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Mission Statement

It is the mission of the Department of Communication Sciences and Disorders to educate students about the science and art of communication, its processes and disorders; to prepare students for careers in speech-language pathology; to advance knowledge in the fields of speech, language, hearing, and swallowing; to foster problem solving, creative thinking and responsibility, with the ultimate goal being the betterment of the human condition.
Introduction

Welcome to the University of New Hampshire's Department of Communication Sciences and Disorders. This graduate student handbook is intended to provide detailed information about the program, including academic and clinical requirements, Department policies and procedures, and general expectations of students. Please see the Graduate School Catalog or web site for specific information about the University and Graduate School policies.

Students are permitted six years, from the date on which they are admitted to the program, to complete their graduate program. All students must also bear in mind that knowledge grows at a rapid rate in Communication Sciences and Disorders. Information from courses taken even 2-3 years ago may be out-dated or even proven inaccurate!

The graduate program integrates an array of academic and clinical experiences to prepare students for a variety of careers in speech-language pathology. The program offers a master of science degree in communication sciences and disorders. Students can elect to self-design their program, choosing from an array of required and elective courses that best suit their career objectives. This is referred to as the "no option" concentration. Two additional options: language/literacy disabilities and early childhood are available to those students seeking particular expertise in one of these areas. Irrespective of which of the three options a student selects, the program of study will prepare them to treat the full range of communication disabilities across the life span. Students are prepared to practice in a variety of job settings within the field of speech-language pathology and to meet the academic and practicum requirements of the American Speech-Language-Hearing Association (ASHA) for the Certificate of Clinical Competence in speech-language pathology. The program is accredited by the Council on Academic Accreditation of ASHA.

According to the UNH Graduate School guidelines, some courses (up to two graduate courses) with equivalent content may be taken at other institutions. The UNH Communication Sciences and Disorders faculty will determine the equivalence, based on course syllabus, catalog course description and/or other information. Prior approval is required before enrolling in these courses.

All students should keep in mind that while up to two courses may be taken elsewhere, the comprehensive examination at the conclusion of the degree program will be inclusive of all major aspects of the area. This may involve outside preparation to cover any area not formally included in any particular course.
M.S. Degree Requirements:

Students completing the graduate program will earn a minimum of 59 graduate credits. The total number will vary depending upon the option selected and electives selected.

Undergraduate pre-requisites include the following courses:
- Anatomy & physiology of the speech and hearing mechanisms
- Language acquisition
- Clinical phonetics
- Basic Audiology
- Neurology
- Speech and Hearing Science
- Course in Statistics
- 1 Physical Science, 1 Biological Science

In addition, students are required to have completed coursework in typical human development cultural and linguistic diversity, and both biological and physical sciences in preparation for fulfillment of ASHA requirements.

The following 8 core courses are required of all students irregardless of option:

COMM 876 Ethic/Professional Issues In SLP I
COMM 880 Diagnosis of Speech and Language Disorders
COMM 890 Advanced Audiology for Speech-Language Pathologists
COMM 903 Therapy Process
COMM 910 On-Campus Clinical Practicum (2 x)
COMM 911 Off-Campus Clinical Practicum (2 x)
COMM 920 Counseling Individuals with Communication Disorders
COMM 920 Research Methods or its equivalent.

Please see the course requirements specific to each option for the balance of the curriculum.

Provisionally admitted students should meet with their advisor as early as possible to map out a plan of study that enables them to satisfy undergraduate deficiencies as well as graduate requirements. This is likely to vary from one student to the next.
ACADEMIC COURSEWORK REQUIREMENTS
for ASHA Certification
effective January 1, 2005

I. Specific Coursework/Credits

Students must complete:

- A minimum of 75 semester credit hours in coursework that addresses the knowledge and skills pertinent to the field of speech-language pathology
- At least 36 of the 75 hours must be completed at the graduate level
- Coursework in each of the following four areas:
  
  Biological Sciences  
  Physical Sciences  
  Social/Behavioral Sciences  
  Mathematics

II. Program of Study – Knowledge Outcomes

Students must complete a program of study that includes “academic coursework sufficient in depth and breadth to achieve the following outcomes”:

(a) oral and written communication skills sufficient for entry into professional practice
(b) knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases
(c) knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates for the following areas:

i. articulation
ii. fluency
iii. voice and resonance
iv. receptive and expressive language in speaking, listening, reading, writing, and manual modalities
v. hearing
vi. swallowing
vii. cognitive aspects of communication
viii. social aspects of communication
ix. communication modalities

(d) 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 correlates of the disorders.
(e) knowledge of standards of ethical conduct
(f) knowledge of processes used in research and the integration of research principles into evidence-based clinical practice
(g) knowledge of contemporary professional issues
(h) knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.
LIST OF OFF-CAMPUS CLINICAL PRACTICUM SITES

Students will complete two off-campus practicum assignments.

