



## Communication Sciences and Disorders

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## DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

### GRADUATE PROGRAM POLICY AND PROCEDURES MANUAL

Effective: August 2014 - August 2016

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# ASHA - CODE OF ETHICS

## Code of Ethics

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### Preamble

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by speech-language pathologists, audiologists, and speech, language, and hearing scientists. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose.

Every individual who is (a) a member of the American Speech-Language-Hearing Association, whether certified or not, (b) a nonmember holding the Certificate of Clinical Competence from the Association, (c) an applicant for membership or certification, or (d) a Clinical Fellow seeking to fulfill standards for certification shall abide by this Code of Ethics.

Any violation of the spirit and purpose of this Code shall be considered unethical. Failure to specify any particular responsibility or practice in this Code of Ethics shall not be construed as denial of the existence of such responsibilities or practices.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics as they relate to the responsibility to persons served, the public, speech-language pathologists, audiologists, and speech, language, and hearing scientists, and to the conduct of research and scholarly activities. Principles of Ethics, aspirational and inspirational in nature, form the underlying moral basis for the Code of Ethics. Individuals shall observe these principles as affirmative obligations under all conditions of professional activity.

Rules of Ethics are specific statements of minimally acceptable professional conduct or of prohibitions and are applicable to all individuals.

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### Principle of Ethics I

Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities, and they shall treat animals involved in research in a humane manner.

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### Rules of Ethics

- A. Individuals shall provide all services competently.
- B. Individuals shall use every resource, including referral when appropriate, to ensure that high-quality service is provided.
- C. Individuals shall not discriminate in the delivery of professional services or the conduct of research and scholarly activities on the basis of race or ethnicity, gender, gender identity/gender expression, age, religion, national origin, sexual orientation, or disability.
- D. Individuals shall not misrepresent the credentials of assistants, technicians, support personnel, students, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name and professional credentials of persons providing services.
- E. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, and judgment that are within the scope of their profession to assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.
- F. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to provision of clinical services to assistants, technicians, support personnel, or any other persons only if those services are appropriately supervised, realizing that the responsibility for client welfare remains with the certified individual.

- G. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession to students only if those services are appropriately supervised. The responsibility for client welfare remains with the certified individual.
- H. Individuals shall fully inform the persons they serve of the nature and possible effects of services rendered and products dispensed, and they shall inform participants in research about the possible effects of their participation in research conducted.
- I. Individuals shall evaluate the effectiveness of services rendered and of products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.
- J. Individuals shall not guarantee the results of any treatment or procedure, directly or by implication; however, they may make a reasonable statement of prognosis.
- K. Individuals shall not provide clinical services solely by correspondence.
- L. Individuals may practice by telecommunication (e.g., telehealth/e-health), where not prohibited by law.
- M. Individuals shall adequately maintain and appropriately secure records of professional services rendered, research and scholarly activities conducted, and products dispensed, and they shall allow access to these records only when authorized or when required by law.
- N. Individuals shall not reveal, without authorization, any professional or personal information about identified persons served professionally or identified participants involved in research and scholarly activities unless doing so is necessary to protect the welfare of the person or of the community or is otherwise required by law.
- O. Individuals shall not charge for services not rendered, nor shall they misrepresent services rendered, products dispensed, or research and scholarly activities conducted.
- P. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if their participation is voluntary, without coercion, and with their informed consent.
- Q. Individuals whose professional services are adversely affected by substance abuse or other health-related conditions shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.
- R. Individuals shall not discontinue service to those they are serving without providing reasonable notice.

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#### Principle of Ethics II

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

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#### Rules of Ethics

- A. [Deleted effective June 1, 2014] Individuals shall engage in the provision of clinical services only when they hold the appropriate Certificate of Clinical Competence or when they are in the certification process and are supervised by an individual who holds the appropriate Certificate of Clinical Competence.
- B. Individuals shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their level of education, training, and experience.
- C. Individuals shall engage in lifelong learning to maintain and enhance professional competence and performance.
- D. Individuals shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's competence, level of education, training, and experience.
- E. Individuals shall ensure that all equipment used to provide services or to conduct research and scholarly activities is in proper working order and is properly calibrated.

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#### Principle of Ethics III

Individuals shall honor their responsibility to the public by promoting public understanding of the professions, by supporting the development of services designed to fulfill the unmet needs of the public, and by providing accurate information in all communications involving any aspect of the professions, including the dissemination of research findings and scholarly activities, and the promotion, marketing, and advertising of products and services.

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#### Rules of Ethics

- A. Individuals shall not misrepresent their credentials, competence, education, training, experience, or scholarly or research contributions.
- B. Individuals shall not participate in professional activities that constitute a conflict of interest.
- C. Individuals shall refer those served professionally solely on the basis of the interest of those being referred and not on any personal interest, financial or otherwise.
- D. Individuals shall not misrepresent research, diagnostic information, services rendered, results of services rendered, products dispensed, or the effects of products dispensed.
- E. Individuals shall not defraud or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants for services rendered, research conducted, or products dispensed.
- F. Individuals' statements to the public shall provide accurate information about the nature and management of communication disorders, about the professions, about professional services, about products for sale, and about research and scholarly activities.
- G. Individuals' statements to the public when advertising, announcing, and marketing their professional services; reporting research results; and promoting products shall adhere to professional standards and shall not contain misrepresentations.

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#### Principle of Ethics IV

Individuals shall honor their responsibilities to the professions and their relationships with colleagues, students, and members of other professions and disciplines.

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#### Rules of Ethics

- A. Individuals shall uphold the dignity and autonomy of the professions, maintain harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.
- B. Individuals shall prohibit anyone under their supervision from engaging in any practice that violates the Code of Ethics.
- C. Individuals shall not engage in dishonesty, fraud, deceit, or misrepresentation.
- D. Individuals shall not engage in any form of unlawful harassment, including sexual harassment or power abuse.
- E. Individuals shall not engage in any other form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
- F. Individuals shall not engage in sexual activities with clients, students, or research participants over whom they exercise professional authority or power.
- G. Individuals shall assign credit only to those who have contributed to a publication, presentation, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
- H. Individuals shall reference the source when using other persons' ideas, research, presentations, or products in written, oral, or any other media presentation or summary.
- I. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
- J. Individuals shall not provide professional services without exercising independent professional judgment, regardless of referral source or prescription.
- K. Individuals shall not discriminate in their relationships with colleagues, students, and members of other professions and disciplines on the basis of race or ethnicity, gender, gender identity/gender expression, age, religion, national origin, sexual orientation, or disability.
- L. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation, nor should the Code of Ethics be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.
- M. Individuals who have reason to believe that the Code of Ethics has been violated shall inform the Board of Ethics.
- N. Individuals shall comply fully with the policies of the Board of Ethics in its consideration and adjudication of complaints of violations of the Code of Ethics.

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Reference this material as: American Speech-Language-Hearing Association. (2010r). *Code of ethics* [Ethics]. Available from [www.asha.org/policy](http://www.asha.org/policy).

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## **POLICY OF NONDISCRIMINATION**

The Department of Communication Sciences and Disorders and the Communication Disorders Clinic follow the university's policy of nondiscrimination, strictly.

### **Policy of Non-Discrimination**

Florida Atlantic University is committed to a policy of non-discrimination. It is against the policy of the University to discriminate against, or exclude from participation in benefits or activities, either on the staff or in the student body, any person on the grounds of race, color, religion, sex, age, national origin, marital status, veteran status, sexual orientation or mental or physical disablement, provided such disablement, with reasonable accommodation, does not prevent satisfactory work performance. This non-discrimination policy also relates to the University's actions concerning choice of contractors and suppliers of goods and services and to the use of University facilities.  
(Complete policy is in Appendix A)

## **MISSION STATEMENTS**

### **Florida Atlantic University**

#### **Vision Statement**

Florida Atlantic University aspires to be recognized as a university of first choice for excellent and accessible undergraduate and graduate education, distinguished for the quality of its programs across multiple campuses, emulated for its collaborations with regional partners and internationally acclaimed for its contributions to creativity and research.

#### **Mission Statement**

Florida Atlantic University is a public research university with multiple campuses along the southeast Florida coast serving a uniquely diverse community. It promotes academic and personal development, discovery and lifelong learning. FAU fulfills its mission through excellence and innovation in teaching, outstanding research and creative activities, public engagement and distinctive scientific and cultural alliances, all within an environment that fosters inclusiveness.

#### **FAU Values**

Florida Atlantic University values an academic environment that facilitates intellectual growth through open and honest expression. The University is committed to excellence at all levels of the educational and creative experience, to success for all students and to development of the capacity to make reasoned and discriminating judgments with respect for differences and diversity in ideas. The University is dedicated to lifelong learning, which encourages the continual use of the mind. The University plays a vital role in the life of the surrounding community, in society and as an engine for economic development. More specifically, the University commits to:

- Prepare students to fulfill a productive destiny in the workplace and in society;
- Value and disseminate scholarship, research, creative activity and use that scholarship to inform the academic discipline, teaching and community engagement;
- Promote academic freedom and an atmosphere of free and open inquiry;
- Recognize and reward superior performance, creativity, innovation and entrepreneurship in all facets of University activity;
- Support all those who rely on the University, such as parents, employers of students and graduates, and community partners;
- Account for the sound use and careful stewardship of the resources provided to the University;
- Provide equal access, equal rights and equal justice, and encourage mutual regard for the rights and liberties of all persons;
- Respect all persons and display civility in all interactions;
- Provide a secure environment for the pursuit of learning;
- Foster community engagement, service and social responsibility;
- Promote honesty in all spheres, social and moral development, and ethical standards in all areas of human activity;
- Ensure clear and open communication and sharing of information.

## **College of Education**

The mission of the College of Education is to serve the community of Florida Atlantic University by providing effective leadership in areas of research, service and teaching at the local, state, national and international levels, through the initial and advanced preparation of informed, capable, ethical and reflective decision making professionals. Our faculty and students seek to promote and sustain authentic change, excellence and equity in their respective fields, and in the organizations and systems with which they are associated. The College's programs reflect changing societal needs and incorporate web-supported delivery systems, current methodologies and research, which bring faculty and students together to improve the quality of education for all in an increasingly diverse, technological, inclusive and global society.

## **Department of Communication Sciences and Disorders**

The Mission of the Department of Communication Sciences and Disorders is fourfold: ‘

- to prepare highly qualified, capable, ethical professionals who will engage in reflective decision-making and promote and sustain authentic change, excellence, and equity, as well as exceeding the Department's and ASHA's guidelines for clinical and academic preparation in speech-language pathology;
- to engage in research of the normal and abnormal processes of speech, hearing, and language towards the furthering of both clinical and academic knowledge reflecting the diversity and needs of a global society while considering current methodologies and incorporating current technology;
- to provide quality speech, language, and hearing diagnostic and habilitation/ rehabilitation services to all FAU students, staff, and faculty and to any individual outside of the FAU community requiring such services;
- to act as a resource for the University, as well as for local, state, national, and international communities, by serving as consultants, liaisons, lecturers, facilitators, master clinicians, and authorities in the various areas of communication disorders.

## **STUDENTS WITH DISABILITIES**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located on the Boca Raton campus, SU 133 (Student Support Services Building), 561-297-3880, and follow all OSD procedures.

### **Students' Rights**

A college student with a disability has the right to appropriate accommodations under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendment Act 2008. OSD counselors, along with input from the student, make decisions regarding the nature of the academic accommodations. If a student feels as though he or she has been wrongly denied an accommodation or otherwise discriminated against, based on their disability, they may file a complaint with the Office of Equal Opportunity Programs on the FAU campus.

### **Students' Responsibilities**

Individuals must be accepted FAU students to receive services through the OSD. Self-identification and registration with the OSD is the student's option and is not mandatory; however, in order to ensure receiving authorized academic accommodations due to a disability from FAU, the student must register with the OSD.

In order to complete the OSD registration process, it is the responsibility of the student with a disability to self-report functional limitations of the disability as well as effective prior accommodations and to provide the OSD with appropriate written documentation from a licensed professional in the field concerning the specific diagnosis and expected academic limitations, and attend an intake interview with an OSD counselor. If the OSD determines that the self-report or presented documentation is outdated, incomplete, or vague, it is the responsibility of the student to

provide additional documentation that appropriately demonstrates the current existence of a disability.

It is the student's responsibility to submit the "OSD Semester Request for Services" form, "Testing Accommodations Form," "Note taker Request Form", and any other appropriate forms to the OSD in a timely manner each semester in order to be guaranteed the appropriate accommodations. It is the student's responsibility to utilize authorized accommodations responsibly and keep in close contact with the OSD personnel. The student is not required to utilize an accommodation authorized by the OSD; however, the student is responsible for keeping the OSD personnel advised of any major changes involving an accommodation.

