectively and professionally.
- Employ self-evaluation strategies that lead to development of new and improved skills; and,
- Demonstrate ethical and responsible professional conduct with varying ethnic cultures.

The ultimate goal of clinical education is to provide students with the knowledge and skills to practice as speech-language pathologists in diverse educational, healthcare, and rehabilitation settings.

Clinical Practicum and External Rotation Experiences

You will complete three clinical practicums, a diagnostic practicum, and a swallowing lab in the UCF CDC and other affiliated facilities, as well as two external rotations in schools, hospitals, rehabilitation centers, skilled nursing facilities, long-term care facilities, community clinics, and/or private practices. Through the practicum and external rotations, you must obtain a minimum of 375 clock hours of supervised clinical experience in accordance with the guidelines outlined by ASHA. Clinical practicum and external rotations vary in length and do not always coincide with the academic calendar. Upon successful completion of the master's program, you will meet all the

requirements for certification by ASHA and the Florida Department of Education, and Licensure by the State of Florida. The following is a list of clinical courses:

- SPA 6551 Foundations of Clinical Practice: Level I (1 credit hour)
- SPA 6503 Foundations of Clinical Practice: Level II (1 credit hour)
- SPA 6503L Foundations of Clinical Practice: Level II Application (1 credit hour, taken twice)
- SPA 6553L Clinical Practice in Differential Diagnosis in SLP (1 credit hour, taken twice)
- SPA 6942 Foundations of Clinical Practice: Level III (1 credit hour)
- SPA 6942L Foundations of Clinical Practice: Level III Application (1 credit hour, taken twice)
- SPA 6943 Clinical Practice: Level I (1 credit hour)
- SPA 6563L Clinical Practice & Instrumental Diagnostics in Individuals with Dysphagia (1 credit hour)
- SPA 6946 Clinical Practice (14 credit hours, taken across 3 semesters)

Clinical Education Requirements

Student clinic assignments provide opportunities to apply the knowledge and skills learned in the classroom to the evaluation and management of individuals with a wide variety of communication disorders. Thus, students are assigned to clients in disorder areas they have already covered in coursework, or on some occasions, are currently covering in coursework. Students' first practicum experience begins during the second semester in the program. In this way, students on the traditional track will already have taken or currently be enrolled in the following courses:

Course Prefix and Number	Course Name
SPA 6204	Advanced Articulation/Phonological Disorders
SPA 6402	Language Disorders: Birth–5 Years
SPA 6410	Aphasia and Related Disorders
SPA 6417	Mgmt. of Acquired Cog-Comm Dis Across the Lifespan
SPA 6805	Research in Communicative Disorders
SPA 6551	Foundations of Clinical Practice I

By front loading students' coursework, the content knowledge has been gained before the first clinical experience.

At the CDC and other affiliated facilities, clinical educators provide supervision in accordance with ASHA standards. A minimum of 25 percent of all treatment sessions are supervised; however, the amount of supervision is dependent upon the students' knowledge, clinical skills and experience related to the specific client or group of clients and/or the supervision requirements to maintain reimbursement compliance. Clients are scheduled such that clinical educators have the flexibility to adjust the amount of supervision needed depending on student proficiency and the complexity of the case, or to be present in the room for the duration of the session. In addition to direct supervision during the sessions, individual and/or group conferences may be scheduled to assist in planning for client management and/or to provide feedback relative to student performance. All practicum labs are scheduled with coordinating 1 credit seminars to provide additional information about the management of the communication disorder area or age population to which you have been assigned.

Transfer of Clinical Clock Hours

To satisfy the requirements for the Master of Arts degree in Communication Sciences and Disorders, you must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology, including 25 hours of guided clinical observation and 375 hours of direct client/patient contact. The School of CSD permits you to transfer all 25 hours of clinical observation and a maximum of 50 hours of direct client/patient contact from another college or university under the following conditions:

1. You submit an official record of your clock hours, signed by your clinical supervisor, to the Clinic Director at the UCF CDC.
2. The clinical supervisor must hold the Certificate of Clinical Competence in Speech-Language Pathology from ASHA and have met the supervision requirement as defined by ASHA.
3. The clinical supervisor must have provided supervision during a minimum of 25% of your therapy hours and 50% of your diagnostic hours.
4. You must have received a grade of "B" or better if letter grades were assigned or a "Pass" if the experience was graded pass/fail.

Clinic Expectations

Enrollment in clinic coursework and external rotations will place significant time demands on you during the week. For each 1 credit-hour lab assignment, you should be prepared to devote approximately 3 to 5 hours per week to planning, implementing, documenting, and evaluating your clinical experiences. Failure to do so will result in an Incomplete or "I" grade. It is the student's responsibility to monitor the number of accrued clock hours each semester. Clock hours are recorded for direct contact with the client only. It is important to remember that the client's welfare is just as important as student clinical education needs. In preparing for clinic, students must hold paramount the welfare of the clients served. Thus, students must always be prepared, provide services competently, and act professionally by demonstrating the following:

- Abide by the ASHA Code of Ethics (http://www.asha.org/Code-of-Ethics) Ethical violations may result in permanent dismissal from practicum placement opportunities and may also subject you to dismissal from the CSD program.
- Adhere to HIPAA guidelines (https://www.hhs.gov/hipaa). It is essential to protect the confidentiality of clients served at the UCF CDC and other affiliated facilities. Participation in clinic should be viewed as a privilege rather than a right.
- Maintain professional attire and demeanor at all times. Unprofessional conduct within the clinic or conduct that compromises the quality of the services provided to clients and/or their welfare, may result in dismissal from clinical practicum placements and from the program. All students must maintain background clearance in compliance with regulatory standards for professional practice.
- Consistent attendance is required for all clinical activities (e.g., sessions, trainings, debriefings). In the case of illness or emergency, immediate advanced contact with student's clinical educator is required prior to cancellation of a session. If more than one absence is anticipated, prior written approval and consultation with the Clinic Director is required. Extended absences related to extenuating circumstances may result in reassignment of the client to another student and an incomplete grade for the clinical course.

Clock Hours

In accordance with the ASHA 2020 Standards for Certification, specifically Standard V-C, the applicant for certification in speech-language pathology 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. (Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language- Hearing Association. (2013). 2020 Standards for the Certificate of Clinical Competence in Speech- Language Pathology. Retrieved 04/11/2020 from (https://www.asha.org/Certification/Certification-Standards-Change-in-2020).

- Clock hours are tracked in alignment with the Big Nine, as defined by ASHA. See Exhibit A

Students must have clock hours in every area (diagnostic and treatment) in order to graduate.

BIG NINE	TARGET MINIMUM HOURS
Speech Sound Production	Target: 10 hours/2 child/2 adult/3 DX
Receptive/expressive Language/literacy	Target: 30 hours/5 child/5 adult/8 DX
Augmentative And Alternative Communication	Target: 10 hours (across DX and TX)
Cognitive Communication Disorders	Target: 5 hours (across DX and TX)
Hearing	Target: 10 hours (across DX and TX)
Voice	Target: 2 hours (across DX and TX)
Fluency	Target: 2 hours (across DX and TX)
Swallowing	Target: 2 hours (across DX and TX)
Social Aspects of Communication	Target: 5 hours (across DX and TX)

* Students must have a total of 24 hours of diagnostics as part of their 375 clock hours.

Required Hours for Graduation

In order to graduate, students are required to meet the *minimum* 375 clock hours (plus 25 guided observation hours) with hours distributed across *all* the Big Nine areas and across the lifespan. Additionally, students must demonstrate they have met the ASHA competencies and obtain a grade of Satisfactory ("S"), B- or better, as applicable, in all their clinical practicum and external rotation courses.

Communication Competence

The procedures described below, adopted by the School of CSD faculty, assure that master's students exhibit speech and language skills adequate for performance as professionals working with individuals with communication disorders and align with the ASHA position statement on Students and Professionals Who Speak English with accents and Non Standard Dialects (asha.org). The School of CSD believes that all individuals who speak with accents and/or dialects can be effective in providing speech, language, and audiological services to persons with communication disorders.

All master's students enrolled in the School of CSD Program receive screening for hearing and oral speech and language competency during their first semester. Screening is performed by master's student clinicians enrolled in practicum. Students identified by this screening process or by individual faculty members as having a speech, language, and/or hearing concern are requested to obtain further evaluation. If speech/language therapy is recommended, the student may elect to receive these services, at no cost, through the CDC. The clinic may have resources to assist with hearing aids or other assistive devices should a student feel they would benefit from their use.

