

**RESOLUTIONS ENDORSED BY THE MEMBERS OF THE COUNCIL OF ACADEMIC
(FORMERLY GRADUATE) PROGRAMS
IN COMMUNICATION SCIENCES AND DISORDERS: 1980-Present**

Listed below, in chronological order, are all of the resolutions which have been "approved" or "passed" by members of the Council of Academic Programs in Communication Sciences and Disorders (CGPCSD) (formerly the Council of Graduate Programs in Communication Sciences and Disorders - CGPCSD) during the plenary sessions conducted at each Annual Conference, at least insofar as the published Proceedings of each conference accurately present the resolutions and their dispositions. Note, however, that no formal resolutions are reported as having been presented during the Third Annual Conference (1982).

Resolutions which were introduced between 1980 and 1992 but which did not gain majority approval were excluded from this compilation. Those resolutions which were withdrawn by the maker, were not considered because of lack of support, or were referred to the Executive Board also are omitted. All resolutions from 1992 forward are included.

It is important to note that defeated and referred resolutions also may convey important information regarding the views and "positions" of Council members at any given point in time. In selected cases, these were included, however, omission of reference here to any specific issue, should not be taken as evidence that the issue has not been considered by the Council.

Approval dates are indicated in brackets following each resolution. Where necessary, non-bold-faced parenthetical explanations (distilled from the "Whereas" statements associated with a resolution) have been included simply to clarify the intent/purpose of the resolution.

CONFERENCE #1: 1980 St. Louis, MO

- 80-1 RESOLVED**, that a task force from the Council be formed to explore problems associated with the National Examinations in Speech Pathology and Audiology required for ASHA clinical certification. [May, 1980]
- 80-2 RESOLVED**, that the Council study problems concerning the role and status of clinical supervisors and disseminate information to the membership regarding different models used by different institutions. [May, 1980]
- 80-3 RESOLVED**, that, in addition to its other concerns, the promotion of research and the advancement of knowledge in the profession become an integral part of the mission of the Council. [May,1980]
- 80-4 RESOLVED**, that the Council consider sponsoring a management training workshop in conjunction with the annual national meeting. [May, 1980]
- 80-5 RESOLVED**, that the Council explore the relationship of training programs to the Clinical Fellowship Year. [May, 1980]
- 80-6 RESOLVED**, that the Council form a committee to study:
- (a) the requirements as defined in the current ETB accreditation process
 - (b) the procedures governing the interaction of the training program with ETB.
- [May 1980]

- 80-7 RESOLVED**, that the Executive Board of the Council continue to develop an appropriate structure to communicate with other professional organizations. [May, 1980]
- 80-8 RESOLVED**, that the Council explore the proposition that the clinical training offered by university programs cannot be divorced from the academic process and, therefore, a single ETB accreditation procedure is appropriate for the evaluation of all aspects of a training program. [May 1980]
- 80-9 RESOLVED**, that the Council form a committee to study the impact of the creation of a third Certificate of Clinical Competence, (Language), in order to provide answers to questions such as:
- (a) Would creation of a third certificate necessitate a three-track program?
 - (b) Would granting of the third certificate be dependent upon the prior granting of one or both of the existing certificates?
 - (c) What impact would the granting of a third certificate have on program modification, including curriculum, number of faculty, certification of faculty, space needs, etc. [May, 1980]
- 80-10 RESOLVED**, that the Council Executive Board continue to pursue optimum means for interfacing with federal funding agencies. [May, 1980]
- 80-11 RESOLVED**, that the Council Executive Board take appropriate steps to acquire data with respect to federal, state, and private funding agency philosophies, standards, priorities, and operations for dissemination to the Council membership. [May, 1980]
- 80-12 RESOLVED**, that the Council Executive Board take appropriate steps to acquire data with respect to graduate training program philosophies, standards, priorities, and operations for dissemination to the Council membership. [May, 1980]
- 80-13 RESOLVED**, that the Council and its Executive Board continue to develop liaison with groups such as school superintendents, directors of special education, state departments of education and personnel planning committees, and state speech-language-hearing associations for the purposes of enhancing Council relationships with governmental funding agencies. [May,1980]
- 80-14 RESOLVED**, that the Council Executive Board consider the scheduling of future Council meetings designed to foster the exchange among Council members of funding experiences, problems, solutions, etc. [May, 1980]