The following are placements that served as practicum sites in recent semesters. Not all sites accept students each semester however.

Public Schools

Concord  Stratham  Rollinsford
Somersworth  Dover  Farmington
Exeter  Oyster River  Portland, ME
Hampstead  Greenland  Bedford, NH
Nottingham  Rollinsford  Falmouth, ME
Windham  Manchester  Newmarket
Newburyport, MA  Plaistow  Rochester

Hospitals

Portsmouth Hospital
Catholic Medical Center, Manchester, NH
Maine Medical Center, Portland, ME
New England Rehabilitation Hospital, Portland, ME
HealthSouth Rehabilitation Hospital, Concord, NH
Exeter Hospital, Exeter, NH
Cheshire Medical Center, Keene, NH
St. Joseph's Hospital, Nashua, NH
Elliot Hospital, Manchester, NH
Dartmouth-Hitchcock Medical Center
Northeast Rehabilitation Hospital, Salem, NH
York Hospital, York, ME
Southern NH Medical Center, Nashua, NH
Wentworth-Douglass Hospital, Dover, NH
Midcoast Hospital, Brunswick, ME
St. Mary's Hospital, Lewiston, ME
Whittier Hospital, Haverhill, MA
Mercy Hospital, ME

Other

Richie McFarland Children's Center, Stratham, NH
Crotchet Mountain Rehabilitation Center,
Lakeview Neuro Rehabilitation Center, Effingham Falls, NH
Home Health Hospice, Nashua, NH
Exeter Healthcare, Exeter, NH
Harborside Northwood, Bedford, NH
Northeast Hearing and Speech Center,
Portland, ME
HEAR in NH, Hooksett, NH
Nashua Center for Multiply Handicapped
The Department of Communication Sciences and Disorders, in accordance with ASHA's Standard V-A, has each student complete a formative assessment process. The goal of the formative assessment process is to monitor the student's acquisition of knowledge and skills. Ongoing assessment helps students and their academic and clinical instructors to systematically track and document progress toward the attainment of learning outcomes (Rassi, 1999).

ASHA Standard V-A: Formative Assessment

The applicant must meet the education program's requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills.

Implementation:

Formative assessment yields critical information for monitoring an individual's acquisition of knowledge and skills. Therefore, to ensure that the applicant pursues the outcomes stipulated in Standard III and Standard IV in a systematic manner, academic and clinical educators must have assessed developing knowledge and skills throughout the applicant's program of study. Applicants may also be part of the process through self-assessment. Applicants and program facilities should use the ongoing assessment to help the applicant achieve requisite knowledge and skills. Thus, assessments should be followed by implementation of strategies for acquisition of knowledge and skills.

The applicant must adhere to the academic program's formative assessment process and must maintain records verifying ongoing formative assessment. The applicant shall make these records available to the Council for Clinical Certification upon its request. Documentation of formative assessment may take a variety of forms, such as checklists of skills, records of progress in clinical skill development, portfolios, and statements of achievement of academic and practicum course objectives, among others.

SCHEDULE:

The Formative Assessments will occur in February of year one and November of year two for all CSD graduate students. If however a student is experiencing challenges prior to their initial formative assessment, self-identified or via faculty reports, an interim review meeting will be scheduled. (refer to attached Interim Review Process)

**Provisional Students:** Two formative assessments need to be completed prior to your completion of the CSD graduate program. Your start date for the FA process described below will depend upon your anticipated graduation date. (example: if your graduate program will be 3 years in duration, your first FA would occur in February of year two). If you have questions about when your initial FA will occur, please see the FA coordinator.
1. Describe the student's significant areas of achievement or growth.

2. Describe the student's significant challenges.

3. Describe key areas of growth observed since the last assessment.

4. Suggest goals for the student.

**DOCUMENTATION:**

All of the student assessments and signed meeting summaries will be kept in students' departmental files.