## **POLICY ON GRADUATE STUDENTS WITH LIMITED ENGLISH PROFICIENCY (LEP)**

Competence in oral and written English is required for both the academic and clinical practicum aspects of the program. Applicants who were educated outside of the United States, whose primary language is not English, and/or who graduated from a university where the language of instruction was not English, must demonstrate facility in the English language by the successful completion of the Test of English as a Foreign Language (TOEFL).

The criteria for the Test of English as a Foreign Language (TOEFL) is as follows:

- Applicants taking the paper-based TOEFL exam must achieve a minimum score of 600 with 5 on the Test of Written English (TWE) and 50 on the Test of Spoken English (TSE).
- Applicants taking the computer-based TOEFL exam must achieve a minimum score of 250 with 5 on the essay rating component and 50 on the TSE.
- Applicants taking the internet-based TOEFL exam must achieve a minimum score of 100/120 with 22/30 on the speaking section and 22/30 on the writing section.

In addition to the proficiency test, applicants may be requested to attend a meeting with faculty and staff of the Department of Communication Sciences and Disorders. During this meeting, mastery of oral English for meeting clinical requirements will be assessed and the following questions considered:

- Does the individual have the expected level of knowledge in normal and disordered communication?
- Does the individual have the expected level of diagnostic and clinical case management skills?
- If modeling is necessary, is the individual able to model the target phoneme, grammatical feature, or other aspect of speech and language that characterizes the client's particular problem?<sup>1</sup>

If indicated, a plan for improvement will be developed. The student must meet the goals of this plan before beginning clinical practicum. If the student is not able to meet, satisfactorily, the improvement plan criteria, the program will counsel the student regarding their strengths and weaknesses in standard English and how these might affect employers' perceptions or impact their ability to perform in various work settings.<sup>2</sup> The student will be given an opportunity to continue remediation or may choose to leave the program.

<sup>1,2</sup>American Speech-Language-Hearing Association. (1998). *Students and Professionals Who Speak English with Accents and Nonstandard Dialects: Issues and Recommendations* [Technical Report]

## I. ACADEMIC POLICIES AND PROCEDURES

### I-A. Prerequisite Course Work

- A.1** All prerequisite course work must be completed **prior** to beginning the graduate curriculum.

Comparable prerequisite classes taken at an accredited institution of higher learning will be accepted.

- A.2** **General Education Requirements - 15 credits must be completed as listed below:** (Some or all of these classes may have been completed as part of the baccalaureate degree.)

**College-level Statistics 3 credits**

(A stand-alone course in statistics is required. Research methodology courses may not be used to satisfy the statistics requirement)

**Biological Science 3 credits**

(Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science)

**Physical Science 3 credits**

(Acceptable courses in physical sciences should include physics or chemistry)

**Psychological/Social Sciences 6 credits**

(Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health)

- A.3** **Basic Human Communication Processes (15 credits)**

SPA 4011 - Speech and Hearing Science

SPA 4101 - Anatomy and Physiology of Speech and Hearing Mechanism

SPA 4104 - Neural Bases Speech, Language, and Hearing

LIN 4710 - Normal Processes of Speech and Language Development

SPA 5936/EDG 4930 - Phonetics

- A.4** Students who believe they have taken comparable/equivalent course work to SPA 4104 - Neural Bases Speech, Language, and Hearing, must be able to show transcript evidence of a course that included the content of SPA 4104. If the course was not a basic human communication processes course, exclusively, at least half of the course must have been devoted to normal processes.

Students must petition the department and meet the following conditions:  
(instructions for submitting a petition may be found on page 20 - *Requesting exceptions to policies and procedures*)

- ⇒ 15 credits in basic human communication processes (not including the course being substituted for SPA 4104).

Basic human communication and swallowing processes encompass normal human communication and swallowing processes including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

and

- ⇒ Test out of SPA 4104 with a minimum passing score of “60”. (contact Dr. Danesh)

Students who fail to earn a minimum passing score of “60” will be required to take SPA 4104 when it is next offered or secure the approval of Dr. Danesh and provide proof of registration for an online course to be taken in the upcoming semester.

- A.5 Additional Required Prerequisites (6 credits)**  
SPA 4002 - Introduction to Communication Disorders  
SPA 4030 - Hearing and Hearing Problems

**I-B. Transfer of Graduate Credit**

**B.1 University Policy (Master's programs) - Transfer of Graduate Credit**

Master's programs may accept a **maximum of 6 graduate credits** earned from another institution beyond a baccalaureate degree.

A **maximum of 6 graduate credits** earned from another institution in a non-degree-seeking status may be transferred.

Acceptance of transfer credits for a course is dependent upon the following provisions:

- ⇒ The student received a grade of 3.0 or better on a 4.0 scale in the course to be transferred.
- ⇒ The course was taken at a regionally or nationally accredited institution.
- ⇒ The course is relevant to the graduate program in which the student is accepted, as judged by the admissions committee of the department or program.
- ⇒ The course is listed on the official transcript received by the Office of Graduate Admissions.
- ⇒ The course was completed within the six years preceding admission to the program.

Since many graduate programs do not accept transfer credits that have been applied to a completed degree, the student should consult the department offering the degree.

**B.2 Communication Sciences and Disorders Policy- Transfer of Graduate Credit**

The department's policy on the transfer and acceptance of graduate credits is as follows:

- ⇒ In accordance with the university's policy and pending faculty review, the department may elect to accept a maximum of 6 graduate credits earned from another institution or earned as a non-degree-seeking student.
- ⇒ Students seeking transfer credit must provide the official course description from the university's catalogue, as well as the course syllabus, to the faculty member responsible for reviewing the course content and requirements.
- ⇒ Students may be asked to "test out" of a class to ensure that course content has been understood and assimilated. Students must earn a passing grade of B (83 - 86). If a student does not pass the qualifying test with a minimum grade of "B", he/she will have to take the department's course and the transfer of credit will not be accepted.

I-C. Graduate Course Work

- C.1 Graduate course enrollment is restricted to degree-seeking students, ONLY (those who have been accepted to the program officially).
- C.2 Students may not enroll for graduate courses without a planned program and an advisor’s signature on the enrollment form.
- C.3 Students must earn a minimum grade of “B” (83 - 86) in all graduate course work taken in the department. Students must repeat any course in which they fail to earn a “B” (e.g. B-, C). A course may be repeated only once. **Students who fail two classes, by earning a grade of B- or below will be dismissed from the program.**
- C.4 Required Graduate Courses

College of Education Requirements:

EDF 6481 - Educational Research Methods	3 cr.
STA 6113 - Statistical Methods in Education	3 cr.

Communication Disorders Graduate Program Requirements:

SPA 6553 - Diagnostic Principles and Procedures in Communication Disorders	3 cr.
SPA 6401 - Language Disorders: Birth - 4	3 cr.
SPA 6403 - Language Disorders: School Age & Adolescent	3 cr.
SPA 6204 - Disorders of Articulation and Phonology	3 cr.
SPA 6211 - Voice and Velopharyngeal Disorders	3 cr.
SPA 6225 - Disorders of Fluency	3 cr.
SPA 6322 - Aural Habilitation/Rehabilitation	3 cr.
SPA 6410 - Adult Language Disorders	3 cr.
SPA 6230 - Motor Speech Disorders and Augmentative Communication	3 cr.
SPA 6558 - Evaluation and Treatment of Linguistically and Culturally Different Populations	3 cr.
SPA 6006 - Professional Practice and Program Organization in Speech-Language Pathology	3 cr.
SPA 6565 - Dysphagia	3 cr.
SPA 6825 - Current Research in Communication Disorders	3 cr.
SPA 6559 - Augmentative and Alternative Communication	3 cr.
SPA 6505 - Clinical Practicum	14 cr.

{	Non-Thesis option - 2 electives (approved by department)	6 cr.	}	6 cr.
	or Thesis option	6 cr.		

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**Total Graduate Program: 68 cr**

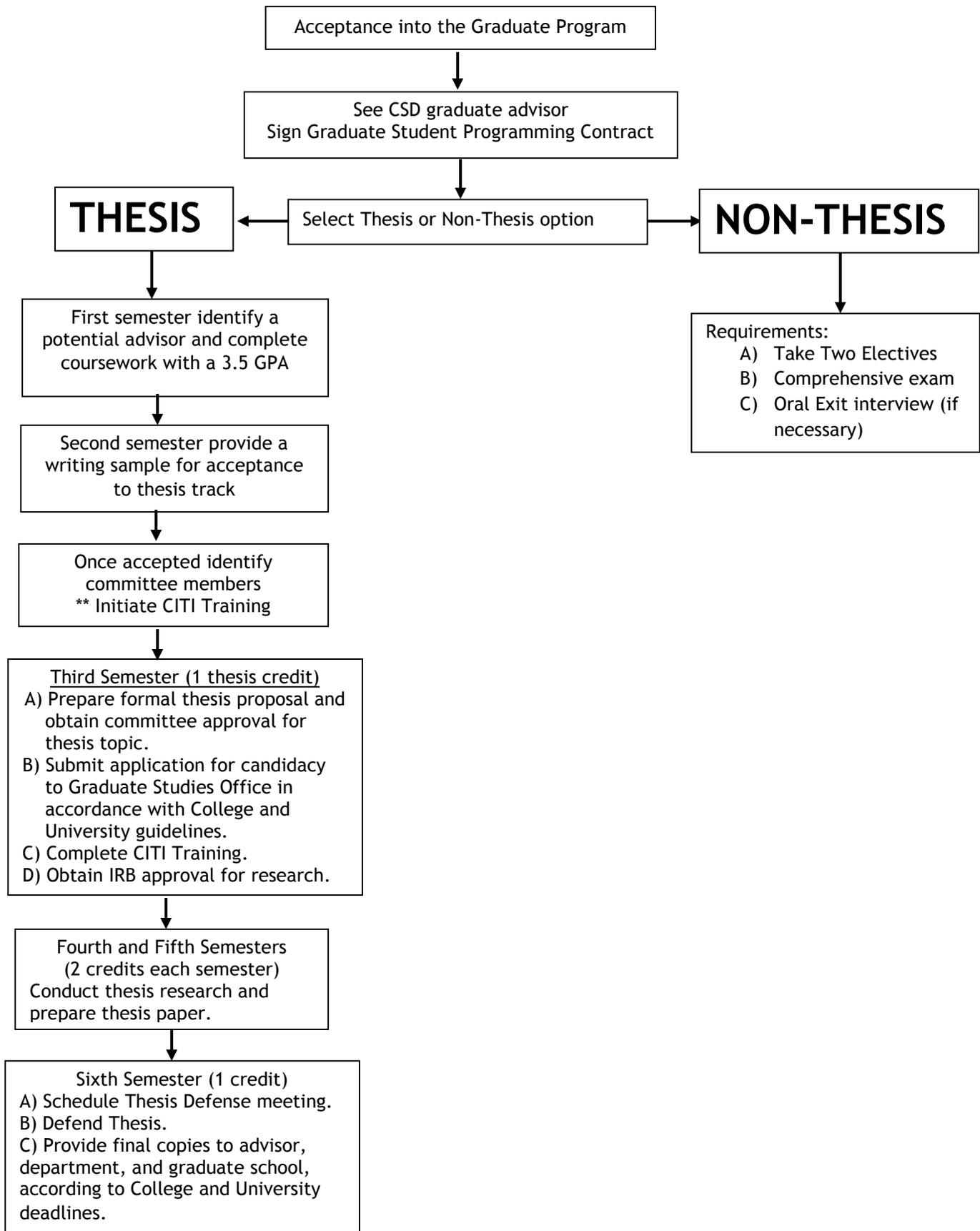
## C.5 Master's Degree Comprehensive Examination

Students who elect the Non-thesis option must complete 2 approved elective courses and comprehensive exams in the spring semester before their summer or fall graduations.

### General Information:

- Accredited programs are required by the CAA to provide a “capstone” activity as a component of the degree program.
- A written comprehensive will be given before the start of the summer term. All students planning to graduate in the summer or fall are expected to take the comprehensive examination.
- All students (whether in- or out-of-state) are required to take the comprehensive exams on campus.
- The comprehensive examination will consist of 6 essay questions that cover the 9 content areas identified by the CAA. Those 9 areas (K-9) are:
  - articulation
  - fluency
  - voice and resonance, including respiration and phonation
  - receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
  - hearing, including the impact on speech and language
  - swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
  - cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning)
  - social aspects of communication (e.g., behavioral and social skills affecting communication)
  - communication modalities (e.g., oral, manual, augmentative and alternative communication techniques and assistive technologies)
- Written comprehensive exams will be administered in two, half-day writing periods. Students will answer 3 questions during each writing period. Each question will be allotted 1 hour, with a 10 minute break between each question.
- Student answers to the comprehensive questions will be graded as either “satisfactory” or “unsatisfactory”. Students are required to earn a satisfactory rating on each question.
- Exam questions will be read and evaluated by the faculty member responsible for the corresponding content area(s). Students will be notified of their performance, in writing, on June 20, 2014.
- Students who do not receive a “satisfactory” evaluation on one or more comprehensive questions will be asked to re-write a comparable question provided by the faculty member responsible for the content area(s).
- Students who do not receive a “satisfactory” evaluation on the second writing attempt will be required to take an oral comprehensive exam, in the deficient area(s), before a panel of 3 faculty.
- Students who do not receive a “satisfactory” evaluation on the oral comprehensive examination will be required to complete additional course work (e.g. course, independent study) in area(s) of deficiency and satisfactorily answer questions in the deficit area(s). Graduation will be delayed until, at least, the fall term.
- Students are not eligible for graduation until an official, passing score on the NESPA has been reported to the department, AND the student has passed the comprehensive examination.