All master's students must have oral language skills in English that will allow them to model, demonstrate, and describe the oral language targets needed by clients. Oral and written language skills must be sufficient to allow master's students to effectively explain, describe, and interpret evaluation results, treatment plans, and therapy activities to clients. If a student is identified by the screening or a faculty member as having oral or written language abilities that interfere with the clinical aspects of training, a conference will be scheduled with the student and the faculty member or advisor and the Clinic Director.

The purpose of the conference will be to develop a plan to assist the student in acquiring the oral or written language skills needed. Master's students who are working toward acquiring effective oral and written language skills may only enroll in clinical practicum upon the approval of the Clinic Director. Master's students who are working toward acquiring effective oral and written language skills and are allowed to enroll in clinical practicum may have their clients selected or limited to those for whom the master's student clinician has the oral and written language skills to work effectively.

Insurance
The University of Central Florida maintains a student practice liability insurance policy for all clinicians registered for clinical practicum through the UCF Self-Insured Plan (SIP). No student is allowed to accrue client contact hours in Clinic without being registered for the appropriate clinical practicum. It is expected that clinicians maintain their own health insurance coverage either through a private healthcare plan or through the Student Health Services.

Clinical Assignments
Clinical assignments are made so that each student will meet the requirements for certification by ASHA. Each student is responsible for completing the Clinician Schedule Form and turning it in by the deadline date to ensure timely assignment.

Clinical assignments are disseminated to the students on the first day of each semester, or sooner when available. During the first week of the semester, students are to verify days and times for therapy with each client and meet with their assigned clinical supervisor to prepare for their first session in week 2 of the semester.

Simucase®

"Simucase® is a web-based application designed to enhance users' clinical competency across various specialty areas (Simucase.com). The CFCC allows for 75 hours of simulation to be acquired as part of the total of 400 hours required for ASHA Certification. [Certification Standards for SLP: Clinical Simulation (asha.org)](asha.org)

Students will receive a one-year Simucase® subscription that will be utilized at various points within the program for students to gain experience in the evaluation and treatment of clients of a variety of ages and disorders. Students will have one clinical lab dedicated to Simucase® assignments in which clock hours will be earned. The lab requires weekly attendance and includes the required pre-brief and debrief for the cases to meet the standards of implementation for clock hours.

In addition to the lab, students may have Simucase® case assignments as part of academic courses. This assists in bridging the gap between the acquisition of knowledge in an academic course and the application of those skills with a specific client population.

Mandatory Meetings

During the first week of the semester, mandatory student clinician meetings/workshops are held to present the requirements for the clinical semester for all clinicians registering to participate in clinical education in the on-campus clinic. All student clinicians are expected to attend the mandatory clinic meetings. The times and locations are announced via email notices and postings of the meetings in the Clinic and via UCF email. Additional clinical meetings may be called during the semester.

Affiliated practicum sites, such as Orange County Public Schools, may require meetings prior to beginning the assignment. If a student misses the required meetings, then it is at the discretion of the clinical supervisor to allow the student into the practicum. Student clinicians are responsible for attending meetings as part of their clinical education.

All student clinicians are required to meet with their assigned clinical educator prior to the provision of speech-language and hearing services. Sessions cannot be initiated with a client prior to the clinical educator receipt and approval of the student clinician's lesson or diagnostic plan.

Rooms

Rooms are assigned for each session at the beginning of the semester. Any changes need to be communicated to the clinical educator and front office staff. Each of the treatment rooms is furnished with a table and four chairs. If furniture must be removed or substituted during a session, the student clinician must return items to their proper place at the end of the session. All rooms and materials must be cleaned/sanitized following each session according to the policies and procedures.

Clinic Dress Code

The School of CSD has a mandatory uniform policy with the purpose of identifying student clinicians to clients, families, and the public, promoting inclusivity, and providing guidelines for professional appearance while students are engaged in clinical rotations. The School recognizes that students come from diverse backgrounds and have different racial, cultural, and/or religious identities that influence how one dresses. The uniform is:

- Black polo (polyester or cotton) with the approved logo (School of CSD)
- Black or khaki pants; capri length or longer are acceptable (no denim, leggings, joggers, or scrubs are permitted).

Religious-specific clothing and grooming for all hair types for health and cultural reasons are respected.

Participation in clinic is viewed with importance equal to that of a job. Student clinicians are expected to use good judgment in conducting themselves professionally and evaluating their adherence to the dress code guidelines.

The uniform must be worn for the following:

- All activities conducted in any area of the UCF CDC whether students are providing client services or visiting the student workroom area. (Including the FAAST Center, Aphasia House, and the Innovative Center.)
- All service-learning activities on and off campus.
- Any activities in which you, as a student, are representing the School (e.g., preschool screenings).
- All UCF clinic outsourced sites (e.g., Brain Fitness, Friday Only Club outings).
- Any external rotation site unless an alternate uniform is required at that site/location.

What is considered acceptable and unacceptable dress is noted below:

ACCEPTABLE DRESS	UNACCEPTABLE DRESS
- Sandals - Closed toe dress shoes - Athletic shoes - Slacks/pants - CSD Polo Shirts	- Blue jeans/denim pants of any kind (5 pocket pants are considered denim) - Skin tight pants or tops, including leggings and spandex pants; joggers - Shorts of any type - Flip-flops, combat boots, Crocs, Toms or Toms-like shoes (Bobs) - Converse (and similar) sneakers are too casual - Hats/Caps

Jewelry And Body Adornment: Facial and other piercings, including ear piercings, should not be distracting and

safety should be considered when making selections (Can an item be pulled by a client or get caught on something during a session). Gauges are not acceptable. Large bracelets or necklaces that "clang" on the table should be removed. Tattoos are acceptable; however, any profane or offensive tattoos should be covered for clinical activities.

Shoes: Shoes must be clean and in good condition. Rubber shoes, such as flip-flops or Crocs are not permitted.

Outerwear: Student clinicians may wear a short-sleeved or long-sleeved tee shirt under their polo and/or a solid sweater over the polo. Color choices for tee-shirts/sweaters include black, gold, white, brown, khaki. Hooded jackets (hoodies) and hooded sweaters are NOT to be worn in clinic or while performing clinical responsibilities.

Please note, the Clinical Educators reserve the right to make final decisions concerning appropriate dress.

Off-site placements may have different dress code requirements and students are required to comply.

Criminal Background Checks

School policy requires background checks to be obtained by all entering master's students in the School of CSD program. Upon admission into the program, information regarding the registration for background checks will be shared and disseminated. Students will have the opportunity to complete their fingerprinting during their first semester in the program, on-site in the clinic, on a predetermined scheduled date. If the student cannot attend on the day of the fingerprinting, it is the student's responsibility to obtain the necessary fingerprinting at a local facility certified to complete the background check.

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

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

Internship sites may have different background clearance requirements and a positive background history may preclude a student from participating in an internship at a given site. The School of CSD will make every effort to find an alternative placement in a timely manner if a student is deemed ineligible to attend due to an issue with background clearance.

Appeals Process:

If you commit a criminal offense other than a minor traffic violation after admission to the graduate program, you must notify the Graduate Program Director within 72 hours of the offense. Failure to notify the School may result in immediate dismissal from the program. The appeals process for reinstatement in clinical courses, clinical placements, or the graduate program is as follows:

- Contact the Graduate Program Director to discuss the offense.

- Submit the following documents to the Academic Review Panel in one packet:

  o Arrest and court records of the offense (s), including the final disposition (s). Every page of the court records must have a court seal. If the official records are not available, you must submit a letter from the court and/or law enforcement agency on official letterhead with the court or agency seal on it stating that the record has been purged.

  o Proof of the restoration of your civil rights if they were taken away due to an offense.

  o A letter that explains the offense, the circumstances surrounding it, and how you propose to rehabilitate your reputation and standing in the profession.

  o Letters of recommendation from three people, including one from a current or most recent employer, who can endorse you as a future health provider. Letters from family members will not be accepted.

- Present your appeal to the Academic Review Panel in person if you elect to do so. The committee will review all documents, discuss the appeal with you if you choose to be present, render a decision, and send a letter to you with the appeal's result.