*Examples of Potential Areas for Growth/Achievement*

**Academic:**
- Demonstrates solid theoretical knowledge base
- Integrates related coursework
- Independently supplements presented materials
- Maximizes faculty resources
- Active learner
- Performs beyond basic course requirements

**Clinical:**
- Effectively applies theoretical knowledge
- Understands the clinical process
- Responds appropriately and utilizes supervisors' feedback
- Produces quality written documentation in timely manner
- Developing effective clinical writing skills
- Demonstrates creativity and flexibility

**Professional/Interpersonal:**
- Respects and maintains client confidentiality
- Presents and interacts in a professional manner
- Understands and establishes effective client/therapist boundaries
- Seeks out support from faculty and classmates in an appropriate manner
- Demonstrates interest in and commitment to the profession
- Independently assumes responsibility for completion of requirements
- Works well in team settings
<table>
<thead>
<tr>
<th>Criteria</th>
<th>High Pass (4 pts) 'A+'</th>
<th>Pass (3 pts) 'B-' to 'A'</th>
<th>Conc. Pass (2 pts) 'C-' to 'C+'</th>
<th>Fail (0 pts) 'D-' to 'F'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated</td>
<td>Superior demonstration of ability to see the &quot;big picture&quot;. Draws clear connections between themes being probed and also brings in other related arguments to support response</td>
<td>Acceptable demonstration of ability to see the &quot;big picture&quot;. Draws clear connection between themes being probed</td>
<td>Some difficulty seeing the &quot;big picture&quot;. Responds to all areas being probed but demonstrates a lack of understanding of how themes relate to one another</td>
<td>Inability to see the &quot;big picture&quot;. Responds to themes independently to one another</td>
</tr>
<tr>
<td>Comprehensive</td>
<td>All parts of the question are addressed superiorly, demonstrating insights above and beyond that being probed</td>
<td>All parts of the question are addressed adequately</td>
<td>One or more important aspects of the question are not addressed adequately resulting in lack of sufficient information</td>
<td>Substantial proportion of concepts being probed are not addressed at all or are expressed inadequately</td>
</tr>
<tr>
<td>Documented</td>
<td>Cites relevant literature and/or other sources to support response</td>
<td>Alludes to relevant literature as sources without specific citation of literature</td>
<td>Ideas expressed are somewhat consistent with current thinking on topic but much of response is subjective and undocumented</td>
<td>Response is almost entirely subjective with no citations of relevant literature; no explanation of sources for ideas expressed; primarily opinions unsupported by facts</td>
</tr>
<tr>
<td>Organized</td>
<td>Outstanding presentation; ideas flow smoothly; evidence of superior ability to translate thoughts into narrative</td>
<td>Adequately conveys thoughts in a coherent manner responds to all points probed in question</td>
<td>Response is somewhat disorganized; thoughts do not follow smoothly; strays from topic into unrelated areas</td>
<td>Response is highly disorganized and incoherent; large portion of response veers off to unrelated topics</td>
</tr>
<tr>
<td>Accurate</td>
<td>Outstanding presentation of arguments as well as counterarguments; clear ability to see different sides of a question</td>
<td>Statements and supporting arguments are factual and well-reasoned</td>
<td>While most of response is accurate and on-topic there are inconsistencies in terms of reporting false or unsubstantiated information</td>
<td>Serious concerns with accuracy; presents misinformation throughout response</td>
</tr>
<tr>
<td>Relevant</td>
<td>Entire response relates directly to areas probed in question; arguments presented are consistent with recommended practices in the field</td>
<td>Response is on-topic for the most part and covers primary points being probed in question</td>
<td>While significant portions of the response clearly address areas probed in question there is a tendency to veer off-topic and confuse the nature of the question</td>
<td>Substantial veering off-topic; providing large portions of information that are unrelated to the question asked; failure to include most important material in relation to areas probed</td>
</tr>
</tbody>
</table>
Tips in Preparing for and Taking Comprehensive Exams

The following tips were compiled based on recommendations from two sources: current members of the faculty and graduate students who recently completed their comprehensive exams. While this is by no means an exhaustive list, it should be helpful in preparing for the exam. Tips are not listed in any particular order of importance.

STUDYING FOR COMPS

1. Don't overlook studying information that may not have been included in any particular class. Examples, by no means exhaustive, include professional issues and special education laws as they pertain to our profession.

2. When studying for comps, individually or in groups, try to avoid the minutia and instead focus on broad issues and their corresponding implications, especially in relation to assessment and treatment. Get accustomed to providing rationale for your responses.