CONFERENCE #2: 1981 St. Louis, MO

- 81-1 RESOLVED**, that the National Council of Graduate Programs in Speech and Language Pathology and Audiology request that all directors of graduate training programs in speech-language pathology and audiology provide data on the number and types of student financial awards as well as on the setting, location, type of employment, and age of clients served by 1980-81 master's degree graduates. This data should be provided to

the Council by December, 1981, if the ASHA does not plan to conduct such a survey before January, 1982. [May, 1981]

- 81-2 RESOLVED**, that the Council go on record supporting categorical grants as opposed to block grants and recommend that individual members contact their Congressmen to support such a concepts. [May, 1981]

CONFERENCE #3: 1982 St. Louis, MO

No resolutions are reported in the 1982 Proceedings as having been introduced during the Third Annual Conference. [May, 1982]

CONFERENCE #4: 1983 St. Louis, MO

- 83-1 RESOLVED**, that the Council encourage graduate programs to pursue service delivery policies and practices which facilitate the development of perceptions of economic worth on the part of students in speech-language pathology and audiology. [April, 1983]
- 83-2 RESOLVED**, that the Executive Board study the efficacy of defining and describing undergraduate courses in Communication Sciences and Disorders which could contribute to the liberal arts and sciences education of students in other disciplines. [April, 1983]
- 83-3 RESOLVED**, that the Executive Board study the efficacy of assisting in the education of graduate program faculties with respect to various models for recovering and retaining funds generated by program-related service facilities. [April, 1983]
- 83-4 RESOLVED**, that the Executive Board study the efficacy of assisting in the education of graduate students with respect to innovative and economically efficient alternative service delivery systems, including those for rural populations. [April, 1983]
- 83-5 RESOLVED**, that the Executive Board reaffirms its commitment to the master's degree or its equivalent as being the minimum level of preparation for entry into the profession. [April, 1983]
- 83-6 RESOLVED**, that the Executive Board study the efficacy of a re-examination of the roles that might be played by aides in alternative service delivery systems that are being developed in response to societal economic realities. [April, 1983]
- 83-7 RESOLVED**, that the Executive Board communicate with ASHA concerning efforts that might be undertaken toward encouraging insurance companies to provide coverage for services provided by speech-language pathologists and audiologists. [April, 1983]
- 83-8 RESOLVED**, that the Executive Board communicate with ASHA concerning efforts that might be undertaken toward encouraging insurance companies to provide coverage for services provided by speech-language pathologists and audiologists. [April, 1983]
- 83-9 RESOLVED**, that the Council initiate with all deliberate speed a comprehensive study of Ph.D. education in Communication Sciences and Disorders and that, in so doing, the Council

- play a major leadership role in conceptualization, formulation, and executive of the study,
- give serious thought to data collection strategies that include not only questionnaires but also such procedures as written program descriptions, interviews, and site visits,
- explore cooperative endeavors with ASHA if such would enhance the feasibility and quality of the study, and
- disseminate the results of the study to all Council members. [April, 1983]

83-10 RESOLVED, that the Council reaffirms its commitment to the continuation of addressing issues related to doctoral education. [April, 1983]

83-11 RESOLVED, that the Council reaffirms its commitment to the establishment and application of professional standards; and further **RESOLVED**, that the Council reaffirms its commitment to the Standards Council of the American Speech-Language-Hearing Association as the parenting source of the professional standards which influence academic and clinical preparation programs in communication sciences and disorders. [April, 1983]

83-12 RESOLVED, that the Executive Board transmit the following resolutions to the ASHA Standards Council:

- (a) **RESOLVED**, that ETB recognize that “minimum requirements” are, in fact, indicators and should be interpreted within the context of each standard in the evaluation of an educational program.
- (b) **RESOLVED**, that ETB effect organized and consistent communication among all components of the accreditation process, including 1) ETB, 2) the site visitors, 3) the accreditation applicant, and 4) the ASHA National Office staff.
- (c) **RESOLVED**, that ETB take steps to ensure that site-visit teams are trained to function in a consistent manner.
- (d) **RESOLVED**, that ETB encourage and support the implementation of standards which facilitate innovation and change in graduate programs. [April, 1983]

83-13 RESOLVED, that the Council endorse and support efforts of the ASHA Committee on Joint Applications to frame a combined ETB/PSB application review and site visit. [April, 1983]

83-14 RESOLVED, that the Council recognizes ETB accreditation as an indicator of program quality; and further, **RESOLVED**, that the Council urge its members to seek ETB accreditation; and further, **RESOLVED**, that the Executive Board pledge its assistance, by providing information regarding to consultative services, to Council members seeking ETB accreditation.