### C.6 Thesis/Non-Thesis Flow Chart



**I-D. Graduate Course Rotations**

**D.1 Full Time Graduate Course Rotation**

(All prerequisite course work must be completed prior to beginning the graduate course sequence)

	Fall Semester	Spring Semester	Summer Semester
Year 1	SPA 6553-Dx Prin/Proc in CD SPA 6204-Artic/Phon SPA 6403-Lang Dis: Birth - 4 SPA 6410-Adult Lang	SPA 6230-Motor Speech SPA 6225-Fluency Dis SPA 6401-Lang Dis: Sch Age/Adol SPA 6505 Clinic (2 cr)	SPA 6322-Aural Rehab SPA 6211-Voice & Velo SPA 6825-Current Research in CD  SPA 6505 Clinic (2 cr)
Year 2	STA 6113-Statistics SPA 6565-Dysphagia SPA 6558-E&T Ling/Cult Diff Pop  SPA 6505-Clinic (2 cr)	EDF 6481 - Ed Research SPA 6559 - Aug and Alt Comm  { Elective + non-thesis option or Thesis option SPA 6505 - Off-campus (4 cr)	SPA 6006-Prof Prac & Prog Org  { Elective + non-thesis option or Thesis option SPA 6505 - Off-campus (4 cr)

**D.2 Part-time Graduate Course Rotations**

(All prerequisite course work must be completed prior to beginning the graduate course sequence)

**Rotation 1: (2 courses per semester)**

	FALL SEMESTER	SPRING SEMESTER	SUMMER SEMESTER
YEAR 1	SPA 6553-Dx Prin/Proc in CD <b>and 1 from among:</b> SPA 6204-Artic/Phon SPA 6410-Adult Lang SPA 6403-Lang Dis: Birth - 4	SPA 6401-Lang Dis: Sch Age/Adol SPA 6225-Fluency Dis	SPA 6322-Aural Rehab SPA 6825-Current Research in CD
YEAR 2	<b>Two not taken Fall - Year 1</b>	SPA 6230-Motor Speech SPA 6559 - Aug and Alt Comm	SPA 6211-Voice & Velo <b>and either</b> STA 6113-Statistics EDF 6481 - Ed Research
YEAR 3	SPA 6565-Dysphagia SPA 6558-E&T Ling/Cult Diff Pop	SPA 6505 - Clinic 1 (2 cr) <b>and</b> Elective	SPA 6505 - Clinic 2 (2 cr) <b>and</b> Elective (if not taken in Spring) or STA 6113-Statistics EDF 6481 - Ed Research
YEAR 4	SPA 6505 - Clinic 3 (2 cr) <b>and if not yet taken</b> Elective or STA 6113-Statistics EDF 6481 - Ed Research	SPA 6505 - Off-campus 1 (4 cr) <b>and</b> { Non-thesis option or Thesis option	SPA 6505 - Off-campus (4 cr) SPA 6006-Prof Prac <b>and</b> { Non-thesis option or Thesis option

**Rotation 2: (3 courses per semester)**

	FALL SEMESTER	SPRING SEMESTER	SUMMER SEMESTER
YEAR 1	SPA 6553-Dx Prin/Proc in CD and 2 from among: SPA 6204-Artic/Phon SPA 6410-Adult Lang SPA 6403-Lang Dis: Birth - 4	SPA 6225-Fluency Dis SPA 6230-Motor Speech SPA 6401-Lang Dis: Sch Age/Adol	SPA 6322-Aural Rehab SPA 6825-Current Research in CD SPA 6211-Voice & Velo
YEAR 2	1 not taken Fall - Year 1 and SPA 6565-Dysphagia SPA 6558-E&T Ling/Cult Diff Pop	SPA 6505 - Clinic 1 (2 cr) STA 6113-Statistics SPA 6559 - Aug and Alt Comm	SPA 6505 - Clinic 2 (2 cr) EDF 6481 - Ed Research Elective
YEAR 3	SPA 6505 - Clinic 3 (2 cr) and if not taken Elective	SPA 6505 - Off-campus 1 (4 cr)  <div style="display: inline-block; vertical-align: middle;"> <span style="font-size: 2em;">{</span> <span style="display: inline-block; vertical-align: middle; text-align: center;">Non-thesis option or Thesis option</span> <span style="font-size: 2em;">}</span> </div>	SPA 6505 - Off-campus (4 cr) SPA 6006-Prof Prac  <div style="display: inline-block; vertical-align: middle;"> <span style="font-size: 2em;">{</span> <span style="display: inline-block; vertical-align: middle; text-align: center;">Non-thesis option or Thesis option</span> <span style="font-size: 2em;">}</span> </div>

**I-E. Electives Petition Process**

- E.1** Students may petition to take a course not offered by the Department of Communication Sciences and Disorders, as their elective.
- E.2** The petition should include (but is not limited to) the following:
- ⇒ The Department offering the course, the course number, credits and course description. Include whether the course is distance learning, has a condensed/unusual format, is a fast-track course, etc.
  - ⇒ A rationale: Explain why you want to take the course.
  - ⇒ What does the course offer you professionally that you have not had an opportunity to study?
  - ⇒ How will it augment/amplify your knowledge in and practice of speech-language pathology?
  - ⇒ Is there overlap/duplication of information with courses offered by the CSD program (prerequisite and graduate)? If so, what? Why should this overlap/duplication be allowed?
  - ⇒ How does this course relate to the study of communication sciences and disorders?
- E.3** The petition should be submitted to the Chair of the Department's Petition Committee, (currently, Dr. Danesh) who will request that the petition be placed on the agenda for the next scheduled department faculty meeting. The student will be notified in writing of the decision of the Petition Committee.

**I-F Attendance Policy**

- F.1** A student may elect to follow either the full-time or part-time course rotations (synonymous with full-time or part-time attendance).
- F.2** Students, who elect the full-time course rotation and decide subsequently to follow a part-time course rotation, must notify both their advisors and the Clinic Director, as soon as this decision is made. However, at a minimum, this notification must occur one month before the end of the semester prior to the semester in which the change in status is to begin. e.g. November 1 for a change in status for the spring semester;

March 1 for a change in status for the summer semester; June 1 for a change in status for the fall semester). Additionally, students changing to a part-time course rotation must meet with their advisors to revise their planned programs and must continue to follow the mandated course sequence. Students will not be allowed to take courses or clinical practicum out of sequence. Students should recognize that switching to part-time attendance will delay the original projected graduation date listed on the initial planned program. Students are required to complete the graduate program within seven years.

- F.3 The department expects students to attend all of their scheduled classes and keep all of their scheduled client appointments (time commitments) in both on- and off-campus practica in order to satisfy academic and clinical objectives as outlined by the faculty/supervisors. The effect of absences upon grades is determined by the instructor. The department reserves the right to discipline or dismiss, at any time, individuals who exhibit ongoing unexcused absences or chronic tardiness.
- F.4 Students are responsible for arranging to make up work missed because of legitimate class absences e.g. illness, family emergencies, military obligation, court-imposed legal obligations. It is the student's responsibility to notify the instructor prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence (ordinarily before the next scheduled class meeting). Students should review their course syllabi for specific policies regarding absences and whether there will be opportunities for make-up activities.
- F.5 Students should avoid scheduling vacations, recreational trips, and family outings during the academic and clinic terms. Notifying a faculty member or clinic supervisor that "I will be away" is neither acceptable nor sufficient. Students must make arrangements for any absences during regularly scheduled classes and clinic, well in advance of an impending absence. Students must be prepared to meet the requirements identified by faculty members and/or clinical supervisors to accommodate an irregular absence.

#### **I-G. Grading System**

The Department of Communication Sciences and Disorders uses the following grading system:

A = 93-100	C = 73-76
B+ = 87-89	D+ = 67-69
B = 83-86	D = 63-66
B- = 80-82	D- = 60-62
C+ = 77-79	F = 59 and below

Faculty members, at their discretion, may vary this system to accommodate special assignments or needs for a particular course. Grading policy for each course is stated in the course's syllabus. When the grading policy for a course differs from the department's system, and is included in the course syllabus, the grading system for that course replaces and takes precedence over the department's system.

#### **I-H Critical Assignment Policy**

If a student fails to either "Meet" or "Exceed" expectations on all critical assignments assigned to a course, or remediate within a course's schedule, it is the policy of the Department of Communication Sciences and Disorders that the student will earn a grade of "F" for that course and the course must be repeated.

## I-I. Plagiarism and Cheating

### Department Policy

The department has a zero-tolerance policy for students found plagiarizing and/or cheating.

Students who are found to have cheated or to have plagiarized will, after following the University procedures described below, receive an immediate “F” in the course and may be dismissed from the graduate program following a faculty review.

**Plagiarism**, as defined by Webster’s Unabridged Dictionary, is:  
*“The unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.”*

Plagiarism encompasses both the presentation of a prominent or published author’s work as your own and the presentation of another student’s work as your own. This also includes presenting another’s thoughts or opinions as your own in oral presentation.

Because plagiarism is taken very seriously, CSD faculty may use “Turnitin”, a plagiarism detection tool. The system prevents and detects plagiarism by comparing papers to billions of pages on the Internet and to Turnitin’s own database of submitted papers. Students agree that by taking courses all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

**Cheating**, with regard to exams, as defined by Webster’s Unabridged Dictionary, is:  
*“The taking of an examination or test in a dishonest way, as by improper access to answers.”*

Examples would include, but are not limited to, copying answers from another student’s paper or bringing written answers into an exam without authorization.

The department adheres to the Florida Administrative Code and follows the University procedures (explained below) with regard to instances of plagiarism and cheating.

### University Policy: Honor Code, Academic Irregularities, and Students’ Academic Grievances

#### **Florida Administrative Code:**

Florida laws and Florida Atlantic University administrative rules are subject to change at any time. For laws and rules in effect at any given time, the appropriate statute or rule must be consulted at: <http://fac.dos.state.fl.us/faconline/chapter06.pdf>.

#### **6C5-4.001 Honor Code, Academic Irregularities, and Students’ Academic Grievances.**

- (1) Academic irregularities frustrate the efforts of the faculty and serious students to meet university goals. Since faculty, students, and staff have a stake in these goals, the responsibility of all is to discourage academic irregularities by preventative measures and by ensuring that appropriate action is taken when irregularities are discovered. Thus, FAU has an honor code requiring a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor’s duty is to pursue any reasonable allegation, taking action, as described below, where appropriate.
- (2) The following shall constitute academic irregularities.
  - (a) The use of notes, books, or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor – acts defined as cheating.

- (b) The presentation of words or ideas from an existing source as one's own—acts defined as plagiarism.
    - I Other activities that interfere with the educational mission within the classroom.
- (3) Initially, the instructor will determine whether available facts and circumstances demonstrate that there is reason to believe that a student is involved in an academic irregularity.
- (a) The instructor will, in conference, apprise the student of the instructor's perception of the facts. Early appraisal is desirable.
  - (b) If, after this conference, the instructor continues to believe that the student was involved in an academic irregularity, the instructor will mail or give to the student a brief written statement of the charges and the proposed penalty.
  - (c) A copy of this statement shall be sent to the department head, who will notify the Office of the Registrar that an electronic notation of the irregularity should be attached to the student's transcript. The notation will be part of the student's internal University record, but will not appear on the printed transcript. If the charges are dropped in the appeal process, or if there is no second offense during the student's stay at the University, the notation will be expunged from the record upon written request from the student following graduation from, or two semesters of nonattendance at, the University.
  - (d) The student may appeal the instructor's actions by requesting a departmental conference within 10 days. The conference, held as soon as possible, will include the student, the instructor, and the head of the department administering the course. An advisor may attend to provide counsel to the student, but not to answer in place of the student. The department head's written statement of action taken pursuant to the conference will be delivered to the student and the dean of the college administering the course.
- (4) When the department head notifies the Office of the Registrar of the irregularity (section 3c), the registrar will inform the department head as to whether the student is a repeat offender. If the student is a repeat offender, the department head will recommend to the dean a penalty of suspension or expulsion. The dean will make the decision as to the penalty and notify the student in writing.
- (5) The student may appeal the actions of the departmental conference or the dean at a Faculty-student council. This council will be established by each college and will be composed of the dean, two faculty members, and two students. Requests for a hearing must be presented in writing within 10 days of the departmental conference. Records of appeals and minutes will be maintained by the dean. These hearings are considered to be educational activities. The strict rules of evidence do not apply. Students may be assisted by attorneys, but may not abdicate the responsibility to respond to charges to their legal advisors.
- (6) The student may appeal the faculty-student council's actions to the provost by requesting a hearing within 10 days of the committee's decision. These appeals are limited to the following:
- (a) Failure to receive due process.
  - (b) Arbitrary actions including lack of commensurateness of penalty to offense.
  - (c) New pertinent information not available during earlier proceedings.
- (7) Penalties will vary with the offense.
- (a) The instructor's penalty (section 3b previous) ranges from a grade of "F" on any work involved up to an "F" in the course.
  - (b) Penalty grades cannot be removed by a drop or the forgiveness policy.
  - (c) Penalties assigned by the dean (section 4 previous) may include suspension or dismissal.
  - (d) Each college or department may adopt a policy of penalties more severe than prescribed above. Such a policy must be widely distributed in the college's or department's courses.