3. Actual questions will resemble the style and format of sample questions available to students in the Graduate Handbook. Most importantly, comp questions will encourage students to call upon knowledge gleaned from multiple classes, unlike exams taken in individual courses where questions, comprehensive as they might be, are confined to the particular content of the subject area covered in class. Study with these factors in mind.

In preparing for comps it may be helpful to practice outlining responses to "mock" questions and completing your response within a designated time frame. Use the sample questions provided in the Graduate Handbook or have different members of your study group (if this applies) prepare comparable comp practice questions.

5. In preparing for comps, keep in mind the departmental philosophy that you should possess and demonstrate competence across all areas of the profession.

6. Supplement class notes and assigned readings with material from current literature in our major professional journals.

7. Pace yourself when preparing for comps. Some find it helpful to begin early and slowly and then intensify studying the last two weeks before the exam. Do what works best for you.

TAKING THE EXAM

8. Do not study for, nor write responses to, questions with a particular professor in mind. Remember, any professor may write a question in any area. This may include professors with whom you haven't taken a particular class.

9. Be sure to answer ALL parts of a question and stay on topic. Many find an outline helpful prior to writing their essay.

10. You will not be evaluated based on how much you write but rather what you write. Be certain to address key points clearly and coherently.
THESIS

UNIVERSITY GUIDELINES

• Obtain a copy of the Thesis and Dissertation Manual from the Graduate School or via the Graduate School Website.

• Conduct independent research and prepare a scholarly paper for submission to the Graduate School.

• Must enroll for a minimum of 6 thesis credits (CSD 899), usually spread out over the time in which thesis activities are occurring. No credit is given until the completed thesis is defended successfully in an oral defense, approved by the thesis committee, and accepted by the Graduate School. Once accepted, credit is granted (no grades, just CR).

• Two copies of the approved thesis, ready for binding, must be submitted to the Graduate School Office by the deadline published in the Graduate School calendar. A bound copy should be given to the thesis advisor and Department. The candidate may wish to give other committee members an unbound copy.

• Stringent guidelines regarding spacing, margins, pagination, headings, tables, paper quality (50% cotton rag content) and so forth.

• If your thesis involves the use of human subjects you must receive approval of your research protocol from the Institutional Review Board (IRB) prior to data collection. This includes surveys and questionnaires. Forms are available in the Research Office.

If a thesis or any part of it is published, acknowledge this work was from a thesis that was submitted to the Graduate School at the University of New Hampshire as part of the requirements for completion of the master’s degree should appear.

DEPARTMENT GUIDELINES:

• Thesis may be taken in lieu of comps.

• Theses are completed under the direction of a Thesis Chair who agrees to serve in this role and two additional members of your committee. Faculty members will decide whether or not they wish to participate in a thesis. Their decision is based in part on the research topic (relative to faculty interests and expertise in that area), faculty workload, and confidence in a student’s ability to complete the project in a timely and effective manner.

• The Department has no definitive timelines as to when students must select their topic, identify their committee, complete their prospectus, finish and defend the thesis, and submit the final product to the graduate school. Students work with your Thesis Chair and get started as early as possible.

• Student must complete an oral defense with the thesis committee at the conclusion of the thesis process. The defense is more of a discussion with the committee in which the student explains the project and findings, responds to committee members’ needs for clarification, perhaps discusses next steps in their research agenda, and points out things they may have done differently.

• APA Format: Required (Publication Manual of the APA).

• Thesis Chair must sign a special grade report to change IA’s for CSD 899 to CR. Students submit this paperwork to the Graduate School along with copies of their thesis.
c. **How will you do it?** What methods will you use to answer the questions you are posing? The goal is to identify research techniques appropriate to your project. These can take various forms including a carefully controlled lab experiment, a public opinion survey, and interviews. They may involve one or a combination of quantitative and/or qualitative methods.

For an example of how to structure a Prospectus:
http://www.ccom.ua.edu/cstudies/gradsite/pdf/prospectus.pdf

Once you have completed your prospectus, it should be submitted to all members of your thesis committee for review.

2) **Submit request for IRB approval** — when performing research, especially when human subjects are used, it is necessary to receive approval from the UNH institutional review board. You may also need to receive permission from an IRB or similar committee at the site in which you will be conducting your research.