Social Media Policy

ASHA and the School of CSD recognize that social media has become important and influential communication channels for our community. Social media has become increasingly important for the kind of engagement and communication we encourage regarding the work we do in our field. Online social media enables individuals to communicate their insights, express their opinions and share information within the context of a globally distributed conversation. Each tool and medium has proper and improper uses. While ASHA and the School of CSD encourages all its members to participate in a global conversation, it is important for members who choose to do so understand what is appropriate, recommended, expected, and required when they discuss ASHA-related topics, whether at work/ school or on their own time.

The overall goal of this social media policy is to help clarify how best to enhance and protect the personal and professional reputations of our students, faculty, staff, and clients when participating in social media. It is important to keep in mind the privacy concerns inherent in using social media websites. Any information posted on them can be made public, even when information has been deleted by the user in some cases.
Information can be shared with many people with just a click of the mouse. Therefore, the experts encourage all those participating on the sites associated with the School of CSD to exercise caution and responsibility when using any form of social media.

It is highly recommended that graduate students utilize and implement the highest privacy settings on social media sites; however, even with privacy settings activated, content can be shared via screenshot or other means. In today's world, it is common for parents of clients, potential employers, and/or personnel from off campus settings to look up a potential graduate student on social media. Please review and update your social media image before starting the graduate program.

Purpose/Intent: The purpose of this policy is to provide guidance regarding the appropriate use of social media for communication.

Summary: Inappropriate internet and social media communication is unprofessional. If a student is found to engage in inappropriate internet and/or social media activities, and specifically any communication that involves client protected health information, there will be severe consequences.

Action will be taken in accordance with School policies up to and including dismissal from the program.

The School of CSD supports the proper use of social media and recognizes the need to manage the use of social media in the workplace to protect the reputation of the College, as well as to ensure the privacy of their staff, faculty and clients that we serve in the UCF CDC, to include clients in off-site clinical assignments and affiliated externships.

Definition of Social Media: Social Media includes, but is not limited to, blogs, online discussion boards, online communities, social networks, microblogs, photo and video sharing sites. Examples include, but are not limited to, Facebook, GroupMe, Snapchat, Instagram, LinkedIn, Twitter, Flickr, YouTube and online comments sections.

Procedure: Students need to be cognizant that when posting content online, they are representing the university and the CDC. Students are subject to the University Use of Information Technology and Resource Policy 4-002. Students should be aware that:

- All material published on the internet should be considered public and permanent.

- Any information posted on a social networking site may be disseminated (whether intended or not) to a larger audience, and that the post may be taken out of context or remain available in perpetuity.

- There is no expectation of privacy when using institutional computers and electronic devices.

- Students should carefully consider and implement the privacy settings on all social networking sites; however, designating your personal account as "private" does not limit one's liability or culpability for adhering to the social media policy.

- Limit internet use for social networking to your personal time only and by utilizing your personal equipment.

Professionalism: The tone and content of all electronic conversations should remain professional and respectful. To use social media and social networking sites professionally students should:

- Refrain from posting unprofessional images or behavior that may tarnish their professional image and impair their ability to practice effectively, become licensed, and/or participate in positions of trust and responsibility within an institution or within the community.

- Never post any material that is obscene, defamatory, profane, libelous, threatening, harassing, abusive, hateful, or embarrassing to another person or any other entity.

- Never use social media to discriminate or harass any individual based on race, color, gender, religion, national origin, disability, age, veteran status, genetic information, or any other characteristic protected by state or federal law.

- Never use social media to impersonate another user or mislead a recipient about one's identity.

Protecting Privacy/Confidentiality: In all settings, patient privacy and confidentiality must be protected, especially on social media and social networking websites. Online communications are held to the same laws and policies as offline communications.

- Privacy and confidentiality between clinician and client are of the utmost importance. All health care providers have an obligation to maintain the privacy of health information as outlined by the Health Insurance Portability and Accountability Act (HIPAA).

- Identifiable protected health information (PHI) should never be published/posted on the internet. This applies even if no one other than the client is able to identify him/herself from the posted information. Client images should be only obtained with written consent, and then only using institutional hardware, and never using student's personal equipment. Client images must be stored and/or transmitted only using institutional hardware, and never on personal equipment or posted online.

- Each individual is responsible for the content of his/her own posts and blogs, including any legal liability incurred (HIPAA or other).

- Students should never mention clients' names, refer to them by code names, post pictures of them, or post any identifiable information of clients.

- Personal phones, personal cameras, iPads and other personal devices shall not be used to photograph, film or record clients or to receive, store or transmit individually identifiable information about clients.

Respecting Copyright Laws:
- Students must avoid discussing any sensitive, proprietary, confidential, or financial information about any institution. Any material posted by a student that identifies an institution in which the student has worked or is working should have prior written authorization by the appropriate official of that institution.

- Unauthorized use of institutional information or logos is prohibited, including but not limited to UCF and affiliates.

- No institutional phone numbers, email addresses, or web addresses may be posted to a website without written permission from an authorized institutional official.

Interacting with Patients: To maintain appropriate professional boundaries and compliance with HIPAA:
- Students should not "friend", "Connect with", or "follow" clients on any social networking site or review clients' profiles on these sites.

- It is never appropriate to provide specific professional advice to a client on a social networking site.

Posting with Caution: Postings within social networking sites are subject to the same professionalism standards as any other personal interaction. Remember that online activities, even those that seem private, can become public if content is copied, forwarded or printed. Text, images and video can remain on the internet even after efforts have been made to remove them. Students should routinely monitor their own "internet presence" to ensure that their personal and professional information posted by them or others is accurate and professional. This includes making an effort that they are not "tagged" in images posted by others that might be seen as portraying them in an unprofessional manner. Students should ensure that they have implemented appropriate privacy settings to avoid inadvertent dissemination of personal information to others outside of their control. Students are strongly encouraged to take a moment to reflect before every posting to a social media site to consider if the posting could potentially violate any client privacy laws and/or the content of this policy. If there is any doubt, students should not continue with the posting.

Policy Violations: Failure to comply with the provisions of this policy, as well as the HIPAA policy, will result in corrective action up to and including termination from the program.

Clinical Skills Assessment

The Clinic uses a progressive rating scale in conjunction with the Calipso Performance Evaluation for assessment of the clinician's interpersonal, written, oral, evaluative, and intervention skills observed during therapy interactions. The student completes self-rating during the first three weeks of the semester as the entry point for formative assessment. Clinicians receive feedback following each therapy session in written and oral forms, addressing strengths and weaknesses observed.

At midterm, the Clinical Educator will evaluate the graduate student's performance using the Calipso Performance Evaluation grading scale and meet with the student to discuss progress. This formative evaluation helps ensure the practicum is providing opportunities in all appropriate competencies and the student is actively engaged in the acquisition and assessment of his/her progress. At the end of the semester, using the Calipso Performance Evaluation grading scale, the Clinical Educator will provide a summative evaluation of the graduate student. Formative and summative assessments are designed to support the graduate student's personal growth and the integration and application of knowledge and skills in communicative disorders.

If the clinical educator/supervisor feels a student may be at risk for failing to meet expected competencies at any time, a Clinical Support Plan will be implemented. See the Clinical Progress Monitoring section of the handbook for more information about the support/remediation process.

The UCF School of CSD Program has adopted CALIPSO as a method to collect, track, analyze, and report student's achievement of the ASHA standards, competencies, and accumulation of clinical clock hours. CALIPSO is a web-based application and provides an efficient and secure system that is available 24/7 to faculty and students.

Once enrolled in clinical practicum, students will enter the clinical clock hours earned during a practicum experience. As accrued, the clinical educator/supervisor will approve the submitted clock hours weekly. Students are responsible to ensure that they enter and track their clock hours to meet program and ASHA requirements. Students should discuss their hours regularly with their clinical educators and pay attention to the diversity of experiences across the ASHA Big Nine areas.

Clinical Supervision

Supervisory Conferences

Initial clinical educator /clinician conferences are used to define responsibilities for lesson plans, evaluations, observations, reports and other clinical matters. Each clinical educator and clinician will schedule a weekly conference or meet briefly after a session. These meetings allow for the evaluation of past therapy sessions to identify areas of strengths and weaknesses, to discuss proposed plans, to communicate upcoming responsibilities or jointly work on personal goals established by you.

Supervisory Approaches

The clinical educator may use one or more of these supervisory approaches with you during your education at the Clinic:

- **Samples:** The clinical educator may provide examples of lesson plans, session analysis, SOAP/treatment notes or reports.

- **Joint Planning:** The student and the clinical educator may write a lesson plan and/or objectives together. The student may formulate step-by-step strategies for conducting the therapy activities.