- (8) The provost may act on an appeal as follows:
- (a) Dismiss the appeal and uphold the action taken by the college.
  - (b) Order a new hearing by a different faculty-student council.
  - (c) Reduce the severity of the penalty administered.
- (9) Student grievances arising from academic activities require a written request for conference with the instructor. If unsatisfied, the student may request further discussion in a department conference similar to the one in section (3d) above. Grades will not be changed except by the instructor, and grievances involving the judgment and discretion of a faculty member in assigning grades shall not proceed under this rule beyond the conference with the instructor.

This is an application of the concept of academic freedom. The exception to this rule occurs if the student can demonstrate malice on the part of a faculty member. A grievance involving a charge of malice may be appealed to the faculty-student council, as above, and subsequently to the provost. In the event of a finding of malicious action, the University may take disciplinary action against the faculty member and, at the option of the student, remove the grade from the record and refund the student's fees for the course. Students whose accusations of malice are found to be frivolous by the provost are subject to disciplinary action.

## **I-J Requirements for Graduation**

- J.1** Students must complete the graduate program with seven years.

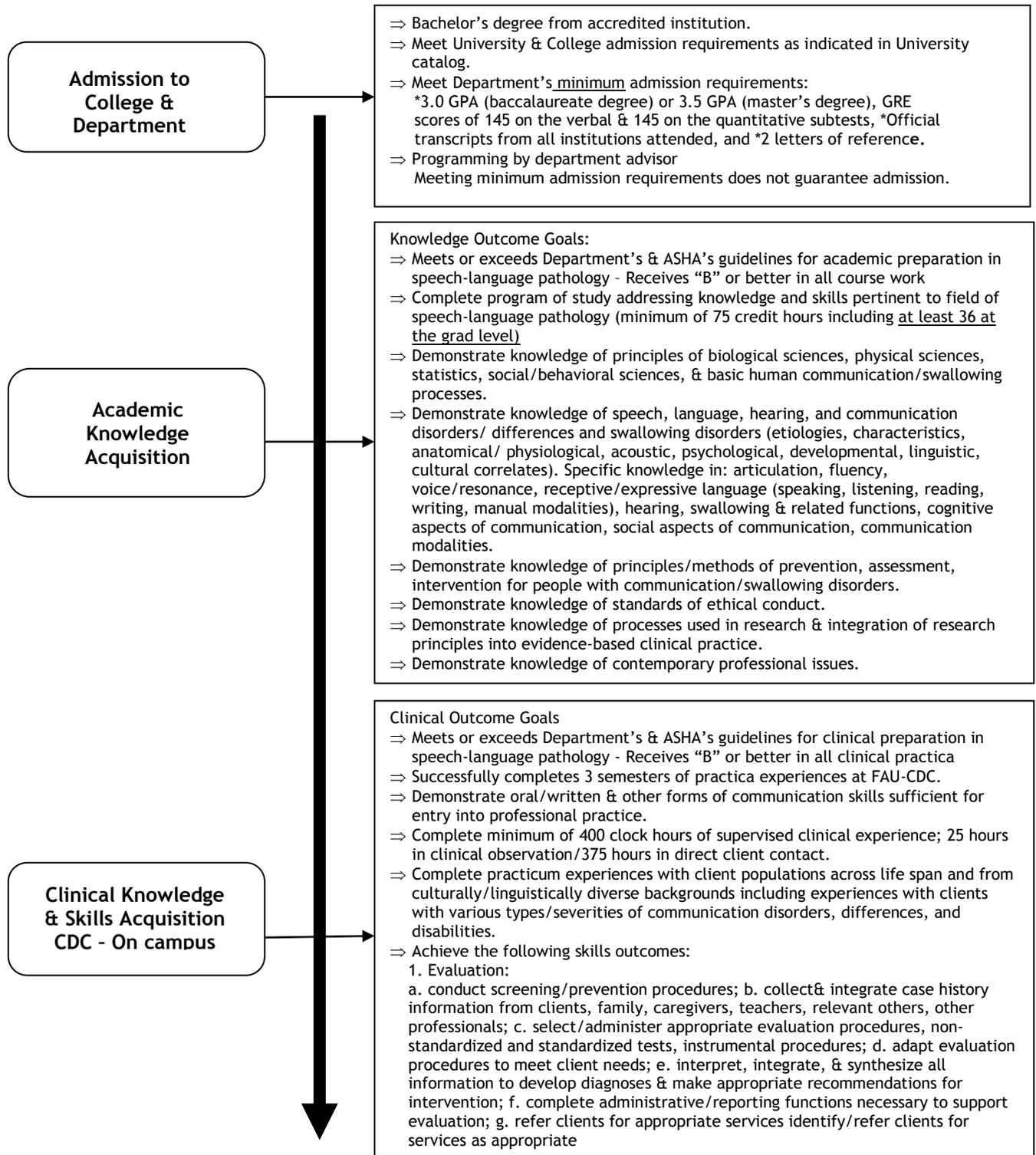
### **Seven-Year Rule (Recency of Credit)**

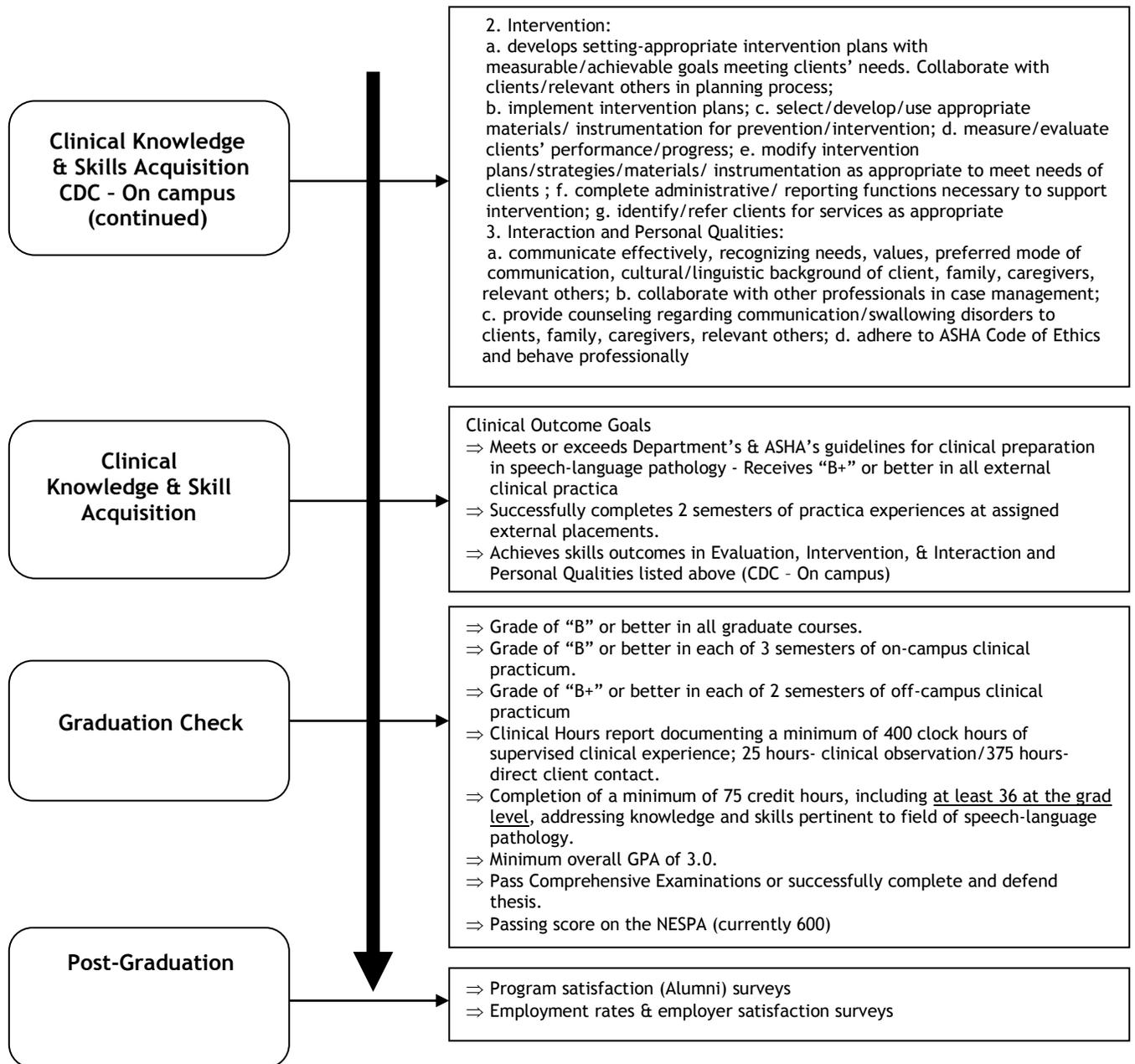
No credit that is more than seven years old at the time the degree is awarded may be counted toward a graduate degree at Florida Atlantic University. Credits, transferred into or applied to a FAU program, are considered as earned in the first semester of enrollment.

- J.2** Students must provide evidence of a passing score (currently 600) on the NESPA (National Examination in Speech Pathology and Audiology) prior to graduation. Should the passing score be changed, students will be expected to earn whatever score is designated as passing.
- J.3** All practicum hour requirements (minimum 400 hrs) must be completed prior to graduation. Students who do not complete practicum hour requirements must register for (an) additional semester(s) of practicum until hour requirements are met. Students are required to complete each practicum for which they register (adhering to the stated mandatory start and end dates) regardless of whether minimum practicum hour requirements are completed prior to the end of a semester.

## **J.4 Degree Decision Points**

**COMMUNICATION SCIENCES AND DISORDERS**  
**Master of Science Degree - Speech Pathology and Audiology**  
**Decision Points**





## II. CLINICAL POLICIES AND PROCEDURES

Please note: *This section is designed to serve as an overview, only.* Detailed information on Clinic Policies and Procedures are provided in the “Student Clinician Handbook”. Students are expected to adhere strictly to all rules and regulations in the “Student Clinician Handbook” including, but not limited to, hour requirements, attendance, dress code, client and records confidentiality, practicum paperwork requirements and timelines, professional ethics, clinical demeanor, client safety, criminal background checks, malpractice insurance coverage, clinical practicum class attendance, and policies on non-discrimination.

### II-A General

- A.1 Students found to be in violation of on- or off-campus practicum policies and procedures or in violation of the ASHA Code of Ethics, may, upon faculty/staff review, be dismissed from the program without further cause.

### II-B Requirements for On-Campus Clinical Practicum

- B.1 Students must complete all prerequisites, SPA 6553, SPA 6204, SPA 6401, SPA 6410, provide documentation of 25 hours of supervised clinical observation, provide documentation of malpractice insurance, and provide evidence of passing the designated security clearance prior to beginning clinical practicum. Paperwork and processing costs/fees are the student’s responsibility.
- B.2 Students must earn a minimum grade of “B” (83 - 86) for each of three semesters of on-campus clinical practicum. Students failing to earn a “B” (e.g. B-, C) will forfeit clinical hours earned during the semester and are required to repeat both the clinical practicum and practicum class.
- B.3 Students will be scheduled for clients, during regular clinic hours (currently Monday - Friday 8:00 AM - 7:00 PM), when they are not in classes. The clinic director will provide each student with a client assignment/clinic schedule based on disorder courses completed and a student’s practicum experience needs. Students who have time constraints, outside of class times, due to exceptional circumstances e.g. childcare, medical treatment, must petition the department (with specific day and time requests) for a reduction in clinic scheduling availability requirements. (instructions for submitting a petition may be found on page 20 - *Requesting exceptions to policies and procedures*)

The Department of Communication Sciences and Disorders will not be responsible for students who cannot be scheduled for clients because they have schedules with limited availability. Students with restricted schedules should be aware that the time needed to complete practicum requirements will be lengthened. Additionally, students may be asked to withdraw from practicum until they are able to provide more availability for client scheduling.

Specific questions about scheduling should be directed to Mrs. Carol Hess, Clinic Director.