There is ample information regarding the IRB process on the graduate school website; including all application forms and guidelines:
http://www.unh.edu/osr/compliance/irb.html

It is important to note that, all documents you will be providing your subjects during the research process will need to be submitted to the IRB for approval. Possible forms you will need to submit may include, but are not limited to: a. consent to participate in research form; b. demographic information sheet; c. debriefing form; d. copies of surveys, questionnaires and other forms you will be using. Even if you have created your own form for use in the research, it will need to be submitted to the IRB.

You should consult with your thesis advisor as to what you will need to include based on your research method.

It is important to note that, upon submission of your IRB application, it is not uncommon that the IRB will ask for many specific revisions and clarifications of your submissions. **DO NOT BE ALARMED!** This does not mean that you will not receive approval, but the IRB must be meticulous to ensure that your research is ethical and appropriate for human subjects to participate. If you respond to their specific clarifications, you should be fine and cleared for approval. Be certain to allow sufficient time in the process for the IRB to grant final approval of your project. In some rare situations this can take a few months.

Also, if you forget to include something for your research that you realize needs to be submitted for IRB approval, you can always submit an addendum to your IRB request. However, you should aim to ensure that you have all documents in place for the first submission.

If approved, you will receive a letter of approval from the IRB. You should save this document as it is necessary to include in your bound thesis.

3) **Literature Review** - A literature review discusses pertinent published information in the same or similar subject areas to yours. It typically combines both summary and synthesis. A summary is a recap of previous information whereas a synthesis is a re-organization, or a reshuffling, of that information. It might give a new interpretation of old material or combine new with old interpretation or it might trace a progression in how the area of interest has been conceptualized by others. You may also need to evaluate these sources or information.

If you take Penny Webster's *Language Disorders Birth to Five* class during your Fall semester, you will get a good idea as to how to write a literature review. Still, there are some differences when preparing a literature review for a thesis.
Sample Timeline for Conducting Thesis

FALL YEAR ONE

• Begin thinking about the possibility of doing a thesis.
• Attend the department’s thesis informational meeting.
• Go on-line and download all thesis guidelines from the Graduate School website.
• Identify a general area of interest (e.g., Child Language, AAC, TBI).
• Contact a faculty person to brainstorm ideas related to your area of interest.

SPRING YEAR ONE

• Enroll in Research Methods class.
• Generate a specific research question and hypotheses.
• Identify the chair of your thesis committee.
• Identify other members of your thesis committee.
• Write Prospectus and submit draft to thesis committee chair.
• Send copies of Prospectus to other committee members.
• Meet with committee chair and finalize Prospectus.
• Notify Graduate School of intent to do thesis and composition of committee.
• Consult with committee chair and then submit research proposal to the Internal Review Board (IRB) for approval.

SUMMER YEAR ONE

• Revise research proposal based on input from IRB.
• Complete first draft of literature review (Chapter 1)

FALL YEAR TWO

• Enroll in COMM 899 (thesis) for 3 credits.
• Resubmit proposal to IRB (following input from committee chair)
• Approval of IRB.
• Revise chapter 1 based on input from committee chair.
• Make changes and then send chapter 1 to other committee members.
University of New Hampshire  
Department of Communication Sciences & Disorders  

**Essential Functions** for Graduate Program Admission and Continuance  
**06/07/2010**

**Introduction**

The goal of the UNH graduate program in the Department of Communication Sciences and Disorders is to educate and prepare students to become speech-language pathologists, ready to begin the Clinical Fellowship experience. Speech-language pathologists have an ethical responsibility, to our profession and our clients, to provide services in a competent and professional manner. Inherent in that expectation is the reality that certain essential skills are required to practice as a speech-language pathologist. These essential functions, as distinguished from academic standards, include communication, motor, cognitive, sensory and behavioral-social abilities that are necessary for satisfactory completion of all aspects of the curriculum and for professional practice. Students must demonstrate these essential functions in order to meet the requirements for graduation and national certification. Many of these skills will be learned and developed over the course of the graduate program through coursework and clinical experiences.

The essential functions are described on the following pages and are presented in two columns; one indicating basic skills that should be present on program entry and the second column details more complex skills to be acquired throughout the program.

Students accepting our offer of admission as well as students in the program are expected to demonstrate these essential functions with or without reasonable accommodations in order to successfully complete degree requirements. The department will not discriminate on the basis of race, color, creed, national origin, gender, sexual orientation, religion, age or disability. Students who believe they may require accommodations to meet the essential skills requirements due to a disability should contact the Disability Services for Students (DSS) office at 862-2607 ext. Our Department is committed to supporting students with reasonable accommodations to complete their course of study.