- **Role Playing:** The student and the clinical educator may role play therapy procedures as each one assumes the client or clinician stance.

- **Demonstration Therapy:** The clinical educator models a part of, or entire therapy sessions while the student observes and analyzes specific intervention techniques.

- **Structured Observations:** The student may arrange to observe another clinician who demonstrates strong clinical skills in specific areas, particularly those in which you are experiencing some difficulty. During the observation, the student should gather ideas and strategies that could be implemented in his/her therapy sessions. Data collection may be practiced as well.

- **Video Recording and/or Audio Recording:** Reviewing video and audio recorded sessions may be completed by the student and/or the clinical educator to identify the session's strengths and weaknesses. In addition, the student and the clinical educator can view recorded sessions together. Together concrete solutions and strategies may be identified.

- **Script Taping:** The student and/or the clinical educator may transcribe directions and models given during the therapy session to be further analyzed and evaluated. The clinical educator should provide specific feedback regarding alternatives to the students' choices or implementation of strategies.

- **Observation by Other Clinical Educators:** Other clinical educators may be asked to observe a student to provide additional feedback based on the data collected during observation.

- **Joint Evaluation:** The student and the clinical educator may evaluate your session through written analysis. These evaluations would be shared and compared to obtain clinical educator-clinician accuracy and agreement.

The relationship between a graduate student clinician and a clinical educator is a complex one. The clinical educator has many roles: teacher, mentor, and supervisor. It is the clinical educator's responsibility to integrate these roles in a way to help a graduate student clinician develop into an effective and reflective professional. Feedback is a vital component to the clinical education process. The clinical educator will provide oral and written feedback frequently throughout the semester. It is important for the graduate clinician to understand the feedback that is provided so that he/she may incorporate changes into future sessions. As the graduate student progresses through the program, the graduate clinician is expected to become more reflective about their clinical skills. Feedback will begin to shift from more educator driven to more student driven.

The clinical educator is also ultimately the professional responsible to the client and for the welfare of the client. Therefore, it is important for graduate student clinicians to strive to implement changes in the clinical practice when recommended by the clinical educator. It is also important for the graduate student clinician to take responsibility for his/her own clinical development. This requires frank and open discussion with the clinical educator about additional support or explanation that may be needed for success.

Lines of Communication: Protocols for Filing Grievances

If the student has a concern regarding the clinical education support of their practicum experience, including supervision, formative or summative evaluation, the following steps should be taken:

Step 1: The student should directly discuss the concern with the supervising SLP. A discussion with the clinical supervisor/educator should include information about individual learning styles and suggestions about the most beneficial supervisory style for the individual student clinician.

If the concern is not resolved:

Step 2: The student should contact the Clinic Director who will, in turn, hold a meeting with the clinical supervisor/educator and student. The Clinic Director acts as a facilitator during the meeting.

If the concern is not resolved:

Step 3: The student should contact the Master's Program Director who may contact the School Director of the School of CSD and the student's faculty advisor. Additional meetings may take place to

resolve the issue. The School's Academic Review Panel may also be advised if asked by the Director of the School of CSD.

If the concern is not resolved:

Step 4: The student should follow formal university grievance or appeals procedures.

HIPAA Policy

Confidentiality Policy and Procedures
The University of Central Florida's CDC is a covered entity under the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the individually identifiable health information relevant to a client's record is considered protected health information. In accordance with HIPAA, use of client records is restricted to only those individuals directly involved with the client. Only those persons in the CDC needing access to protected health information to carry out their duties are allowed access to a client chart.

The CDC conducts HIPAA awareness training for all personnel including faculty, staff, graduate assistants, work-study students, and graduate students. The Clinic provides training prior to clinician, faculty, and staff members' initial assignments and thereafter on an annual basis or within a reasonable period following any material change in the Clinic's policies or procedures, whichever is earlier. The training sessions include all students in clinical practicum. Written documentation of training sessions for faculty and staff and other personnel is filed with the Clinic Director.

Students should avoid the following circumstances that may lead to violations of confidentiality:

- Conversations with other professionals not involved with the client
- Taking materials pertinent to a client out of the Clinic
- Reports, lesson plans, or materials left in a notebook, on a computer screen, or on a table where others may read them
- Conversations in the Clinic which may be overheard by other people, including other clinicians

Confidentiality Procedures
1. Client files and information must be kept confidential. At no time, should a hard copy document, protocol, or any printed part of the client chart be removed from the Clinic. Student clinicians may use a hard copy in the Clinic only in the designated work area. Student clinicians must take care to protect the electronic medical records of clients.
2. Client files or electronic records (reports, lesson plans, etc.) may not be copied for any reason. The student clinician may take notes on any part of the client's file but use only the de-identified client code.

3. If emailing draft reports or documents, use only the designated de-identified client code and omit all PHI from the documents. Treatment notes and evaluation reports should be entered into the Electronic Medical Record (EMR) platform.
4. Student clinicians are prohibited from downloading any client related records from the EMR platform.
5. Student clinicians must establish passwords to meet university requirements for logging into the EMR platform. Passwords should never be saved on public or shared computers/devices.
6. Student clinicians should ensure the use of secure wi-fi to document in the EMR platform.
7. Student clinicians should take care to ensure others are not able to view/read what is being entered in the EMR while the student is working in the client chart.
8. Student clinicians must log out of the EMR platform before stepping away from the electronic device.
9. At the end of the semester, DELETE all de-identified notes and/or drafts from your electronic devices. Non-compliance with this procedure could result in failure of practicum.
10. Client documentation may not be worked on in any public locations, including other campus labs.
11. Student clinicians may NOT work on reports at home, unless designated de-identification procedures are followed. Photocopying of information in client charts is not allowed.
12. Student clinicians may not use personal devices (mobile phones, iPads, laptops) to take pictures or record clients. Additionally, student clinicians must follow confidentiality procedures in regard to social media (See Social Media Policy page 42-44).
13. Student clinicians may not contact clients personally for any reason outside of their clinical responsibilities.

In accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the ASHA Code of Ethics, all information concerning past and present clients is strictly confidential. The following information is not to be divulged to anyone without express and written permission:

- Name of client
- Nature of the problem
- Family information
- Audio recordings of the client's speech
- Lesson plans
- Test results
- Observation reports
- Any draft of clinical reports
- Client photos
- Clients therapy work samples

HIPAA Violations

A HIPAA violation occurs when one or more of the outlined procedures from the Clinic's Policy and Procedures, the Graduate Student Handbook, and/or the university's policies is breached or when an act/breach is deemed a violation by the Clinic Director in consultation with the School Chair, Master's Program Director, and UCF General Counsel. Please reference the current School of CSD HIPAA Privacy and Security Sanctions Policy.

When violations occur, the following consequences and actions will be taken:

- Violations will be reviewed by the Clinic Director, School Chair, and Master's Program Director.
- Violations will be classified as intentional or unintentional based on:
  - the nature of the breach
  - the prior knowledge a student clinician had regarding the type of information involved and/or the student's prior knowledge of the client's authorization to share protected information.

An intentional breach of HIPAA confidentiality will result in immediate review of the circumstances by the Clinic Director, School Chair, and Graduate Program Director. A student who has engaged in an intentional breach will be recommended for dismissal from the program.

First time offenders of a breach in confidentiality, if occurred unintentionally, will result in a warning and discussion of the incident with the Clinic Director.

A second unintentional breach in confidentiality will result in the recommendation of the student's grade being lowered by one letter grade for the clinical experience. Due to the nature of the offense, the Clinic Director and Master's Program Director will be informed and will bring forward to the School Director. The Clinic Director, Master's Program Director and the School Director will make the final determination as to the recommended grade change.

Any student who should have a third unintentional offense in breach of confidentiality will fail for that semester in Clinic receiving an "F" for the grade. Determination as to the student's continuation in the graduate program will be at the advisement of the Clinic Director, Master's Program Director and the School Director. Determination as to accrued clinical hours during that practicum will be at the advisement of the Clinic Director, Master's Program Director and the School Director.

Violations will be cumulative throughout one's graduate program.

Client Information

Non-Discrimination Policy

The University's Nondiscrimination Policy prohibits unlawful discrimination and harassment on the basis of an individual's race, color, ethnicity, national origin, religion, non-religion, age, genetic information, sex (including pregnancy and parental status), gender identity or expression, sexual orientation, marital status, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present history of mental illness), veteran's status (as protected under the Vietnam Era Veterans' Readjustment Assistant Act), or membership in any other protected classes as set forth in state or federal law. The Nondiscrimination Policy also prohibits retaliation against individuals who complain of discrimination and harassment, as well as individuals who participate in an investigation into such complaint.