83-15 RESOLVED, that the Council endorses the concept of research orientation as a component of the master’s degree curriculum. [April, 1983]

83-16 RESOLVED, that the Executive Board inform ASHA of the Council’s support of continued efforts to validate all of the standards programs under the auspices of the Clinical Certification Board, the Continuing Education Board, the Education and Training Board, and the Professional Services Board. [April, 1983]

- 83-17 RESOLVED**, that the Council endorses the concept of “core curriculum” in the basic processes of human communication and its disorders. [April, 1983]
- 83-18 RESOLVED**, that the Council endorses the concept of research orientation as a component of the master’s degree curriculum. [April, 1983]
- 83-19 RESOLVED**, that the Executive Board communicate to ASHA the Council’s belief that validation studies of ASHA standards programs, particularly in the context of any RFP under current consideration, be based upon an analysis of competencies and content validity as well as analysis of job skills. [April, 1983]

CONFERENCE #5: 1984 St. Louis, MO

- 84-1 RESOLVED**, that the Council endorses the concept that the bachelor’s degree should not be the entry level for the profession of Communication Sciences and Disorders. [April, 1984]
- 84-2 RESOLVED**, that the Council recommends that educational programs in Communication Sciences and Disorders offer courses appropriate for general University requirements and/or electives and service courses. [April, 1984]
- 84-3 RESOLVED**, that the Council recommends that educational programs in Communication Sciences and Disorders consider developing a minor which emphasizes normal processes of communication. [April, 1984]
- 84-4 RESOLVED**, that the Council believes that undergraduate programs in Communication Sciences and Disorders serve both as a discipline and as pre professional education. [April, 1984]
- 84-5 RESOLVED**, that the Council believes that the appropriate undergraduate preparation for Communication Sciences and Disorders includes a broad-based background in liberal arts and sciences. [April, 1984]
- 84-6 RESOLVED**, that the Council affirm the need for computer literacy of faculty and of students when they exit from the master’s degree program. April, 1984]
- 84-7 RESOLVED**, that computer technology be integrated with ongoing program activities such as academic course work, clinical activity, and administration. [April, 1984]
- 84-8 RESOLVED**, that this Council affirm the need for additional dissemination of information concerning evaluation of commercially available software. [April, 1984]
- 84-9 RESOLVED**, that the Council affirm the need for establishment of a network to facilitate software exchanges within Communication Sciences and Disorders. As pre professional education. [April, 1984]
- 84-10 RESOLVED**, that this Council affirm the position that the proper place for in-depth exploration of communication disorders and the major portion of practicum experience

is at the master's degree level. [April, 1984]