- B.4 On-campus practicum is taken for three credits for each of three semesters. In addition to weekly client treatment hours, the following requirements are mandatory for all students enrolled in SPA 6505:
- ⇒ weekly clinical practicum class  
Failure to attend all sessions of this mandatory class will result in an automatic reduction of the student’s practicum grade for the semester.
  - ⇒ two-hour (AM or PM) diagnostic blocks as assigned, and
  - ⇒ weekly supervisory session, generally ½ hour long, with each of their supervisors.
- B.5. Students do not decide whether they will accept a client. Any student refusing to accept a client will be invited to discontinue practicum for the semester. Any exceptional or extenuating circumstance must be petitioned to the department.

(instructions for submitting a petition may be found on page 20 - *Requesting exceptions to policies and procedures*)

- B.6** Grades of “Incomplete” are not given for practicum. Failure to complete practicum requirements (hours, paperwork, reports, attendance etc.) according to stated timelines will result in an “F” for the semester. The Clinic Director will evaluate extenuating circumstances on a case-by-case basis.

## **II-C Requirements for Off-Campus Practicum**

- C.1** Students may begin off-campus practica after successful completion of all prerequisite and core courses (with the following exceptions: SPA 6006, electives, EDF 6481, and STA 6113) and 3 semesters of on-campus practica (minimum grade of “B” for each practicum semester, a minimum of 100 clinical hours, and 20 hours of audiology practicum). Failure to earn a “B” in any on-campus clinical semester will delay graduation and require (an) additional semester(s) of practicum prior to off-campus placement.
- C.2** Students must earn a minimum grade of “B+” (87 - 89) in each off-campus placement. Failure to earn a “B+” will delay graduation and require (an) additional semester(s) of practicum in order to graduate. Without exception, a final grade below “B+” will justify the need for further direct patient clinical and diagnostic hours. These additional hours will be earned at an additional externship site and/or at the FAU-CDC.
- C.3** Under no circumstances are students to negotiate their hours of participation at a placement. Students who do not adhere to the placement hour requirements **AND** the designated start and end dates of the practicum semester will be considered to have failed to meet practicum requirements and will receive a “F” for the semester, as described in item **B.6** above. Students receiving an “F” will not graduate or receive a second placement (if the “F” occurs for the first off-campus placement). The practicum must be repeated and a minimum grade of “B+” must be earned prior to receiving clearance for graduation or the second off-campus placement.
- C.4** Students registering for off-campus practicum must register for four credits in each of their two semesters of off-campus practicum. Additionally, students may be required to provide services at the FAU-CDC, as needed, and as off-campus assignments allow.
- C.5** Students are required to attend the bi-weekly clinical practicum class. Failure to attend all sessions of this mandatory class will result in an automatic reduction of the student’s practicum grade for the semester.
- C.6** Under no circumstances are students to negotiate their own off-campus placements. Assignments for off-campus practica sites are based on each student clinician’s strengths and skills and are at the discretion of the Clinic Director and the practica facilities. Most facilities require a personal interview prior to deciding a student’s suitability for the placement. The decision of the facility is final. If a student is not approved by the facility for the placement, the Clinic Director will discuss other placement options with the student.
- Students should be aware that off-campus practica placements may require a reasonable commute from their homes to their placement sites. It is neither possible nor probable that students will be assigned only to off-campus placements in their towns of residence.
- C.7** The majority of off-campus placements require a full time commitment. Students with restricted schedules should be aware that the availability of sites will be limited and most sites will not accept less than a full-time commitment. This severely hampers, or in many cases prevents, completion of practicum requirements within the generally designated timeframe.

### III. THE K-9 (KASA - Knowledge and Skills Assessment)

#### III-A. Overview

As stated in the ASHA Membership and Certification Handbook, “The American Speech-Language-Hearing Association issues Certificates of Clinical Competence to individuals who present evidence of their ability to provide independent clinical services to persons who have disorders of communication. Individuals who meet the standards specified by the Association’s Council For Clinical Certification (CFCC) may be awarded a Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP).

An applicant for certification must provide evidence that all knowledge and skill requirements, set by the CFCC, have been met. It is important that students be involved, actively in documenting and monitoring progress in their academic and clinical programs. To underscore each student’s responsibility in this documentation process, the department has designed a KASA inventory form to coincide with the program’s requirements. Using this form, as well as the individual knowledge and skill grids provided in each course, a student may document the acquisition of required academic and clinical knowledge and skills, as well as track progress through the program.

There are nine content areas in which students must exhibit both academic and clinical competencies.

These areas are:

1. Articulation
2. Fluency
3. Voice and resonance, including respiration and phonation
4. Receptive and expressive language in speaking, listening, reading, writing, and manual modalities. (phonology, morphology, syntax, semantics, and pragmatics)
5. Hearing, including the impact on speech and language
6. Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
7. Cognitive aspects of communication  
(attention, memory, sequencing, problem solving, executive functioning)
8. Social aspects of communication  
(challenging behavior, ineffective social skills, lack of communication opportunities)
9. Communication modalities  
(including oral, manual, augmentative and alternative communication techniques, and assistive technologies)

**III-B. Department of Communication Sciences and Disorders  
Department Goals & Objectives**

**Goal 1:** Upon completion of the program, the student will have demonstrated the critical knowledge and skills necessary for entry-level independent practice in the field of speech-language pathology.

**Goal 2:** Upon completion of the program, the student will have met all of the academic and clinical requirements for the Certificate of Clinical Competence in Speech-Language Pathology, as well as having met the department's standards for academic and clinical excellence.

**Objectives:**

1. Upon completion of the program, the student will have demonstrated knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
2. Upon completion of the program, the student will have demonstrated knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical and physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the K-9.
3. Upon completion of the program, the student will have demonstrated knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical and physiological, psychological, developmental, and linguistic and cultural correlates of the disorders in the K-9.
4. Upon completion of the program, the student will have demonstrated knowledge of the processes used in research and the integration of research principles into evidence-based clinical practice.
5. Upon completion of the program, the student will have demonstrated knowledge of contemporary professional issues.
6. Upon completion of the program, the student will have demonstrated knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.
7. Upon completion of the program, the student will have demonstrated sufficient skill in oral and written communication for entry into professional practice.
8. Upon completion of the program, the student will have demonstrated the interaction and personal qualities requisite for entry into professional practice:
  - ⇒ Effectively communicate while recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others
  - ⇒ collaborate with other professionals in case management
  - ⇒ provide counseling regarding communication and swallowing disorders to clients patients, family, caregivers, and relevant others
  - ⇒ adhere to the ASHA Code of Ethics and behave professionally

## IV. MISCELLANEOUS

### IV-A. Requesting exceptions to policies and procedures

Any student seeking an exception to a department policy or procedure must submit a formal petition to the department's Petition Committee. The petition should include:

- ⇒ The policy/procedure to which an exception is being sought,
- ⇒ A clearly stated rationale/explanation for why the exception is needed or being requested,
- ⇒ Any appropriate supporting documentation,
- ⇒ A statement of support from the student's advisor (optional if the student's advisor does not support the petition), and
- ⇒ Timelines, outcomes, and/or consequences, clearly stated/explained, where appropriate.

The petition should be submitted to the Chair of the Department's Petition Committee, who will request that the petition be placed on the agenda for the next scheduled department meeting. Students will be notified in writing of the decision of the Petition Committee. Students are able to petition for an exception to policies and procedures without the support of their advisors. Lack of advisor support will not prevent consideration of a petition.

### IV-B. Process for complaints to or against Council on Academic Accreditation (CAA)

#### 1. Procedures for Complaints Against Graduate Education Programs

A complaint about any accredited program or program in Candidacy status may be submitted by any student, instructional staff member, audiologist, speech-language pathologist, and/or member of the public. All complaints must be signed and submitted in writing to the chair, Council on Academic Accreditation (CAA), American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD 20852, and 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.

#### **Determination of Jurisdiction**

Receipt of a complaint is acknowledged and an investigation is initiated by the chair of the CAA within 30 days. The original letter of complaint is placed in a National Office file separate from the program's accreditation file. The chair determines whether the complaint (a) is against an accredited education program or program in Candidacy status in audiology and/or speech-language pathology and (b) relates to the standards for accreditation of education programs in audiology and speech-language pathology. If the complaint is from a student or faculty/instructional staff member, the complainant will be required to exhaust all institutional grievance and review mechanisms before submitting a complaint to the CAA. If the chair of the CAA makes the determination that the complaint does not meet the two above-listed criteria, the complainant is informed that the CAA will not investigate the complaint.

#### **Investigation**

If the chair of the CAA determines that the complaint satisfies the above-listed criteria, the CAA will investigate the complaint.

A. The chair of the CAA informs the complainant that the Council will proceed with an investigation during which it may be necessary to reveal the identity of the complainant to the affected program or to other potential sources of relevant information. The complainant is given the opportunity to withdraw the complaint. If the complainant does not wish to pursue the matter, the investigation is concluded. If the complainant does not wish to withdraw the complaint, the complainant is asked to keep the initiation of an investigation confidential and to provide any relevant information in support of the allegation.

B. The chair of the CAA notifies the program director and the institution's president or president's designee by certified return-receipt-requested mail that a complaint has been

registered against the program. The notification includes information about the nature of the complaint without revealing the identity of the complainant. The program's director and the institution's president or president's designee are requested to provide information they consider relevant to the complaint within 30 days of the date of the notification letter.

C. The chair of the CAA notifies CAA members that a complaint has been registered and that an investigation has begun. Notification includes information about the nature of the complaint. The identity of the complainant and the program under investigation is not revealed to the members of the CAA or to recipients of requests for information, unless a majority of CAA members consider such disclosure necessary for the proper investigation of the complaint. If the majority of Council members concludes that persons other than the complainant, the program director, and the institution's president or president's designee may have information relevant to the complaint, the chair of the CAA requests such information.

D. After reviewing all relevant information, the CAA determines the course of action. Such actions may include, but are not limited to:

- dismissing the complaint
- recommending changes in the program within a specified period of time
- continuing the investigation through an on-site visit to the program
- placing the program on probation
- withholding/withdrawing accreditation

E. If the CAA determines that a site visit is necessary, the program director and the institution's president or president's designee are notified, and a date for the site visit is expeditiously scheduled. The program pays for expenses of the site visit. The investigatory team is selected from the current roster of CAA site visitors. During the site visit, emphasis is given to those standards with which the program is allegedly not in compliance. The site visit team submits a written report to the CAA no later than 30 days following the site visit. As with all other site visits, only the observations of the site visitors are reported; site visitors do not make recommendations. The CAA forwards the report to the program director and the institution's president or president's designee. The program or institution should provide a written response to the chair of the CAA within 30 days of the postmarked date on which the report is forwarded to the program director and the president or president's designee. The purpose of the response is to verify the accuracy of the site visit report.

F. The CAA reviews all evidence before it, including the site visit report and the program's response to the report, and takes one of the following actions:

- dismiss the complaint
- recommend modifications of the program within a specified period of time
- place the program on probation
- withhold/withdraw accreditation

G. If the CAA withholds/withdraws accreditation, the program director and the institution's president or president's designee are informed that accreditation has been withheld/withdrawn. Notification also includes justification for the decision and informs the program of its option to request a Further Consideration review. If the program chooses to request Further Consideration, the request must be received by the CAA within 30 days from the date of the notification letter. Further Consideration is the mechanism whereby the program can present documentary evidence of compliance with the appropriate standards. By exercising this prerogative, the program asks the CAA to reevaluate its decision to withhold/withdraw accreditation. With the request for Further Consideration, the program must submit documentation to justify why accreditation should not be withheld/withdrawn. If the program does not exercise its Further Consideration option, the CAA's decision to withhold/withdraw accreditation cannot be appealed.

H. Within 2 months of receiving the program's response to the Further Consideration, the CAA makes a decision to dismiss the complaint or to withhold/withdraw accreditation, and the chair of the CAA notifies the program director and the institution's president or president's

designee. Notice of withholding or withdrawal of accreditation includes a statement justifying the decision. If accreditation is withheld/withdrawn, the chair of the CAA notifies the secretary of the U. S. Department of Education at the same time the program is notified.

## **2. Procedures for Complaints Against the Council**

Complaints against the Council on Academic Accreditation may be lodged by any student, instructional staff member, audiologist, speech-language pathologist, and/or member of the public. All complaints must be signed and in writing to the Chair, Council on Academic Accreditation, American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD 20852.

### **Determination of Jurisdiction**

Receipt of a complaint is acknowledged and an investigation is initiated by the chair of the CAA within 30 days of the day the complaint is received. The original letter of complaint is filed in the ASHA National Office. The chair of the CAA determines whether the complaint relates to the accreditation process, decisions, or actions or activities of the Council or Council members.

If the chair makes the determination that the complaint does not meet the above criteria, the CAA will not investigate the complaint.

### **Investigation**

If the chair of the CAA determines that the complaint meets the above criteria, the CAA must investigate the complaint.