Client Records

The clinic uses an electronic medical record system for client documentation. Theraplan is HIPAA compliant, and students have access only to those clients to whom they have been assigned for the current semester.

Archived client records are stored in the main Clinic office in locked file cabinets. The records are accessible by clinicians, clinical educators or observation students involved with a given client. However, to obtain the information, students must sign the file out from the front office.

Under no circumstances are files or client documents to be removed from the Clinic.

Inactive charts are held for seven years and are only destroyed after following UCF archival/destruction procedures.

Facility Information

The CDC is the clinical extension of The School of CSD within the College of Health Professions and Sciences at the University of Central Florida. Faculty offices for the CDC are in the Innovative Center - Suites 500, 300 and 250. The School of CSD is in the Health Sciences II building, Room 101, where academic faculty maintain their offices. Classrooms are found throughout the campus and are assigned each semester by the University. Room assignments are found in the online semester class schedule. Additional facilities are described below.

Clinic Front Office
The Clinic Front Office contains the case files, forms, records, and other information necessary for client intake, scheduling and billing. Questions concerning clinic office operation are directed to Clinic Staff. The Clinic Front Office is in Suite 500 of the Innovative Center.

Resource Rooms
Diagnostic materials are stored in room 532 across from the front desk and in the FAAST Center in room 268A. Students reserve diagnostic materials in the "Future Reservation Log" located at the front desk. Diagnostic materials are to be checked out at the front desk in the resource check in/check out binder. Protocols for testing materials are obtained from the front desk staff in Suite 500.

Audiology Suite
This room contains a fully equipped audiology test suite that is used for student audiological experience. Audiometers, books and other materials related to hearing, aural rehabilitation and anatomy are stored in this area. The Audiology Suite is located in room 528.

Toys
Books, toys, kits, and materials for both evaluations and therapy are kept in the Student Work Room. Materials are marked and should be returned to the proper shelf or bin after use. If you have difficulty finding a specific material, locate Clinic staff or a graduate assistant for help. The Student Work Room is in room 538.

Computers and Software

In addition to the desktop computer stations within the student workroom, laptop computers are available for check-out from the School of CSD. There are several diagnostic and therapeutic software programs available in the clinic. If a student has difficulty logging into a clinic related system (milestone or theraplan), he/she should notify the clinic director.

Observation Areas

The clinic has an observation room for the family members of the clients, located in room 539. Viewing access requires front desk personnel to sign onto the computers to view the specified session. Undergraduate observations may occur in the clinic, and students are required to sign up for available times in order to attend.

Student Work Room

This room is set aside for students to use when preparing for therapy and diagnostics or when developing lesson plans and reports. Announcements regarding clinical activities are posted in this room. Students have the responsibility for maintaining the files, forms, and records of evaluations and therapy under the direction of their clinical educator. There are 8 computers in the main Student Work Room in room 538. Students also have access to printing, copying and scanning in the student workroom to ensure confidentiality of client information.

Therapy and Diagnostic Materials

1. Materials (books, therapy aids, assessments, etc.) are kept in the Resource Room, room 532 across from the front desk.
2. All materials stored in the clinic must be checked out. All items must be returned at the close of the clinic day. Do not give the test or materials to another student without changing the name in the check in/check out binder. Each student will be held responsible for materials they check out.
3. Tests may be checked-out overnight after 5pm and must be returned by 9am the following day. Check the black "Reservation" binder to make sure an item has not been reserved for early morning use. The same procedure for checkout as noted above is used.
4. Test protocols are kept on file in the Clinic Front Office. Do not enter the Clinic Front Office area to obtain protocols. The Front Office staff will assist you.
5. Materials may be used in the planning and execution of therapy. Therapy materials are not to be taken out of the Clinic, as other clinicians may need them.
6. Picture cards must be put back in the box in the proper order and category.
7. Toys, games, etc. are kept in the room 538 in the Student Work Room. Care should be taken to return them in the same condition, and to the same place they were found. Clean items prior to returning them.

At the end of each week the clinic staff will check for any unreturned items. A notice will be emailed to students with unreturned items. It is the responsibility of the student to return that item within 24 hours.

Clinical Billing Policy

The clients receive a statement once a month for any outstanding balances from the speech, language and hearing treatment services received. It is the responsibility of the student/supervisor to ensure accuracy of billing codes in the documentation to ensure proper billing.

If a student clinician needs to cancel a session, he/she needs to notify the client, clinical educator and clinic office. Efforts should be made to re-schedule cancelled sessions at a time convenient for the client, clinical educator and student.

Cleaning Procedures

Work Practice and Hand Washing: Each clinician is responsible for cleaning toys and/or materials at the end of a session. Medical grade cleaning wipes/spray are kept in every therapy room to sanitize tables, chairs, doorknobs and touchpoints. Hands are always washed before and after contact with clients. Hands are washed even when gloves have been used. If hands come in contact with blood or body fluids, they must be immediately washed with soap and water. Hands are also washed after sneezing, coughing, or wiping a nose. Cleaning details are distributed to students each semester, and they are posted in the student work room. Please refer to these instructions for specific detailed cleaning instructions.

Work Area Restrictions: Students do not eat, drink, apply cosmetics or lip balm, or handle contact lenses in treatment areas, or in the waiting room areas. No test taking for courses is allowed in student work areas. All clients, students, faculty and staff are expected to observe a smoke-free environment policy.

Any student with a draining lesion, an acute lower respiratory tract infection, and/or febrile diarrhea should not attend the diagnostic or therapy session. The student must contact their clinical educator if he or she cannot attend. For students with a slight cold or other illness, masks are available in the Clinic front office. Students are encouraged to use a mask to avoid passing the illness to a patient or clinical educator.

Safety and Emergency Procedures: Given the possibility of injury, no client should be left unattended, either in a therapy room, hall, or waiting areas. The clinician should verify an adult/caregiver has assumed the responsibility for a client, as appropriate, upon the completion of an appointment visit.

If a client has a known problem requiring specific medical intervention methodology or treatment, the parent or caregiver must be present during all interactions with the client. Clinic personnel cannot perform medical intervention procedures, which are not within the scope of practice of a speech-language pathologist or audiologist.

If a student or client is involved in an accident, a clinic staff member calls 911. Incident reports are to be filled out for any accidents and/or injuries. Under no circumstances will a student or client place themselves in a situation where contact with the blood of a client or student could occur. If blood is present clinic staff and/or faculty may aid in emergency situations while wearing gloves.

External Rotations Overview

The graduate curriculum in the School of CSD provides a generalist orientation to the practice of speech-language pathology, providing future practitioners with the knowledge and skills to work with clients across the lifespan who demonstrate a variety of communication disorders. Students who successfully complete the graduate curriculum achieve a Master of Arts degree in Communication Sciences and Disorders, meet the academic and clinical degree requirements for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) through the American Speech-Language-Hearing Association (ASHA), and meet state licensure requirements for the practice of speech-language pathology in Florida. Additionally, students are strongly encouraged to meet requirements for Florida Department of Education certification in speech-language pathology. The graduate program in CSD at the University of Central Florida (UCF) has been accredited by the Council of Academic Accreditation (CAA) of ASHA since 1986 and complies with all standards set forth by the CAA.

As part of the graduate program, external rotation experiences are vital to the advanced skill acquisition of graduate student clinicians. These experiences provide students with opportunities to apply information learned in the classroom and through textbooks to service delivery in educational and healthcare settings. Graduate students complete two external rotations during their last three semesters of study in a variety of settings, such as schools, hospitals, rehabilitation centers, skilled nursing facilities, assisted living facilities, community clinics, and private practices. In each of these settings, the goals for the experience include guided learning, improved clinical competency, and progressive independence.

Students will be placed at community sites and will remain with the supervising SLP for the agreed time period as stated in the contract letter. The contract letter also contains information concerning roles and responsibilities for supervisors/students, dates when specific internship forms are due, and any holiday information pertaining to the student.

Students earn clock hours only for the portion of time they are actively participating in direct service delivery to clients. To meet clinical program requirements, students must accrue diagnostic and treatment hours in the off-campus placements and receive supervision by an ASHA-certified professional in accordance with standards of the ASHA, CFCC and CAA. ASHA standards require at least 25 percent supervision of all therapy and diagnostic sessions, however, the amount of supervision must be adapted based on student clinician level of experience, complexity of disorder, and/or facility/or other regulations. All SLPs that supervise students must provide ASHA certification verification. The clinical supervisor for the off-campus site will verify completion of clinical clock hours using CALIPSO. The Community supervisor's ASHA Certification and State Licensure will be verified by the School's Academic Support Coordinator annually.