- 84-11 RESOLVED**, that this Council takes the stand that clinical supervision is teaching and that clinical teaching should be considered as an aspect of professional performance when evaluation an individual for rehiring, promotion, or tenure. [April, 1984]
- 84-12 RESOLVED**, that university clinics are appropriate and valuable for the provision of clinical services and the clinical education of students and that the continued existence of such clinics is supported. [April, 1984]
- 84-13 RESOLVED**, that this Council encourages programs to include a thesis or other productive research employing the scientific method as a required aspect of the master's degree program. [April, 1984]
- 84-14 RESOLVED**, that this Council takes the stand that program autonomy be maintained in regard to the nature of the culminating experience at the conclusion of a master's degree program (e.g., oral and/or written comprehensive examinations). [April, 1984]
- 84-15 RESOLVED**, that master's degree programs in Communication Sciences and Disorders should emphasize current, relevant information which is taught with a historical perspective and that under these conditions, master's level education is sufficient for clinical employment as a speech-language pathologist or audiologist. [April, 1984]
- 84-16 RESOLVED**, that this Council endorse the principle that master's degree programs may provide information in the area of professional practices and issues (e.g., legal aspects, personnel management, private practice). [April, 1984]
- 84-17 RESOLVED**, that the Program Committee of this Council consider as a future agenda item for a conference "The Role of the Clinical Teacher in the University Setting" and that clinic coordinators be encouraged to attend the conference in addition to program directors. [April, 1984]
- 84-18 RESOLVED**, that the Program Committee of this Council consider as a future agenda item for a conference the topic of education and computer technology in master's degree program. [April, 1984]
- 84-19 RESOLVED**, that the Executive Board inform the Standards Council of the American Speech-Language-Hearing Association that the Council of Graduate Programs in Communication Sciences and Disorders supports implementation of Resolution IX-M formulated at the 1983 National Conference on Undergraduate, Graduate, and Continuing Education. Resolution IX-M: Resolved that the requirement for the Certificates of Clinical Competence in Speech-Language Pathology and Audiology include a minimum of six semester hours of credit in direct research endeavors and/or course work in the philosophy and methods of sciences. [April, 1984]
- 84-20 RESOLVED**, that the Executive Board inform the Standards Council of the American Speech-Language-Hearing Association that the Council of Graduate Programs in Communication Sciences and Disorders supports implementation of Resolution IX-A formulated at the 1983 National Conference on Undergraduate, Graduate and

Continuing Education. Resolution IX-A: Resolved that research experience be recognized as an acceptable component of the Clinical Fellowship Year experience. [April, 1982]

84-21 RESOLVED, that the Executive Board inform the Standards Council of the American Speech-Language-Hearing Association that the Council of Graduate Programs in Communication Sciences and Disorders supports implementation of Resolution IX-N formulated at the 1983 National Conference on Undergraduate, Graduate, and Continuing Education. The Council suggest implementation of this resolution through ASHA's standards program.

Resolution IX-N: Resolved that our profession strongly reaffirm its commitment to the development of an attitude of critical thinking and an understanding of research philosophy as appropriate to the education process in communication sciences and disorders. [April, 1984]

84-22 RESOLVED, that the Council reaffirms its support of doctoral curricula in Communication Sciences and Disorders remaining flexible enough to permit persons to individualize their doctoral programs consistent with their career goals. [April, 1984]

84-23 RESOLVED, that the Council recommends ASHA facilitate the identification of special client populations which could be accessible to those engaged in research; and further **RESOLVED**, that the Council recommends ASHA facilitate the identification of laboratory facilities that could be accessible to those engaged in research. [April, 1984]

84-24 RESOLVED, that the Council endorse the view that University clinical facilities be considered as a relevant resource for research. [April, 1984]

84-25 RESOLVED, that the Council strongly endorses the continuation of federal support for graduate programs in Communication Sciences and Disorders. [April, 1984]

CONFERENCE #6: 1985 St. Louis, MO

85-1 RESOLVED, that the Council of Academic Programs in Communication Sciences and Disorders recognizes that the supervision of clinic practicum is clinical teaching and when individuals are engaged in such activity they are performing an important teaching function; and be it further,

RESOLVED, that the Executive Board of the Council of Graduate Programs in Communication Sciences and Disorders be directed to establish a Committee to study, in cooperation with appropriate concerned groups, terminology relative to titles of clinical supervisory personnel, evaluation procedures, and career advancement for such individuals in academic settings. [April, 1985]

85-2 RESOLVED, that programs which are members of the Council of Graduate Programs in Communication Sciences and Disorders initiate avenues through which clinical instructors may further their personal and professional development. [April, 1985]

85-3 RESOLVED, that institutions which are members of the Council of Graduate Programs in Communication Sciences and Disorders review their policies concerning

participation of individuals primarily engaged in clinical teaching in program decision making and expand such opportunities for participation wherever feasible and appropriate. [April, 1985]

85-4 RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders endorses the response of the Education Standards Board and the Professional Standards Board to synchronize Education Standards Board/Professional Standards Board procedures for programs seeking both Education Standards Board and Professional Standards Board accreditation at the same time. [April, 1985]

85-5 RESOLVED, that the Council of Graduate Programs in Communication Sciences and disorders recognizes and appreciates the approximate 20 year success of the Educational Standards Board stands program and supports its continuation. [April, 1985]