Essential functions are also referenced as “Technical Standards” in the following documents:

- Americans with Disabilities Amendments Act of 1990 Title II. 28 C.F.R Part 35 Subpart B – General Requirements Sec. 35.130 (6) general prohibitions against discrimination
- Section 504 of the Rehabilitation Action of 1973. 34 C.F.R Part 104. Subpart E – Postsecondary Education Sec. 104.44 (a) Academic adjustments

**Essential Functions**

A student must possess adequate skills to:

<table>
<thead>
<tr>
<th>Program Entry Skills: Communication</th>
<th>Acquired Skills: Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate proficiency in both oral and written language in the language of instruction</td>
<td>Perceive and demonstrate appropriate non-verbal communication for culture and context</td>
</tr>
<tr>
<td>Accurately model English phonemes and other target productions</td>
<td>Modify communication style to meet the communication and cultural needs of clients, caregivers and other persons served</td>
</tr>
<tr>
<td>Possess reading and writing skills sufficient to meet curricular and clinical demands</td>
<td>Demonstrate effective verbal and written communication with clients, colleagues, other professionals and community groups, Prepare appropriate client documentation, reports and scholarly papers required in coursework and professional practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Entry Skills: Motor</th>
<th>Acquired Skills: Motor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustain necessary physical activity level in required academic and clinical activities</td>
<td>Efficiently manipulate testing and treatment environment and materials without</td>
</tr>
</tbody>
</table>
warning and in unpredictable ways.  

staff and other professionals under all conditions, including potentially stressful situations.

Be willing to learn and abide by ethical and professionals standards of practice
Be open to feedback and willing to take measures to change his or her behavior when it interferes with productive therapeutic and collegial relationships

Possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility and tolerance to allow for effective professional relationships

Manage the use of time effectively to complete professional and technical tasks within realistic time constraints

Adhere to established dress codes for practicum setting

Remain free from substance abuse and/or chemical dependency

Graduate Student Statement

By signing below, I certify that I have read and understand each essential function and believe I am able to meet the standards with or without accommodation. I understand that if I require accommodations, following University policy, I must register with the "Disability Services for Students" (DSS office) and provide an Accommodation Letter to my appropriate faculty and my Academic Advisor each semester. I also agree to inform my academic advisor, in writing, of any changes in personal physical and/or mental health status that may compromise my ability to demonstrate the needed essential functions and provide competent services to clients served. I understand that should I fail to meet and/or maintain these technical standards with or without reasonable accommodation (as recommended by and in consultation with DSS), that I may be advised to discontinue the program.

______________________________  ____________________
Signature of Graduate Student  Date


(2003). Essential Functions of Candidates for Program Admission
Western Washington University.
http://www.ac.wwu.edu/~csd/essential%20functions.htm

prepared by ad- programs in Communications Sciences and and Continuance.
Community standards of behavior are intended to preserve and protect the University's educational mission of teaching, research, and public service as well as promote every student's academic achievement and personal development. To attain these aspirations, students must live, work, and learn in an environment of civility and respect where both rights and responsibilities are deeply valued and highly cherished ("Student Rights, Rules, and Responsibilities, 1996-1997").

The Department of Communication Sciences and Disorders shares the University commitment to providing an environment that promotes learning and scholarship. This obligation carries with it a responsibility to intervene when that environment is threatened.

In addition, the Department of Communication Sciences and Disorders acknowledges its role as a gate keeper in graduating students, both at the undergraduate and graduate levels, whose conduct is consistent with that presented in the "Code of Ethics" of the American Speech-Language-Hearing Association (ASHA, 1994), (see attached). Quoting from the Preamble of ASHA's Code of Ethics, "The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations in the professions of speech-language-pathology".

Principles IV from the Code of Ethics states, "Individuals shall honor their responsibilities to the professions and their relationships with colleagues, students, and members of allied professions. Individuals shall uphold the dignity and autonomy of the professions, maintain harmonious interprofessional and intraprofessional relationships, and accept the profession's self-imposed standards.