In addition, beginning January 1, 2020, clinical supervisors and clinical fellowship mentors for ASHA certification must have at least 9 months of full-time work experience and complete 2 hours of professional development/continuing education in clinical instruction/supervision after being awarded the CCC-SLP and prior to supervising or mentoring a student clinician.

External Rotation Placements and Requirements

External rotations are the clinical capstone experience of the graduate program in Communication Sciences and Disorders. It plays a critical role in the continued clinical skill acquisition and allows the application of theoretical principles and management strategies learned in classes and clinical coursework to real-world work settings.

Admission to the graduate program does not guarantee admission to off campus/external placements. Admission to these placements depends on the quality of the graduate student's academic record, clinical performance in the university clinic, and possession of characteristics necessary to pursue a career in speech-language pathology. The Internship Coordinators make the final decisions for all off-campus practicums/externships. The decisions are made with recommendations and feedback from relevant clinical faculty, a review of academic standing, and whenever possible, student preferences.

Students will have two external rotations during the last three semesters in the program. These external rotations provide expanded opportunities to develop proficiency in the practice of speech-language pathology.

Declining an External Rotation

Given the varied number of students in each cohort of the Master's program and the reliance on external sites offering placements for students, students are notified of their external placements on a rolling basis usually the semester prior to the placement. Students who decline an external rotation for any reason must do so in writing, submitted to both the Program Director and the Clinic Director. The statement must acknowledge that this choice will result in delayed graduation (i.e., The student will have to wait for a future placement in an upcoming semester to complete the Master's program). There is no expectation that alternative opportunities will be available in the following semester. Students following the timeline of their plan of study will receive priority for placements in each semester.

Conflict of Interest

A conflict of interest or commitment can occur when one or more parties have interests that interfere with their external rotation responsibilities. Potential conflicts of interest and commitment may occur or could be considered for a student who is seeking an external rotation at a place where they are currently or have previously been employed. To avoid such conflicts of interest or commitment, students are prohibited from fulfilling their external rotation at such sites, except in the case of students enrolled in the Consortium Track. Students must disclose any such conflicts of interest before placement.

Practicum vs. External Rotations

Graduate students in the School of CSD complete three semesters of clinical practicum while simultaneously enrolled in academic coursework. Most practicum experiences occur at the UCF CDC and affiliated facilities.

External rotations are the clinical capstone experience of the graduate program and provide students with opportunities to apply many concepts and skills learned in the classroom and practicum to real-world work settings. Depending on future career goals, students may choose to spend more time either in child or adult experiences during their internships. Both external rotations provide students with expanded opportunities to develop proficiency in the practice of speech-language pathology.

Typical prerequisites prior to completing external rotations include:

- Completion of required courses in Communication Sciences and Disorders with no "I" grades in any course
- Satisfactory completion of Foundations of Clinical Practice I, II, & III: SPA 6551, 6503, & 6942
- Satisfactory completion of all Foundations of Clinical Practice Labs: SPA 6503L(x2), & 6942L(x2)
- Satisfactory completion of academic coursework on nature and needs of the assigned clients' communication disorder:
    - SPA 6204: Advanced Articulation/Phonological Disorders
    - SPA 6402: Language Disorders: Birth-5 Years
    - SPA 6403: Language Disorders: School Age -Adolescence
    - SPA 6211: Voice & Upper Airway Disorders
    - SPA 6225: Fluency Disorders
    - SPA 6410: Aphasia and Related Disorders
    - SPA 6417: Mgmt. of Acquired Cog-Comm Dis Across the Lifespan
    - SPA 6559: Augmentative and Alternative Communication Systems
    - SPA 6565: Feeding and Swallowing Disorders
    - SPA 6327: Aural Habilitation/Rehabilitation
    - SPA 6805: Research in Communicative Disorders
    - SPA 6474: Assess. & Mgmt. of Cult. & Ling. Diverse Populations
    - SPA 6236: Motor Speech Disorders in Adults and Children
- Submission of class and work schedule
- Acceptable security clearance background check (and any other site-specific requirements, e.g., proof of Certification in Basic Life Support for Healthcare Providers, immunizations, vaccinations, PPD, etc. Costs for these requirements are paid by the student).
- Approval of the CSD Program faculty
- Achievement of no more than 6 credit hours or two courses, whichever is greater, of "C" grades in required and elective course work
- Achievement of an overall GPA of 3.0 or above in the graduate program
- Placement of current and correct Graduate Plan of Study on file with the School

Students may not continue in their clinical plan of study until they have met these criteria. In the event that the student does not maintain the criteria between the time of submitting the documents and the beginning of the next semester, it is the student's responsibility to contact the Coordinators of Academic Support and Internship Coordinators. It is the student's responsibility to drop his/her registration for the external rotation, and add any coursework required to bring their academic/clinical plan into compliance. Students failing to take this action

before the end of the add/drop period can be withdrawn from their external rotation placement by the School without benefit of tuition reimbursement or waiver of late fees for late add/drop. Academic deadlines are found on-line on the UCF website https://calendar.ucf.edu

External rotations last 15 weeks during the fall and spring semesters and 12 weeks in the summer semester. Students must be present at the internship site for a predetermined number of hours per week. Some external rotations require start/end dates outside of the academic prescribed semester dates. Students must be available to participate to complete the rotation.

For Students:

- To provide a continuing series of practical experiences, adapted to students' levels of expertise, which provide opportunities for application of principles, knowledge and skills previously acquired in classes and clinical practicum.

- To learn how to assume professional roles in clinical settings while becoming accustomed to a variety of organization structures, working relationships, and job expectations.

- To develop a professional identity as a speech-language pathologist.

- To gain experiences in the role of a team member when working with other professionals and families in the treatment process.

External Rotation Expectations

The following are some, if not all, of the experiences in which students will be able to participate:

- Observing the organization and administration of a speech-language pathology program.
- Evaluating and diagnosing communication disorders.
- Scheduling treatment sessions.
- Completing forms and other types of documentation used by clinics and school systems in reporting, record keeping, and so on.
- Understanding reimbursement procedures in a variety of health care and educational settings.
- Treating, both individuals and groups, with a variety of communication disorders/delays.
- Writing lesson plans that include appropriate goals, logical task sequences, clear conditions and criteria for achieving goals, types and amounts of reinforcement and appropriate selection of materials and activities.
- Exploring and selecting Evidence Based Practice (EBP) to support clinical decisions.
- Conferencing with teachers, family members and other professionals.
- Learning and implementing a variety of materials and instrumentation.
- Delivering in-service education programs for clinicians.
- Attending IFSP or IEP meetings, staffing's, interpretive conferences and other professional meetings.

- Observing and/or participating in special programs at hospitals, rehabilitation centers, skilled nursing facilities, school systems and other settings.

Clinical Skills

Graduate student clinicians in external rotations will bring skills already mastered during previous clinical courses and practicums. Students will leave the experiences with many more skills, which must be mastered, before completing that external rotation. During external rotations, students should demonstrate competence in the following skills:

- Working cooperatively with other professionals
- Conducting diagnostic evaluations
- Explaining test results to clients and families.
- Developing recommendations based on test results.
- Writing accurate and concise reports.
- Planning and implementing a speech-language program based on the needs and abilities of clients.
- Collecting, analyzing, and interpreting data.
- Understanding and stating the rationale for any treatment plan, approach and procedure used.
- Motivating clients to improve their communicative skills.
- Using diagnostic and treatment time efficiently.
- Identifying and managing client behaviors and responses.
- Meeting clients' and families' needs in a flexible manner.
- Planning treatment sessions and choosing appropriate materials for clients.
- Self-evaluating clinical skills objectively.

Site Selection

All students have the opportunity to complete a survey in year one of the program which seeks to gain information about student interests in the field and possible desired settings for their internship experiences. Internship Coordinators select all external rotation sites based on the availability of positions offered during a particular semester by community partners/providers. The program has affiliation agreements with numerous sites throughout Central Florida and elsewhere. The sites represent a wide variety of settings and experiences, including public schools, private practices, skilled nursing facilities, medical centers and specialized programs. Students should expect to commute up to 60 minutes each way for their internships, although there may be special circumstances that may require more than that. The Internship Coordinators consider the following characteristics when selecting new sites.