85-6 RESOLVED, that the Educational Standards Board be encouraged to undertake an item analysis of site visit team reviews to determine common areas of specific deficiencies and discriminating aspects of the review, and be it further
RESOLVED, that these data be disseminated in an appropriate and timely manner. [April, 1985]

85-7 RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders recommends that the ASHA Standards Council develop a mechanism to evaluate the adequacy of scholarship requirements in the present Educational Standards Board accreditation standards. [April, 1985]

85-8 RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders recommends to the ASHA Standards Council the abolishment of the Clinical Fellowship Year, as presently conceived, and/or adopt (sic) an alternative. [April, 1985]

85-9 RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders recommends to the Educational Standards Board that they clarify how program quality is evaluated—whether in terms of process, product, or both. [April, 1985]

85-10 RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders recommends to the Standards Council that the Clinical Certification Board explain to the membership the construction and revision processes of the National Examination in Speech Pathology and Audiology and its role in the accreditation process. [April, 1985]

85-11 RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders supports the efforts of ASHA and Educational Testing Services to study the concept of a National Examination in Speech Pathology and Audiology practice examination similar to that available for the Preliminary Scholastic Aptitude Test or the Graduate Record Examination prior to the National Examination in Speech Pathology and Audiology. [April, 1985]

85-12 RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders encourages the Standards Council of ASHA to explore alternative models

to the clock hour tabulation requirements to assure clinical competence of program graduates for certification. [April, 1985]

- 85-13 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders recommends to the Standards Council of ASHA that the Clinical Certification Board and the Educational Standards Board observation requirements be made parallel.
- 85-14 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders requests the Educational Standards Board to reevaluate the 6:1 student/faculty ratio and that justification be requested from the Educational Standards Board for the maintenance of this ratio or for any proposed changes in this ration. [April, 1985]

CONFERENCE #7: 1986 St. Louis, MO

- 86-1 RESOLVED**, that ASHA be urged to locate appropriate insurance carriers to make available, to members and to students, comprehensive liability insurance coverage for clinical activities; and further **RESOLVED**, that ASHA be urged to locate appropriate insurance carriers to make available to members comprehensive liability coverage for teaching, administrative, and research activities. [April, 1986]
- 86-2 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders actively lobby for federal support for services for handicapped children and adults and for the education of persons to serve the needs of the handicapped; and further **RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders encourage ASHA to place a high priority on efforts of the Governmental Affairs Department to offset the potential negative effects of the Gramm-Rudman-Hollings legislation on the field of Communication Sciences and Disorders and to provide the levels of financial support necessary to accomplish that goal. [April, 1986]
- 86-3 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders recommend to all undergraduate programs that students be permitted to earn no more than 50 practicum hours at the undergraduate level. [April, 1986]
- 86-4 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders reaffirms its support of the minimum requirements stipulated by ASHA for the supervision of practicum, both at on-campus and at off-campus facilities. [April, 1986]
- 86-5 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders urge the ASHA Professional Standards Council to develop a data base which will provide adequate information for the justification or modification of current requirements that 25% of therapy sessions and 50% of diagnostic sessions must be directly observed by the clinical supervisor. [April 1986]
- 86-6 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders recommends that ASHA continue to develop and conduct workshops on academic program marketing, accounting, cost analysis, and other management issues. [April, 1986]

- 86-7 RESOLVED**, that ASHA be urged to continue to update and disseminate information regarding third party reimbursement for speech-language pathology and audiology services,; and further **RESOLVED**, that ASHA be urged to continue to explore the possibility of encouraging more extensive participation by insurance companies in third party reimbursement for speech-language pathology and audiology services. [April, 1986]
- 86-8 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders develop an annotated reference list of funding sources known to assist in the support of clinical education and that this listing be make available to the membership. [April, 1986]
- 86-9 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders poll its membership for the purpose of collecting data which reflect current practices of equating clinic clock hours to credit hours. [April, 1986]
- 86-10 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders gather from and disseminate to its members information concerning program and institutional policies on faculty participation in private practice. [April, 1986]
- 86-11 RESOLVED**, that the ASHA be urged to continue an active public education campaign targeting State Boards of Education, State Departments of Education, and/or State Legislatures, in an effort to upgrade certification requirements to the master's degree level; and further **RESOLVED**, that academic programs in Communication Sciences and Disorders be urged to exert special efforts to upgrade state certification requirements to the master's degree level. [April, 1986]
- 86-12 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders establish a program designed to inform nonmember programs of the benefits of membership in the Council of Graduate Programs in Communication Sciences and Disorders. [April, 1986]
- 86-13 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders recommends that the ASHA Professional Standards Council remove from the requirements for the CCC any arbitrary limitation on the number of master's thesis credit hours which may be applied toward the satisfaction of certification requirements. [April, 1986].
- 86-14 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders once again strongly recommend to the Professional Standards Council that the CFY requirement be dropped for CCC applicants. [April, 1986].