Prospective speech-language pathologists and audiologists, Communication Sciences and Disorders undergraduates and graduate students will enter a human service field where communication skills are founded on mutual respect, responsibility and trust in relationships with the clients and families they serve, and other team members with whom they interact. These are qualities that should be apparent in students pursuing the Communication Disorders major. An absence of these same qualities is unacceptable in that they compromise the learning environment, and raise questions about students' ability to take their place within the profession.

"Students Rights, Rules, and Responsibilities" (with which all students should be familiar) describes the judicial, academic, and administrative policies and procedures for acting on violations of university rules and policies. The right of students for due process, timely and written notification, representation, review by impartial parties, and the rights of appeal are also described in the document. In addition to the standards addressed in the existing university policies and procedures, the Department of Communication Sciences and Disorders has identified several expectations related to students' professional and ethical conduct.

Expectations:

1. Students will demonstrate effective interpersonal skills that symbolize valued attributes of the profession (e.g., nonjudgmental, caring, respectful, and recognizing the dignity and worth of all individuals)

2. Students will demonstrate emotional stability and professional integrity in their interactions with colleagues, faculty, staff, and clients.

3. Students will display acceptable professional or pre-professional conduct toward colleagues, faculty, staff, and clients associated with the UNH Speech-Language-Hearing Center and field placements. Students will refrain from pursuing personal relationships of a non-professional nature with clients, staff, or faculty who are affiliated with the Department of Communication Sciences and Disorders.

4. Students will respect the confidentiality of information pertaining to clients seen in the UNH Speech-Language-Hearing Center and elsewhere, at all times.
B. If the faculty/staff person and student are unable to resolve the situation to the satisfaction of the former, this will be communicated in writing, from the advisor to the student. The advisor will then share the concern, orally and in writing, with the Department Chair.

Next, the advisor and Chair will meet with the student to inform the individual of next steps he/she must take in order to resolve the concern. Methods of evaluating the student's progress on stated goals will be described. Also, the time lines for meeting these steps will be established. The student, and faculty/staff person, will receive all of this information in writing within five working days of the conference.

The student will be on probation for the remainder of the semester in which the concern was raised to this level, and for the following semester (if they have not graduated, transferred, or left the University for other reasons). Probation denotes a period of time during which the student is expected to refrain from particular behaviors and/or exhibit new behavior. If the behavior presents a significant, ongoing threat to the quality of the learning environment in classroom, clinical, and/or related settings, action may be taken sooner by proceeding directly to step C2 below.

C. Mid-semester, following the semester in which the concern(s) were transmitted to the student in writing, the faculty/staff person, advisor, and Chair will meet to determine whether the stated goals have been met according to previously established criteria and timelines. That decision will be conveyed by the advisor to the student, with the corresponding consequences:

C1. Resolved - Probation status removed and all documentation to that point is removed from the student's academic folder.

C2. Not Resolved - Chair, advisor, and faculty/staff person share case with the rest of Department faculty to consider one of two actions: dismissal from major, recommendation to pursue a different major.

All students in the Department of Communication Sciences and Disorders are expected to review the ASHA Code of Ethics, the Student Handbook of Rights, Rules and Responsibilities, and this document. Upon completing the latter, students are expected to sign a statement attesting to their agreement to abide by principles delineated herein.

Endnotes:

1. Approved by faculty of the Department of Communication Sciences and Disorders on May 22, 1997.

2. Portions of this document were abstracted from the Bachelor of Social Work's Program Termination Policy for Compelling Professional or Ethical Issues.

3. The University of New Hampshire does not have any formal consensual relations policy. However, Department of Communication Sciences and Disorders faculty and staff understand that the authority and "power" they hold relative to students (real or imagined), obligates them to maintain professional relationships with students. Faculty and staff recognize their obligation to refrain from pursuing personal relationships of a non-professional nature with students from the Department of Communication Sciences and Disorders, or those with whom they will be expected to maintain a professor/student or staff/student relationship in other contexts.
Supports for Students With Disabilities

UNH and the Office of Disabilities Services for Students are committed to creating equal access for all UNH students with disabilities. It is our goal to help meet the needs of individuals registered and documented through the Office of Disabilities Services for Students, whether the disability is permanent or a temporary medical condition. The department makes reasonable accommodations to promote student independence and accessibility to all aspects of the curriculum. Students with disabilities who anticipate needs for accommodations self-identify and provide appropriate documentation to the Director of Disability Services for Students. Accommodations are identified and a written document generated. The student shares this document with all instructors and obtains their signatures, acknowledging they have been apprised of the situation.