A. The chair of the CAA informs the complainant that the Council will proceed with an investigation during which it may be necessary to identify the complainant to the Council, a review committee, or other sources of relevant information. The complainant is asked to keep the initiation of an investigation confidential and to provide all relevant information in support of the allegation.

B. The chair of the CAA notifies CAA members that a complaint has been registered against the Council and that the Council will proceed with an investigation. Notification includes information about the nature of the complaint. The identity of the complainant is not revealed to members of the CAA.

C. The chair of the CAA shall appoint a Review Committee to review the complaint against the Council. To assure that the committee is thoroughly familiar with accreditation standards and Council policies and procedures, the Committee shall consist of three past members of the CAA or its predecessor body (ESB) who have served during the preceding 5 years. The Review Committee shall consider the complaint, including supporting documents, within 60 days of the date material related to the complaint is mailed to the Committee from National Office. After reviewing all relevant information, the Review Committee will recommend a course(s) of action. Such recommendations may include, but are not limited to:

- dismissing the complaint
- recommending changes in Council policies and procedures within a specified time period

D. Within 30 days of the conclusion of its investigation, the Review Committee will forward its recommendations to the chair of the CAA. Such recommendations will be disseminated to members of the CAA for their review. A full discussion of the recommendations of the Review Committee shall be placed on the agenda for the next regularly scheduled meeting of the CAA and for consideration of appropriate Council action. In the event that more immediate action is required, the chair of the CAA may conduct a vote of Council members.

E. The complainant shall be notified of Council action on the complaint within days of the Council's decision in the matter. Decisions of the Council relative to complaints may not be appealed.

#### IV-C. University Policy - Exceptional Circumstances/Medical Withdrawals Advising

WITHDRAWAL REQUESTS submitted are for ALL classes and should be submitted during the semester for which the withdrawal is requested. Applications submitted after the semester ends, but within six months of the illness, injury or death may be considered if the student's documents demonstrate that the failure to apply in a timely manner was beyond the control of the student.

##### **Qualifying Reasons for an Exceptional Circumstances Withdrawal are:**

- Medical/Mental Illness of the Student: Illness of a student of such severity or duration, to preclude completion of all courses, employment, and activities of daily life.
- Death in Immediate Family ONLY - Mother, Father, Spouse, Siblings, Grandparents or Children of Student.
- Involuntary call to Military Duty ONLY.

##### **Required Documentation:**

- Request for Exceptional Circumstances Withdrawal Form: Complete and Sign the Form
- Letter of Explanation: A letter, written by the student, explaining the reason for the withdrawal request and signed by the student.
- Release of Medical Information : Complete and Sign the Form

##### **Acceptable documentation for one of the following:**

###### **Medical/Mental Illness:**

- Diagnosis (DSM/ICD) and Prognosis and dates of treatment. Must be on Health Care Provider's letterhead, and include the physician's name, title, date, and signature of the provider. Notes on prescription pads WILL NOT be accepted.
- The reason the condition prevents successful completion of ALL courses.
- The date the patient will be able to resume full academic responsibilities.

###### **Death in Immediate Family:**

- Requires Death Certificate

###### **Military:**

- Requires copy of Military Orders

##### **PROCEDURE:**

- Completed forms will be submitted to the Exceptional Circumstances Withdrawal Committee (ECW) for review. The ECW Committee, which is made up of university employees and includes healthcare professionals, meets bi/monthly and will determine if there is just cause for a withdrawal due to exceptional circumstances.
- In ALL cases of Medical/Mental Illness Withdrawals, an administrative hold may be placed on the student's upcoming registration until clearance is given by the attending physician/clinician, in writing, indicating that the student is now well enough to return to school. The ECW Committee will determine whether or not the student can resume classes for the upcoming semester.
- If the withdrawal is approved, a "WM" will replace the grades. Documentation must be in English, or be translated to English, and the translator's signature must be notarized. The translator must be someone other than the student or a relative of the student.
- Please refer to the "Student Handbook" for the complete policy on Withdrawals for Exceptional Circumstances.
- Student Appeal Process: Students who are denied a Withdrawal for Exceptional Circumstances may appeal the decision to the Dean of Student Affairs, in writing, within three (3) days of receipt of letter.

Completed forms with required documents must be returned to the:  
DEAN OF STUDENT AFFAIRS OFFICE  
FLORIDA ATLANTIC UNIVERSITY  
SSB#8, ROOM 226  
777 GLADES ROAD  
BOCA RATON, FLORIDA 33431

#### **IV-D. University Policy - Religious Accommodation**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments.

Students who wish to be excused from course work, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

#### **IV-E University Graduate Grading Policy**

The grades of "A" through "C," and "S" are passing grades. The grades of "B-," "C+," and "C," while considered passing for undergraduate students, are indicative of unsatisfactory work for graduate students and may not be accepted for some courses. The grades of "C-," "D+," "D," "D-," "F," and "U" are failing grades.

No credits are earned in courses in which grades of "AU," "CR," "F," "I," "U," "W," or "WM" are received. The grades "S" and "U" are used to indicate satisfactory or unsatisfactory performance in courses approved for such grading. The Pass/Fail (P/F) option is not available for graduate courses. All thesis/dissertation grading will be "S" or "U."

A student who registers for a course but fails to meet the course requirements, without officially dropping the course, will receive a grade of "F" in the course. See Drop/Add section. In extraordinary circumstances, the faculty may record "NR," (No Reported Grade) which will appear on the transcript as "NR" until the situation is resolved.

#### **IV-F University Policy - Graduate Programs**

##### **F.1 Satisfactory Academic Performance**

To remain in good academic standing, each graduate student at Florida Atlantic University must maintain a satisfactory record. For all graduate students a satisfactory record is defined as an average of "B" or higher on all work attempted (3.0 on a 4.0 scale) at Florida Atlantic University by the end of the second term of enrollment and all subsequent terms. This is the minimum quality necessary for a graduate degree at Florida Atlantic University

##### **F.2 Dismissal**

A graduate student who ceases to be in good standing must attain a 3.0 cumulative average within the next two semesters in which the student is enrolled, including summer semesters. Further registration as a degree-seeking student will not be permitted. With the approval of the program, however, dismissed graduate students may continue to take courses as non-degree students.

Individual departments and programs may have stricter standards of satisfactory scholarship than the above University standards. Descriptions of such standards are included in the programs' sections in this catalog or in other materials provided to all students in the program. If students fail to maintain satisfactory scholarship with respect to these program standards, they may be dismissed by the program.

#### **IV.G University Policy - Continuous Enrollment**

Graduate students are required to enroll for at least one credit during at least two semesters (fall, spring, or summer) of every academic year in order to remain eligible for the degree. Students who have been admitted to candidacy normally should enroll in the Thesis (6971) or Dissertation (7980) course in their departments. Those who have not yet been admitted to candidacy, but not need to take additional courses, should enroll in an appropriate Directed Independent Study course.

Students who fail to maintain continuous enrollment, as defined above, lose their eligibility for the degree. Eligibility may be restored by the Office of Graduate Studies upon appeal by the student. In such cases, students may be required to register for additional credits of Directed Independent Study, Thesis, or Dissertation, in an amount equal to the number of such credits missed while not continuously enrolled.

Graduate students who find it necessary to temporarily suspend their studies may apply for leave of absence from graduate study. Leave of absence is intended for students who are unable to pursue their studies at all, rather than for students who are actively working on a thesis or dissertation after completing course work. Leave of absence is approved by the Office of Graduate Studies on the basis of the recommendation of the student's faculty advisor, department chair, and college dean.

#### **IV.H University Policy - Sexual Harassment**

##### **SEXUAL HARASSMENT REGULATION 5.010**

###### **1. GENERAL STATEMENT**

Sexual Harassment is a form of employee or student misconduct that undermines the integrity of the working or learning relationship. All members of the University community are entitled to study and work in an atmosphere free from any form of sexual harassment. Therefore, it is a violation of this rule for any employee or student to engage in conduct constituting sexual harassment. It is also a violation of this rule to retaliate against anyone who complains of sexual harassment or who participates in a proceeding related to a sexual harassment complaint.

###### **2. DEFINITION OF SEXUAL HARASSMENT**

(a) For purposes of this rule, sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors, or other communication or physical conduct of a sexual nature from any person when:

1. Submission to such conduct or request is made either explicitly or implicitly a term or condition of an individual's employment; or
2. Submission to such conduct or request is made either explicitly or implicitly a term or condition of academic achievement; or
3. Submission to or rejection of such conduct or request by an individual is used as the basis for an employment or academic decision affecting such individual; or
4. Such conduct or request unreasonably interferes with an individual's work or academic performance or creates an intimidating, hostile, or offensive environment for working or learning.

(b) The definition of sexual harassment excludes the use of sexual material in a classroom setting for academic purposes.

###### **3. RESPONSIBILITIES**

(a) All members of the University community are responsible for ensuring that their conduct does not sexually harass any member of the University community.

(b) Third parties doing business with the University are responsible for ensuring that their

conduct and the conduct of their employees or agents does not sexually harass any member of the University community.

#### **4. REPORTING OF SEXUAL HARASSMENT**

The University's Sexual Harassment Policy is designed to protect all members of the University community. The responsibility for reporting incidents of sexual harassment rests with the members of the University community.

##### **(a) Employees**

1. Employees who have been sexually harassed report the facts and circumstances of sexual harassment to the director of Equal Opportunity Programs or to any of the following, who in turn, must notify the director of Equal Opportunity Programs: immediate supervisors, directors, department/division heads, college deans, vice presidents, university provost, or director of Personnel Services.
2. Employees who observe or learn of conduct that they reasonably believe to be sexual harassment report the facts and circumstances to the director of Equal Opportunity Programs or to any of the following, who in turn, must notify the director of Equal Opportunity Programs: immediate supervisors, directors, department/division heads, college deans, vice presidents, university provost, or director of Personnel Services.

##### **(b) Students**

1. Students who have been sexually harassed report the facts and circumstances to the director of Equal Opportunity Programs or to any of the following, who in turn, must notify the director of Equal Opportunity Programs: supervisors of the department involved, department/division chairs, directors, department/division heads, college deans, vice presidents, dean of students, university provost, or director of Personnel Services.
2. Students who learn or observe conduct that they reasonably believe to be sexual harassment report the facts and circumstances to any of the following, who in turn, must notify the director of Equal Opportunity Programs: supervisors of the department involved, department/division chairs, directors, department/division heads, college deans, vice presidents, dean of students, university provost, or director of Personnel Services. Students may also report the matter to the director of Equal Opportunity Programs.

#### **5. FILING A COMPLAINT**

A complaint must be filed with the director of Equal Opportunity Programs within one-hundred-eighty (180) calendar days after the last incident of alleged sexual harassment. The filing of a complaint under this policy, whether the complaint is dismissed or not, does not preclude the complainant from also filing a complaint with the Florida Commission on Human Relations or the Federal Equal Employment Opportunity Commission (EEOC) or the Federal Office of Civil Rights (OCR) and has no effect on the filing time limits of those agencies.

#### **6. PROCESSING COMPLAINTS**

(a) Upon receipt of a complaint, written or oral, the director of Equal Opportunity Programs discusses the complaint with the complainant and the alleged offender.

(b) The director of Equal Opportunity Programs discusses the receipt of the complaint with the supervisor of the alleged offender.

(c) The director of Equal Opportunity Programs attempts a resolution satisfactory to the complainant, the alleged offender, and the University within fifteen (15) days.

(d) If the complaint is not resolved within fifteen (15) days, the director of Equal Opportunity Programs interviews witnesses and reviews documents.

(e) This review should conclude within seventy-five (75) days. If additional time is required, the complainant and alleged offender will be notified in writing no less than ten (10) days prior to the seventy-five (75) day deadline of the reason(s) for the delay and the expected date of completion.

(f) The director of Equal Opportunity Programs submits a report to the appropriate vice president or the associate provost (Boca Raton campus). In the case of a student, the report will go to the dean of students. In the event any of the above is the alleged offender in a complaint, the report will instead be submitted to his or her immediate supervisor.

## **7. DISCIPLINARY ACTION**

(a) Any member of the University community found to have violated this rule shall be subject to disciplinary action up to and including dismissal or expulsion.

(b) Any member of the University community in a supervisory capacity who has knowledge by direct observation or by receipt of a complaint of sexual harassment involving anyone he or she supervises must report the matter directly to the director of Equal Opportunity Programs. Any supervisor who fails to report the matter directly to the director of Equal Opportunity Programs will be subject to disciplinary action up to and including dismissal.

(c) Where the alleged offender is an employee, the report described in paragraph 6.(f) of this rule will be reviewed by the vice president or associate provost (Boca Raton campus). The vice president or associate provost will determine, in consultation with the Office of Equal Opportunity Programs and the director of Personnel Services, if disciplinary action is warranted, and if so, the nature of the disciplinary action to be taken.

(d) The factors to be considered in making this determination include the nature and severity of the harassment, any prior warnings given to the alleged offender, any prior incidents of harassment by the offender, and the facts and circumstances of the case.