- Breadth, depth, and diversity of clinical population.
- Supervisors' interests and experiences in clinical education
- Positive climate for clinical education.
- Welcoming and helpful administrative and professional staff.
- Availability of appropriate diagnostic, treatment and related opportunities.
- Input from students based on their completed survey.

Responsibilities

For Students:

1. Conform to the rules and regulations of the external site.
2. Maintain regular attendance at the site during hours arranged for the placement. Absences must be reported to Internship Coordinators and lost time must be made up. Students are normally entitled to the regular vacation and holiday leave granted by the site. Students may also take up to two additional days of leave upon arrangement with the community supervisor for such things as illness, meetings, emergencies and interviews. These are not to be used for vacations. Students enrolled in external rotations must follow the work schedule of their clinical supervisor or as defined on the contract. UCF's spring break is not an entitlement of students enrolled in external rotations, and as such, these students should plan to attend their sites during this time.
3. Maintain regular and timely attendance at supervisory conferences for which major responsibilities include clarifying issues, asking questions, seeking out learning opportunities and exposing problems that may be experienced.
4. Fulfill, in a professional manner, all duties and responsibilities assigned by the supervisor. Special emphasis is placed on abiding by the personnel policies of the site, maintaining confidentiality with regard to sensitive information gained in the work environment, and following all health and safety guidelines of the facility.
5. Participate openly and honestly in the evaluation process.
6. Seek out and, with the clinical supervisor's approval, engage in any learning opportunity appropriate to interest, previous experience and academic preparation.
7. Report any inappropriate situations or unresolved matters to the lead supervisor or the Internship Coordinator.

For Participating Sites:

1. Assign an ASHA-certified supervisor who has met the supervision training requirement to work directly with graduate student clinicians, to ensure that students achieve the educational goals of the internship and to assign appropriate work duties.
2. Determine workspace for students.
3. Provide students with an orientation to work-site duties, hours and site expectations.
4. Adjust the nature and amount of clinical supervision to the experience and ability of students; see contract.
5. Schedule regular meetings with students and provide appropriate evaluations of students' performance.
6. Assist students in integrating theory and practice within the profession with the implementation of EBP. All major decisions regarding evaluation and treatment should be implemented or communicated only after approval by supervisors.
7. Evaluate students' performance in writing, providing copies to students and returning all forms to Internship Coordinators by the dates specified.
8. Provide a safe, secure workplace at which students can meet the educational objectives of clinical externship.
9. Make available at all times, when graduate student clinicians are providing clinical services, a supervisor holding an appropriate credential to assist with clients.
10. Provide Internship Coordinators with advance notice of any internship program or site change, such as shifting the student to a new supervisor not previously agreed upon.

For the University:

1. Provide students with an interview with the community supervisor.
2. Acquire affiliation agreements prior to placement and approve all off-campus settings to be used by students.
3. Provide off-campus supervisors with a summary of students' academic and clinical experiences, and particular needs, if requested.
4. Provide support for the off-campus experience through site visits, e-mail and telephone contact with the community supervisor at least once a semester.
5. Provide participating sites with appropriate instruments for evaluating students.
6. Collect site data through students' evaluations and reporting forms.

Role of Supervisor

The supervisor plays a critical role in the external rotation experience, taking responsibility for guiding relatively inexperienced graduate student clinicians to becoming competent professionals. Those supervisors who are willing to provide the time, effort and energy required of this endeavor are to be commended. They must be willing to allow students to make mistakes, use critical thinking skills and to move to independent care of clients all in one semester. They must also be able to honestly critique students' therapy skills, to help them identify weaknesses and to guide them to address their weaknesses.

Procedure for Community Supervisor Feedback

1. Students will complete an online evaluation of their site and community supervisor.

2. The information from the evaluation will be collected each semester by the Clinic Director or designee and shared with the Internship Coordinators.

3. The feedback will be summarized and verbally communicated to community supervisors as needed.

Assuming Clinical Responsibility

Students should begin taking responsibility for the assigned caseload as soon as possible. It may be desirable for students to observe one or two clients before assuming responsibility. Once responsibility is assumed, the goal is for the student to move toward independence as quickly as possible.

External Site Orientation

One of the first responsibilities of supervisors is orientation to the physical facilities of the external site. Students need to know the following:

- Organization and structure of the facility.
- Protocols followed at the facility, including dress requirements, hours of work, use of the phone and other pertinent information.
- Availability of materials and equipment for use in diagnostics and therapy.
- Forms required by the internship site.
- Introductions to other staff members with an explanation of their roles.

- Requirements for the setting, including in-service training, immunizations needed and presentations to staff.
- Duties and competencies expected of student clinicians.

Absence Policy

Once schedules are established at the external site, the student is expected to attend *__all__* scheduled times, except in the event of illness or other unavoidable emergencies. In the event of illness or emergency, students **must call and email** their supervisors and the assigned Internship Coordinator **prior to their scheduled arrival time**. Students need to call/email **each day** they are ill/absent. Medical documentation may be required.

Students are allowed up to two days of excused absences for such things as illnesses, emergencies, and interviews; *__not for vacations__*. Unexcused absences are not allowed. In the event of frequent tardiness or absences, even for illness, the supervisor at the site should contact the Internship Coordinator immediately. Failure to comply with these policies will result in a grade reduction as indicated by the professional addendum.

Students are encouraged to attend various workshops and presentations as part of professional development. Community Supervisors and Internship Coordinators, however, are responsible for deciding if a workshop or presentation should be attended. The decision to excuse should depend on the number of absences the student has had during the semester and how much the absence would affect clients at the site. Students must discuss these issues with the supervisor to arrive at a decision concerning attendance.

Speech-Language Pathology Internship Forms/Information

The following forms and information used by students and supervisors are included in WebCourses:

- Internship Guide
- Syllabi 6946 (applicable external rotation)
- Contract and Student Objectives
- Statement of Responsibility
- Professional Addendum
- Non-expiring Certificate of Protection

Inclement Weather

Students will need to come to an understanding with the supervisor concerning the procedures to follow in case of inclement weather. Lives should not be endangered to get to a placement, but the weather should not be used as an excuse for not fulfilling obligations. Students are responsible for making these arrangements for inclement weather, which may include, but are not limited to:

- Not going to a placement
- Waiting to see weather conditions
- Making-up session/day at a later date
- Counting the missed day as one absence.

Holiday and Vacations

Students do not take the University holidays or breaks (UCF Spring Break) while engaged in external rotations; however, students observe holidays and breaks recognized by the facility they are placed in (e.g., Spring Break in a school setting).

Evaluation of Student Performance

Informal evaluations of performance should be made on a regular basis in both written and oral formats.

This will allow the student to become aware of strengths and weakness in clinical practice. The informal evaluation should be made during the community supervisor's observation time. Feedback is an important part of the formative assessment of students. Midterm and final grades must be entered using the Calipso Performance Evaluation and must be reviewed with students. Supervisors should provide students with copies of all written feedback.

Professional Liability Insurance

All internship students must be covered by a student liability policy each year during the internship experiences. The University of Central Florida participates in the State Self-Insured Plan (SIP) and the School of CSD and College of Health Professions and Sciences assures that insurance coverage is current and up-to-date at all times during the internship assignments.

HIPAA Training

All students receive HIPAA awareness training before beginning the first semester in internship and thereafter on an annual basis or within a reasonable period of time following any material change in the Clinic's policies or procedures, whichever is sooner. Written documentation of the training sessions will be filed in your permanent clinical records. Students also are knowledgeable regarding Universal Precaution practices. Written documentation of this training is also filed in your permanent clinical record.

Dismissal From External Rotation

Occasionally students may have difficulty with a particular site or placement. In the unlikely event a student is unable to cope with the requirements of a site or engage in behavior that substantially disrupts a program or poses a risk of injury to clients, other students, or staff, the community supervisor will contact the Internship Coordinator immediately. Disruptive and/or unprofessional behavior will result in dismissal from the site.

The supervisor should be responsible for meeting with the student and explaining the reason (s) for dismissal. The Internship Coordinators will provide assistance with all problems encountered by the site.

Termination from any external site will result in an "F" letter grade for the associated course and the loss of all clock hours for the course. The Academic Review Panel will convene to determine if the student will be dismissed from the program.

Students must achieve a grade of B or better and meet ASHA requirements to successfully complete the Clinical course. If a student does not achieve a satisfactory grade, the Academic Review Panel will convene to consider individual circumstances relative to program progression. Clock hours cannot be accrued for unsatisfactory clinical performance.