Nondiscrimination Policy

The University of New Hampshire (UNH) seeks excellence through diversity among its administrators, faculty, staff and students. We are committed to enhancing and sustaining an educational community that is inclusive and equitable, and cherishes these values as being inextricably linked to our core mission. We are a public institution with a long-standing commitment to equal employment and educational opportunity for all qualified persons. The University does not discriminate on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, or marital status, in admission or access to, or treatment or employment in, its programs or activities.

Inquiries regarding discrimination should be directed to the Director of Affirmative Action and Equity, (603) 862-2930V/TTY; or to the Boston Office, Office for Civil Rights (OCR), U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921, Telephone: (617) 289-0111 Voice, (617) 289-0150 Fax, (877) 521-2172 TDD. Email: OCR.Boston@ed.gov; or to the Executive Director, State of New Hampshire Commission for Human Rights (NHCHR), 2 Chenell Drive, Concord, NH, 03301-8501, Telephone: (603) 271-2767 Voice, (603) 271-6339 Fax. Email: humanrights@nhca.state.nh.us. The time limitations for filing complaints are: with UNH, one year; with OCR, complaints of discrimination must ordinarily be filed within 180 days of the last act of discrimination. If your complaint involves matters that occurred longer ago than this and you are, requesting a waiver, you will be asked why you did not file your complaint within the 180-day period, and with NHCHR, a charge MUST be filed within 180 days of the last date of discrimination. Under certain circumstances a charge may be filed up to 300 days from the date of alleged discrimination. If you are beyond 180 days, contact the Commission immediately to find out if you have the basis to file a timely charge.
STEPS TO ASHA CERTIFICATION and State Licensure

Review all contents of Graduate Handbook

Visit ASHA web site to view information on Membership & Certification http://www.asha.org

Complete Academic and Clinical Requirements of Graduate Program

Take Comprehensive Exams when eligible; usually summer of 2nd year; File on-line Intent to Graduate with the graduate school

Secure employment Locate CFY Supervisor

Complete ASHA paperwork for Certification/Membership; Graduate Coordinator will need to review and sign paperwork (this information can be completed prior to locating a job) Complete and submit Clinical Fellowship Registration Agreement.
Code of Ethics

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.

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.

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

**Rules of Ethics**

A. 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.

**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.

**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.
Disclaimer: The American Speech-Language-Hearing Association disclaims any liability to any party for the accuracy, completeness, or availability of these documents, or for any damages arising out of the use of the documents and any information they contain.

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http://www.asha.org/docs/html/ET2010-00309.html

4/19/2010
Welcome!
New Hampshire Speech-Language Pathology Governing Board

The site was developed to provide items of interest to licensees, applicants, and consumers. It is our hope that the site is useful and informative. We invite you to contact the office with your comments, suggestions or further information on specific questions.

Board Members

The Board of Speech-Language Pathology consists of 5 members who serve a 3 year term. A Board member is only allowed to serve 2 consecutive 3 year terms. By New Hampshire Statute RSA 328-F:4 the Board must be comprised of the following members:

The Board is currently looking for one speech-language pathologist to serve a 3 year term on the Board. Please contact the Office of Licensed Allied Health Professionals at 603-271-8389 if you are interested in becoming a member of the Speech-Language Pathology Governing Board.

Available Seats

There is currently an opening for an speech-language pathologist on the Board. Please contact the Office of Licensed Allied Health Professionals at 603-271-8389 if you are interested in becoming a member of the Speech-Language Pathology Governing Board.

Initial Licensure

To apply for an Initial New Hampshire license or to reinstate a New Hampshire license, please contact the Office of Licensed Allied Health Professionals at 603-271-8389 to request a packet.

License Cycle

All Speech-Language Pathology licenses expire December on 31 in every odd numbered year per New Hampshire Statute RSA 328-F:19. Depending on when your application is approved a license may be valid for a few months of the two-year cycle. Initial license fees are not prorated. Renewal notices are sent out from the office no later than October 15 of the renewal year. Continuing education requirements are dependent on initial and ongoing timelines of licenses.

Recently Moved?

Whether moving around New Hampshire or relocating to another state, every licensee is obligated to notify this office of any changes. Allied Health law RSA 328-F:21 states "Licensees shall maintain their current business and home address on file with the applicable board. Any changes in address shall be provided to the office no later than 30 days from the date of the change." Keeping your file information current is your responsibility.

For more ASHA publications please go to http://asha.org/doc/html