(e) Where the alleged offender is a student, the report described in paragraph 6.(f) of this rule will be reviewed by the dean of students. The dean of students will handle the matter in accordance with the Student Conduct Code.

(f) All disciplinary action shall be subject to applicable University rules and collective bargaining agreement provisions.

## V. 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology

The [2014 Standards for Certification](#) are now in effect. Questions on [applying for the CCC-SLP?](#) Consult the [frequently asked questions](#) for more information.

Effective Date: September 1, 2014

### Introduction

The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) is a semi-autonomous credentialing body of the American Speech-Language-Hearing Association. The charges to the CFCC are: to define the standards for clinical certification; to apply those standards in granting certification to individuals; to have final authority to withdraw certification in cases where certification has been granted on the basis of inaccurate information; and to administer the certification maintenance program.

[A Practice and Curriculum Analysis of the Profession of Speech-Language Pathology](#) was conducted in 2009 under the auspices of the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) and the CFCC. The survey analysis was reviewed by the CFCC, and the following standards were developed to better fit current practice models.

The 2014 standards and implementation procedures for the Certificate of Clinical Competence in Speech-Language Pathology are now in effect as of September 1, 2014. View the [SLP Standards Crosswalk](#) [PDF] for more specific information on how the standards have changed.

### Citation

cite as: Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2013). 2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. Retrieved [date] from <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>.

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The Standards for the Certificate of Clinical Competence in Speech-Language Pathology are shown in bold. The Council for Clinical Certification implementation procedures follow each standard.

[Standard I—Degree](#)

[Standard II—Education Program](#)

[Standard III—Program of Study](#)

[Standard IV—Knowledge Outcomes](#)

[Standard V—Skills Outcomes](#)

[Standard VI—Assessment](#)

[Standard VII—Speech-Language Pathology Clinical Fellowship](#)

[Standard VIII—Maintenance of Certification](#)

### Standard I: Degree

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

**Implementation:** The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) has the authority to determine eligibility of all applicants for certification.

### Standard II: Education Program

All graduate course work and graduate clinical experience required in speech-language pathology must have been initiated and completed in a speech-language pathology program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

**Implementation:** If the graduate program of study is initiated and completed in a CAA-accredited program or in a program that held candidacy status for CAA accreditation, and if the program director or official designee verifies that all knowledge and skills required at the time of application have been met, approval of academic course work and practicum is automatic. Applicants eligible for automatic approval must submit an official graduate transcript or a letter from the registrar that verifies the date the graduate degree was awarded. The official graduate transcript or letter from the registrar must be received by the National Office no later than 1 year from the date the application was received. Verification of the graduate degree is required of the applicant before the certificate is awarded. Individuals educated outside the United States or its territories must submit documentation that course work was completed in an institution of higher education that is regionally accredited or recognized by

the appropriate regulatory authority for that country. In addition, applicants outside the United States or its territories must meet each of the standards that follow.

#### Standard III: Program of Study

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

**Implementation:** The minimum of 36 graduate semester credit hours must have been earned in a program that addresses the knowledge and skills pertinent to the ASHA Scope of Practice in Speech-Language Pathology.

#### Standard IV: Knowledge Outcomes

##### Standard IV-A

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

**Implementation:** Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Acceptable courses in physical sciences should include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement. A course in biological and physical sciences specifically related to CSD may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas.

##### Standard IV-B

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

##### Standard IV-C

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

- articulation;
- fluency;
- voice and resonance, including respiration and phonation;
- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing;
- hearing, including the impact on speech and language;
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
- cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);
- social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities);
- augmentative and alternative communication modalities.

**Implementation:** It is expected that course work addressing the professional knowledge specified in Standard IV-C will occur primarily at the graduate level.

##### Standard IV-D

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

##### Standard IV-E

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

**Implementation:** The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.

#### Standard IV-F

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

**Implementation:** The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and have demonstrated the ability to relate research to clinical practice.

#### Standard IV-G

The applicant must have demonstrated knowledge of contemporary professional issues.

**Implementation:** The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues typically include trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures.

#### Standard IV-H

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

### Standard V: Skills Outcomes

#### Standard V-A

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

**Implementation:** Individuals are eligible to apply for certification once they have completed all graduate-level academic course work and clinical practicum and been judged by the graduate program as having acquired all of the knowledge and skills mandated by the current standards.

The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. For oral communication, the applicant must have demonstrated speech and language skills in English, which, at a minimum, are consistent with ASHA's current position statement on students and professionals who speak English with accents and nonstandard dialects. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English.

#### Standard V-B

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

1. Evaluation
  - a. Conduct screening and prevention procedures (including prevention activities).
  - b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
  - c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
  - d. Adapt evaluation procedures to meet client/patient needs.
  - e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
  - f. Complete administrative and reporting functions necessary to support evaluation.
  - g. Refer clients/patients for appropriate services.
2. Intervention
  - a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
  - b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
  - c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
  - d. Measure and evaluate clients'/patients' performance and progress.
  - e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the

needs of clients/patients.

f. Complete administrative and reporting functions necessary to support intervention.

g. Identify and refer clients/patients for services as appropriate.

3. Interaction and Personal Qualities

a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

b. Collaborate with other professionals in case management.

c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

d. Adhere to the ASHA Code of Ethics and behave professionally.

**Implementation:** The applicant must have acquired the skills referred to in this standard applicable across the nine major areas listed in Standard IV-C. Skills may be developed and demonstrated by direct client/patient contact in clinical experiences, academic course work, labs, simulations, examinations, and completion of independent projects.

The applicant must have obtained a sufficient variety of supervised clinical experiences in different work settings and with different populations so that he or she can demonstrate skills across the ASHA Scope of Practice in Speech-Language Pathology. *Supervised clinical experience* is defined as clinical services (i.e., assessment/diagnosis/evaluation, screening, treatment, report writing, family/client consultation, and/or counseling) related to the management of populations that fit within the ASHA Scope of Practice in Speech-Language Pathology.

Supervisors of clinical experiences must hold a current ASHA Certificate of Clinical Competence in the appropriate area of practice during the time of supervision. The supervised activities must be within the ASHA Scope of Practice in Speech-Language Pathology to count toward certification.

#### 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 clinical observation, and 375 hours must be spent in direct client/patient contact.

**Implementation:** Guided observation hours generally precede direct contact with clients/patients. The observation and direct client/patient contact hours must be within the ASHA Scope of Practice in Speech-Language Pathology and must be under the supervision of a qualified professional who holds current ASHA certification in the appropriate practice area. Such supervision may occur simultaneously with the student's observation or afterwards through review and approval of written reports or summaries submitted by the student. Students may use video recordings of client services for observation purposes. Applicants should be assigned practicum only after they have acquired sufficient knowledge bases to qualify for such experience. Only direct contact with the client or the client's family in assessment, intervention, and/or counseling can be counted toward practicum. Although several students may observe a clinical session at one time, clinical practicum hours should be assigned only to the student who provides direct services to the client or client's family. Typically, only one student should be working with a given client at a time in order to count the practicum hours. In rare circumstances, it is possible for several students working as a team to receive credit for the same session, depending on the specific responsibilities each student is assigned. For example, in a diagnostic session, if one student evaluates the client and another interviews the parents, both students may receive credit for the time each spent in providing the service. However, if student A works with the client for 30 minutes and student B works with the client for the next 45 minutes, each student receives credit for only the time he/she actually provided services—that is, 30 minutes for student A and 45 minutes for student B. The applicant must maintain documentation of time spent in supervised practicum, verified by the program in accordance with Standards III and IV.

#### Standard V-D

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

**Implementation:** A minimum of 325 clock hours of clinical practicum must be completed at the graduate level. At the discretion of the graduate program, hours obtained at the undergraduate level may be used to satisfy the remainder of the requirement.

#### Standard V-E

Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

**Implementation:** Direct supervision must be in real time. A supervisor must be available to consult with a student providing clinical services to the supervisor's client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition of essential clinical skills. The 25% supervision standard is a minimum requirement and should be adjusted upward whenever the student's level of knowledge, skills, and experience warrants.

#### Standard V-F

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

**Implementation:** The applicant must demonstrate direct client/patient clinical experiences in both assessment and intervention with both children and adults from the range of disorders and differences named in Standard IV-C.

#### Standard VI: Assessment

The applicant must have passed the national examination adopted by ASHA for purposes of certification in speech-language pathology.

**Implementation:** Results of the Praxis Examination in Speech-Language Pathology submitted for initial certification must come directly to ASHA from ETS. The passing score received at the time of application must not be more than 5 years old. Applicants who fail the examination may retake it; an applicant who has not taken the national examination at the time of application has 2 years from the time the application has been received to achieve and submit a passing score on the national examination. If the exam is not successfully passed within the 2-year application period, the applicant's certification file will be closed. If the exam is passed at a later date, the individual will be required to reapply for certification under the standards in effect at that time.

#### Standard VII: Speech-Language Pathology Clinical Fellowship

The applicant must successfully complete a Speech-Language Pathology Clinical Fellowship (CF).

**Implementation:** The Clinical Fellowship may be initiated only after completion of all academic course work and clinical experiences required to meet the knowledge and skills delineated in Standards IV and V. The CF experience must be initiated within 24 months of the date the application is received. Once the CF has been initiated, it must be completed within 48 months. If the CF has not been completed within this timeframe, the application process will be terminated. The Clinical Fellow will be required to reapply for certification and must meet the Standards in effect at the time of re-application. CF experiences older than 5 years at the time of application will not be accepted.

The CF must have been completed under the mentorship of an individual who held the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) throughout the duration of the fellowship. It is the Clinical Fellow's responsibility to identify a mentoring speech-language pathologist (SLP) who holds an active Certificate of Clinical Competence in Speech-Language Pathology. Should the certification status of the mentoring SLP change during the CF experience, the Clinical Fellow will be awarded credit only for that portion of time during which the mentoring SLP held certification. It, therefore, is incumbent on the CF to verify the mentoring SLP's status periodically throughout the Clinical Fellowship experience. A family member or individual related in any way to the Clinical Fellow may not serve as a mentoring SLP.

#### Standard VII-A: Clinical Fellowship Experience

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

**Implementation:** No less than 80% of the Fellow's major responsibilities during the CF experience must have been in direct client/patient contact (e.g., assessment, diagnosis, evaluation, screening, treatment, clinical research activities, family/client consultations, recordkeeping, report writing, and/or

counseling) related to the management process for individuals who exhibit communication and/or swallowing disabilities.

Full-time professional experience is defined as 35 hours per week, culminating in a minimum of 1,260 hours. Part-time experience of less than 5 hours per week will not meet the CF requirement and may not be counted toward completion of the experience. Similarly, work in excess of the 35 hours per week cannot be used to shorten the CF to less than 36 weeks.

#### Standard VII-B: Clinical Fellowship Mentorship

The Clinical Fellow must have received ongoing mentoring and formal evaluations by the CF mentor.

**Implementation:** Mentoring must have included on-site observations and other monitoring activities.

These activities may have been executed by correspondence, review of video and/or audio recordings, evaluation of written reports, telephone conferences with the Fellow, and evaluations by professional colleagues with whom the Fellow works. The CF mentor and Clinical Fellow must have participated in regularly scheduled formal evaluations of the Fellow's progress during the CF experience.

The mentoring SLP must engage in no fewer than 36 supervisory activities during the clinical fellowship experience. This supervision must include 18 on-site observations of direct client contact at the Clinical Fellow's work site (1 hour = 1 on-site observation; a maximum of six on-site observations may be accrued in 1 day). At least six on-site observations must be conducted during each third of the CF experience. On-site observations must consist of the Clinical Fellow engaged in screening, evaluation, assessment, and/or habilitation/rehabilitation activities. Use of real-time, interactive video and audio conferencing technology is permitted as a form of on-site observation, for which pre-approval must be obtained. Additionally, supervision must also include 18 other monitoring activities. At least six other monitoring activities must be conducted during each third of the CF experience. Other monitoring activities are defined as evaluation of reports written by the Clinical Fellow, conferences between the mentoring SLP and the Clinical Fellow, discussions with professional colleagues of the Fellow, etc., and may be executed by correspondence, telephone, or reviewing of video and/or audio tapes.

On rare occasions, the CFCC may allow the supervisory process to be conducted in other ways. However, a request for other supervisory mechanisms must be submitted in written form to the CFCC, and co-signed by the CF mentor, before the CF is initiated. The request must include the reason for the alternative supervision and a description of the supervision that would be provided. At a minimum, such a request must outline the type, length, and frequency of the supervision that would be provided.

A CF mentor intending to supervise a Clinical Fellow located in another state may be required to also hold licensure in that state; it is up to the CF mentor and the Clinical Fellow to make this determination before proceeding with a supervision arrangement.

#### Standard VII-C: Clinical Fellowship Outcomes

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

**Implementation:** At the completion of the CF experience, the applicant will have acquired and demonstrated the ability to

- integrate and apply theoretical knowledge,
- evaluate his or her strengths and identify his or her limitations,
- refine clinical skills within the Scope of Practice in Speech-Language Pathology,
- apply the ASHA Code of Ethics to independent professional practice.