If a student does not successfully complete an external rotation after being placed a second time for any reason, he/she will be dismissed from the program.

Withdrawal From External Rotation

If a student withdraws from an external rotation at any point during the semester, and there are existing performance or professional concerns, the student will be placed on probation by the program and will lose all clock hours related to the course.

In the case of a medical withdrawal from an external rotation, the Academic Review Panel will convene to consider individual circumstances relative to program progression and accumulation of clinical clock hours.

Clinical Clock Hour Requirements

Graduate student clinicians are responsible for working with the Clinic Director or External Site Supervisor to ensure that clock hour requirements are met. Overall, students must accumulate 400 clinical clock hours across the lifespan with experiences in all of ASHA's nine disorder categories (Big 9). This is the minimum requirement, and most students usually earn more hours during their graduate program. Specific clinical education needs of students, maintaining the welfare of clients, and completion of internship responsibilities at particular sites are all important considerations in site assignments. The duration of students' clinical experiences will be determined by School course requirements, the quality of performance, and meeting competencies; not by the completion of the minimum requirement for clinical clock hours or acquiring well-over the required hours.

Students are expected to have knowledge and skills in the prevention, evaluation and treatment of the following disorders:

Speech Sound Production	Fluency and fluency disorders
Voice and resonance	Receptive and expressive language
Hearing	Swallowing/feeding
Cognitive aspects of communication	Augmentative and alternative communication
Social aspects of communication	modalities

Additionally, students must have knowledge regarding standards of ethical conduct, principles of evidenced-base practice, contemporary professional issues and credentialing process.

Amount of Supervision

According to Standard V-E of the SLP Certification Standards (January 1, 2020): 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.

Also see the ASHA document, [Quality Indicators for Professional Service Programs in Audiology and Speech-Language Pathology,](#) which includes information about supervision. In addition, facilities, payers, and other regulatory agencies may have requirements regarding supervising student clinicians that may impact the amount of supervision provided. The Clinical Clock Hour tracking in CALIPSO allows the supervisor/clinical educator to indicate the amount of time spent in direct observation of students.

Recording Clinical Clock Hours

Students are expected to maintain complete and accurate clinical clock hour records. During the semester, students submit clinical clock hours utilizing CALIPSO for the exact minutes of direct client contact. Supervisors/clinical educators must verify/approve the clock hour submissions weekly. Clinical clock hours will not be accepted unless properly approved in which a sufficient amount of supervision is documented.

For School records, the ASHA account number of the primary and secondary clinical supervisors must be included for enrollment in CALIPSO. If it is necessary for another speech-language pathologist to cover for the primary supervisor, then the ASHA account number of that individual must be submitted for School records. All clinical supervisors must hold the CCC-SLP and meet the clinical supervision requirement before involving them in an internship experience.

Florida Licensure

For the most current licensing requirements for a speech-language pathologist for the state of Florida, please visit the Florida Department of Health Board of Speech Language Pathology and Audiology website: https://floridasspeechaudiology.gov/

Email: MQA_SpeechLanguage@doh.state.fl.us

Applicant F.A.Q.s: http://floridasspeechaudiology.gov/applicant-faqs/

ASHA Certification

"The American Speech-Language Hearing Association (ASHA) is the nation's leading professional, credentialing, and scientific organization for speech-language pathologists, audiologists and speech/language/hearing scientists." (asha.org) ASHA has been certifying professionals since 1952.

Becoming a certified speech-language pathologist means the professional has obtained the Certificate of Clinical Competence (CCC). This certification is a nationally recognized credential of excellence in the fields of Audiology and Speech-Language Pathology. Achieving ASHA certification designates the professional as one who has met rigorous academic and professional standards above the minimum requirements for state licensure. The CCC designates the professional as a high-quality provider of clinical services and confirms his/her engagement in ongoing professional development in the field. For more information on certification, go to https://www.asha.org/Certification/SLPCertification/

Applying for Certification:

It is important to understand the standards that are in effect when you apply for certification. ASHA considers the applicant to be under the standards that are in effect at the time the application is received by ASHA and is not based on the standards that are in effect at the time of one's graduation.

Beginning January 1, 2020, new standards are in effect for all who apply for the CCC-SLP. For more information or to apply online, visit the ASHA website https://www.asha.org/Certification/2020-SLP-Certification-Standards/

Maintaining Certification

ASHA Certification Maintenance Standards require that all certificate holders (CCC-A and CCC-SLP) must accumulate 30 Certification Maintenance Hours (CMHs) of professional development during each 3-year certification maintenance interval to maintain their ASHA Certificates of Clinical Competence (CCC).
https://www.asha.org/certification/maintain-ccc/

Student Complaint Process

The Golden Rule (http://goldenrule.sdes.ucf.edu/) is a compilation of various policies and procedures from different UCF schools and departments and was specifically created to provide the answers to many of your questions regarding University rules and regulations. This publication attempts to define your rights and responsibilities and give you a better understanding of your role as a member of the UCF community.

The School of Communication Sciences and Disorders

The School of CSD prepares students as professionals who are qualified to serve as practitioners in a variety of clinical, research, and academic settings. If you believe the school or its faculty/staff have been negligent in fulfilling responsibilities regarding instruction, research, or professional standards, you have the right to file a complaint with the School, the University, and/or the accrediting body – the Council of Academic Accreditation. The following outlines the appropriate complaint procedure.

For academic complaints, it is advisable for students to begin the complaint process with the particular instructor involved. If, after discussing the concern with the instructor, you believe that the issue has not been resolved satisfactorily, you may meet with the Master's Program Director to seek additional assistance. The Master's Program Director will guide you through the next steps. The issue may be resolved at this level via mediation by the Master's Program Director, or it may be necessary to seek assistance from the School Director or to pursue resolution through a formal grievance or appeals procedure.

For clinical complaints, begin the process by discussing your concerns with the clinical faculty member/community supervisor involved. If resolution of the concern is not achieved through this discussion, then you may pursue assistance with resolution by meeting with the Clinic Director. Should resolution not be obtained through discussion with the Clinic Director, you may seek assistance from the Master's Program Director and/or the School Director and finally, if necessary, proceed through formal university grievance or appeals procedures found on the UCF website.

College of Health Professions and Sciences (CHPS)

For complaints that are not resolved to the student's satisfaction by the School Director, students may proceed to the appropriate associate dean in CHPS. Students may appeal grades under policy 5.016 or may appeal program decisions/actions under 5.017.

University Academic Grievance Procedure

UCF College of Graduate Studies allows for petitions of university requirements and their academic matters. Academic matters are those involving instruction, research, or decisions involving instruction or affecting

academic freedom. The academic grievance procedure is designed to provide a fair means of dealing with graduate student complaints regarding a specific action or decision by a faculty member, program or college, including termination from an academic program. Procedures for initiating an academic grievance can be found in The Golden Rule. Academic or research misconduct complaints associated with sponsored research will invoke procedures outlined by the Office of Research and Commercialization.

ASHA Complaint Procedure

Complaints about programs must: (a) relate to the standards for accreditation of education programs in audiology and speech-language pathology, and (b) include verification. If the complaint is from a student or faculty/instructional staff member, the complainant must have exhausted all institutional grievance and review mechanisms before submitting a complaint to the Council on Academic Accreditation (CAA).

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

Student Resources

- UCF Organizations and Resources (https://guides.ucf.edu/c.php?g=78150&p=513728)
- UCF Cares (https://cares.sdes.ucf.edu/)
- UCF Student Care Services (https://scs.sdes.ucf.edu/)
- Career Services and Experiential Learning (CSEL) (https://career.ucf.edu/)
- Communication Disorders Clinic (https://healthprofessions.ucf.edu/cdclinic/)
- Counseling Services (https://caps.sdes.ucf.edu/)
- Psychology Clinic (https://sciences.ucf.edu/psychology/psychclinic/)
- Multicultural Academic and Support Services (https://mass.sdes.ucf.edu/)
- Center for Multilingual Multicultural Studies (at UCF Global) (https://global.ucf.edu/)
- Student Accessibility Services (https://sas.sdes.ucf.edu/)
- Student Health Services (https://studenthealth.ucf.edu/about)
- Victim Services (https://victimservices.ucf.edu/) (24 hours a day at (417) 823-1200)
- For additional student resources, you may consult the Graduate Catalog. (https://catalog.ucf.edu/)