In addition, upon completion of the CF, the applicant must have demonstrated the ability to perform clinical activities accurately, consistently, and independently and to seek guidance as necessary.

The CF mentor must submit the *Clinical Fellowship Report and Rating Form*, which includes the *Clinical Fellowship Skills Inventory (CFSI)*, as soon as the CF successfully completes the CF experience. This report must be signed by both the Clinical Fellow and mentoring SLP.

#### Standard VIII: Maintenance of Certification

Certificate holders must demonstrate continued professional development for maintenance of the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP).

**Implementation:** Individuals who hold the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) must accumulate 30 certification maintenance hours of professional development during every 3-year maintenance interval. Intervals are continuous and begin January 1 of the year following award of initial certification or reinstatement of certification. A random audit of compliance will be conducted.

Accrual of professional development hours, adherence to the ASHA Code of Ethics, submission of certification maintenance compliance documentation, and payment of annual dues and/or certification fees are required for maintenance of certification.

If renewal of certification is not accomplished within the 3-year period, certification will expire. Individuals wishing to regain certification must submit a reinstatement application and meet the standards in effect at the time the reinstatement application is submitted.

# **APPENDIX A**

## **Florida Atlantic University**

### **Regulation 5.010 Anti-Discrimination and Anti-Harassment Regulation**

#### **1. POLICY**

(a) Florida Atlantic University is committed to ensuring that each member of the University community shall be permitted to work or study in an environment free from any form of unlawful discrimination or harassment that is based on race, color, religion, age, disability, sex, national origin, marital status, veteran status, sexual orientation, or any legally protected class or basis (each a “protected class”). The University recognizes its obligation to work towards a community in which diversity is valued and opportunity is equalized. This Regulation establishes procedures for a student, applicant, employee or a member of the University community to file a complaint of alleged discrimination or harassment.

(b) It shall be a violation of this Regulation for any officer, employee, agent, or student to discriminate against or harass, as defined in this Regulation, any other officer, employee, agent, student, or applicant. Discrimination and harassment are forms of conduct that shall result in disciplinary or other action as provided by the Regulations and Policies of the University.

(c) Activities covered under this Regulation include, but are not limited to, all educational, athletic, cultural and social activities occurring on a campus of or sponsored by Florida Atlantic University, housing supplied by the University, and employment practices between the University and its employees, including Support Personnel (“SP”) employees.

(d) The Office of Equal Opportunity Programs (“EOP”) shall administer the policies and procedures outlined in this Regulation. EOP shall answer inquiries regarding the procedures contained in this Regulation and may provide informal advice regarding issues of discrimination.

(e) Retaliation, or otherwise taking adverse employment or educational action, against a member of the University community because he/she in good faith reported discrimination or harassment, or participated in an investigation or review regarding a complaint, is strictly prohibited. Those found to have violated this prohibition against retaliation will be subject to disciplinary action up to and including termination.

(f) Any University supervisory employee who receives a report, observes or learns of an alleged violation of this Regulation has an absolute and unqualified duty to immediately report the conduct to the EOP Director. Those found to have failed to report in a timely manner will be subject to disciplinary action up to and including termination.

(g) Every University employee has a duty to cooperate fully and unconditionally in a harassment investigation. This duty includes, among other things, speaking with the EOP investigator and voluntarily providing all documentation which relate to the claim being investigated. The failure and/or refusal of any employee to cooperate in an investigation may result in disciplinary action up to and including termination.

(h) The prohibited conduct contained in this Regulation shall apply to vendors and contractors of the University. The EOP Director shall consult with the vendor or contract manager to determine how any investigation will be undertaken. The University shall take action against the vendor or contractor, when warranted, in accordance with the terms of the governing contract or agreement.

#### **2. DEFINITIONS/EXAMPLES**

(a) For the purpose of this Regulation, discrimination is defined as unlawfully treating any member of the University community differently than similarly situated others based on a protected class herein. Harassment is a form of unlawful discrimination based on a protected class that may also be covered under Title VII of the Civil Rights Act of 1964, the Florida Civil Rights Act and other laws.

(b) Additionally, discrimination on the basis of sex in education programs and activities receiving federal financial funding as set forth in Title IX of the Education Amendments of 1972, as amended (“Title IX”), is included in this Regulation’s definition of prohibited discrimination.

(c) For the purposes of this Regulation, examples of conduct that fall into the definition of discrimination include, but are not limited to:

1. Disparity of treatment in recruitment, hiring, training, promotion, transfer, reassignment, termination, salary and other economic benefits, and all other terms and conditions of employment on the basis of membership in a protected class herein.
2. Disparity of treatment in educational programs and related support services on the basis of membership in a protected class herein.
3. Limitation in access to housing, or of participation in athletic, social, cultural or other activities of the University because of membership in a protected class herein, and not based on a bona fide requirement or distinction. -3 -
4. Retaliation for asserting protected anti-discrimination rights, filing complaints or protesting practices which are prohibited under this Regulation.

(d) For the purposes of this Regulation, examples of conduct that fall into the definition of harassment include, but are not limited to:

1. Verbal and/or physical conduct based on a protected characteristic that: (A) has the purpose or effect of creating an objectively intimidating, hostile or offensive work or educational environment; (B) has the purpose or effect of unreasonably interfering with an individual's work or learning performance; or (C) otherwise unreasonably adversely affects an individual's employment or educational opportunities.
2. Examples of the foregoing verbal and/or physical conduct that may constitute harassment could include making "jokes" based on a protected characteristic, objectionable epithets/slurs, threatened or actual physical harm or abuse, the display of hostile symbols/objects, and other intimidating or insulting conduct directed against the individual because of their protected characteristic or membership.

(e) Sexual harassment, which includes acts of sexual violence and may include gender-based harassment, is a form of discrimination on the basis of sex and is prohibited by Title IX.

1. Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature when:

- a. Submission to such conduct or request is made either explicitly or implicitly a term or condition of an individual's employment;
- b. Submission to such conduct or request is made either explicitly or implicitly a term or condition of academic achievement;
- c. Submission to or rejection of such conduct or request by an individual is used as the basis for an employment or academic decision affecting such individual; or
- d. Such conduct or request unreasonably interferes with an individual's work or academic performance or creates an objectively intimidating, hostile, or offensive environment for working or learning.

2. Examples of unwelcome conduct of a sexual nature that may constitute sexual harassment under this regulation include, but are not limited to: -4 -

- a. Displaying or telling sexually oriented jokes, statements, photographs, drawings, computer images, web sites, videos, slides, graphics, calendars, cartoons, e-mails or other communications.
- b. Making sexually explicit or suggestive gestures or sounds.
- c. Making actual or implied promises of an employment or educational opportunity or benefit in exchange for sexual activity.
- d. Making actual or implied threats to impede or interfere with employment or educational opportunities or benefits for failing to agree to or engage in sexual activity.
- e. Inappropriate and unwelcome sexual attention or touching, including but not limited to leering, patting, fondling, pinching, sexually-based stalking and/or bullying, and attempted or actual kissing.
- f. Requesting or coercing sexual intercourse or sexual favors, or attempting to or actually engaging in a sexual assault.
- g. Continuing to ask someone for a date after repeatedly being told "no."
- h. Continuing any of the conduct listed in the above examples after being told or being otherwise made aware that the conduct is unwelcome.

3. Sexual Violence is a form of sexual harassment and is prohibited under Title IX. Sexual violence includes physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to an intellectual or other disability or the victim's use of or exposure to drugs or alcohol. Acts falling into the category of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, and sexual coercion.

4. Gender-based harassment may be a form of sexual harassment prohibited under Title IX. Gender-based harassment includes acts of verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

(f) The definition of sexual harassment excludes the use of sexual material in a classroom setting for academic purposes.

(g) When referred to in this Regulation, “days” means calendar days unless otherwise noted.

(h) Disparate treatment on the basis of a class not protected by federal or state law shall not constitute discrimination or harassment if such disparate treatment is required by federal or state law.

### **3. PROCEDURE FOR REPORTING VIOLATIONS**

(a) The Office of Equal Opportunity Programs is responsible for administering the complaint and investigation process set forth in this Regulation. In cases where the potential complainant chooses not to file a formal complaint, EOP will take action to inform the alleged offender of the concerns, suggesting that the individual monitor and modify (if necessary) his/her behavior. All complaints, formal or informal, must be reported to EOP. The EOP contact information is provided below:

Director Equal Opportunity Programs  
Florida Atlantic University  
Administration Building  
777 Glades Road, Room 265  
Boca Raton, Florida 33431-0991  
<http://www.fau.edu/eop/>  
(561) 297-3004

The EOP Director is the Title IX Coordinator for the University.

(b) Any University employee who believes he/she has been harassed or discriminated against in violation of this Regulation must report the facts and circumstances thereof to the EOP Director, the University Provost, the Director of Human Resources, or to his/her College Dean or Vice President, who in turn must notify the EOP Director.

(c) Any student who believes he/she has been harassed or discriminated against in violation of this Regulation must report the facts and circumstances thereof to the EOP Director, the University Ombudsman, the University Provost, the Dean of Students, or to his/her Department Head/Director or College Dean, who in turn must notify the EOP Director.

(d) Reports or allegations of an alleged violation of this Regulation will be processed upon the filing of a written complaint with EOP. The Director of EOP may process an alleged violation without a written complaint if deemed necessary by the Director and enough information is available to conduct a responsible investigation.

(e) A complaint must be filed with EOP within one-hundred eighty (180) days of the alleged act(s) of discrimination/harassment. The Director of EOP may process an alleged violation outside of this time limitation if deemed necessary by the Director. The filing of a complaint under this Regulation is independent and does not preclude the complainant from also filing a complaint with federal, state or local enforcement agencies. The filing of a complaint with EOP does not constitute a filing with, or have any effect on the filing time limitations of those external agencies. All complainants are urged to contact these external agencies directly to learn the filing deadlines and procedures for each agency. Contact information for these agencies is available from the EOP office. -6 -

(f) All complaints shall contain the name of the complainant and state the nature of the act(s) complained of, including such details as the name of the alleged offender and the date(s) or approximate date(s) on which the offending act(s) occurred, the name(s) of any witnesses, and the desired resolution(s). Any portion of a complaint file that is exempt from public disclosure under the Florida Public Records law shall remain confidential to the extent permitted by law.

### **4. PROCEDURE FOR INVESTIGATION OF COMPLAINTS**

(a) EOP shall investigate all complaints that contain enough information to allege prohibited discrimination or harassment. This investigation must include, but shall not be limited to, interviewing the alleged offender and the complainant. Each party shall have an equal opportunity to present relevant

witnesses and other evidence. The investigation may include the interview of other persons who may have information relevant to the allegations, preparation of witness statements for all persons interviewed, and review of any relevant documents. Upon completion of the investigation, a final report shall be prepared which includes a summary of the complaint, a description of the investigation, whether a violation of University Regulation was found, based on a preponderance of the evidence, and recommendations for disposition.

(b) The Office of Equal Opportunity Programs may attempt conciliation before or during the course of an investigation of a complaint. If conciliation is not achieved, then EOP shall continue to investigate the complaint, and shall issue a final report.

(c) EOP shall conclude its investigation and issue its final report within seventy-five (75) days of the filing of the complaint. If additional time is required, the complainant and alleged offender will be notified in writing no less than ten (10) days prior to the seventy-five (75) day deadline of the reason(s) for the delay and the expected date of completion.

(d) The final report by EOP shall be submitted to the appropriate Vice President or Associate Provost if an employee is involved, and/or to the Dean of Students if a student is involved. The alleged offender and complainant will each be notified in writing of the outcome of the complaint and any appeal. Corrective or disciplinary action up to and including dismissal or expulsion will be considered and implemented, if warranted, by the Vice President, Provost or Dean of Students in consultation with the EOP Director. Corrective or disciplinary action will also be considered and implemented if EOP determined the complaint was unfounded and made maliciously or recklessly. All disciplinary action shall be subject to applicable University Regulations (including but not limited to University Regulation 5.009 (Grievance Procedure) and University Regulation 4.007 (Student Code of Conduct)), policies and applicable collective bargaining agreements. -7 -

## **5. PROCEDURE FOR RECONSIDERATION**

(a) Any party may submit a written response or statement to be attached to the EOP final report and maintained in the same file.

(b) Either the complainant or alleged offender may request reconsideration of the finding in the EOP final report. The party must submit this request in writing to the EOP Director within ten (10) days of receipt of the EOP final report.

(c) The request for reconsideration must be in writing and shall specify the basis of the request. Typically, reconsideration will be granted only in cases where relevant evidence was not reviewed and/or new evidence is available.

*Specific Authority: Article IX of the Florida Constitution; Florida Board of Governors Regulation 1.001; Formerly 6C5-5.012, Amended 11-11-87, 7-5-99, 11-9-05, 6-28-06, 11-16-11.*