CONFERENCE #8: 1987 St. Louis, MO

- 87-1 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders go on record as supporting the decision of the ASHA Professional Standards Council that after January 1, 1994, graduation from an ESB-accredited program be a Requirement for the Certificates of Clinical Competence. [April, 1987]
- 87-2 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders recommends disapproval of proposed ESB minimum standard 3.4 (because the direct linkage of an accreditation standard to a certification requirement arising external to the accreditation process imposes a direct constraint on accreditation standards; and because proposed ESB standard 3.4 is directly defined only through reference to whatever academic and clinical requirements exist, or may come to exist, among the requirements for the CCC). [April,1987]
- 87-3 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders recommends that ESB minimum requirement 4.1 be modified by deleting reference to the ASHA Requirements for Clinical Certification and that a substitute for the current ESB minimum requirement 4.1 be phrased as follows: "The program must demonstrate the manner in which its students can obtain an appropriate distribution of supervised clinical practicum experience (because when professional organizations use accreditation primarily as a tool to be employed in the process of certifying practitioner members, the focus of the accreditation process is shifted and can result in the improper use of accreditation as a means for assuring the qualifications of the individual practitioner). [April,1987]
- 87-4 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders recommends that each graduate program develop a viable format for the initial graduate-level practicum experience which involves direct supervision of student clinicians by professional staff members who are primary employees of the graduate program; and further **RESOLVED**, that such initial graduate-level supervised practicum may take place at sites other than an in-house clinical service facility. [April,1987]
- 87-5 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders recommends that ESB standards specify a minimum requirement of 400 clock hours of supervised clinical practicum experience with no more than 100 hours being allowed for parent/family counseling and professional staffings of clients being served by the student clinician. [April,1987]
- 87-6 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders recommends that the ASHA Professional Standards Council require that at least two full-time faculty members who hold the doctorate from recognized regionally-accredited institutions of higher education be employed in each area for which ESB accreditation is granted. [April.1987]
- 87-7 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders requests representation and participation in the development by the ASHA of any specialty recognition program(s) and mechanism(s). [April,1987]

CONFERENCE #9: 1988 St. Louis MO

- 88-1 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and

to study and make recommendations for changes in curricular requirements for increasing the quality of undergraduate education; and further be it

RESOLVED; that among the issues to be studied are:

- a. broad-based preparation in the liberal arts and sciences,
- b. prerequisites for entry into a major in communication sciences and disorders (identify the disciplines and course content provided by those disciplines that can provide majors in communication sciences and disorders with knowledge in the normal processes of human communication).
- c. length of the undergraduate major,
- d. curricular requirements of the undergraduate major, such as increasing the emphasis on normal processes of communication and reducing the emphasis on practicum,
- e. development of undergraduate honors programs in communication sciences and disorders,
- f. development of prototype undergraduate preprofessional and nonclinical programs for majors in communication sciences and disorders.
- g. development of courses in the normal processes of human communication that are appropriate for inclusion in the core curriculum of a university, and
- h. use of faculty from other disciplines to teach basic sciences underlying human communication processes; and further be it

RESOLVED; that the Task Force report at the 1989 meeting of the Council of Graduate Programs in Communication Sciences and Disorders on its findings and its recommendations for action. [April,1988]

88-2 RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders encourage the generation and dissemination of scientific, experimental data on which to base curricular decisions. [April, 1988]

88-3 RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders recommends an increase in the minimum number of Ph.D.s required in a program as a standard for ESB approval of that program. [April,1988]

(BECAUSE OF THE POSSIBLE IMPLICATIONS REGARDING CGPCSD MEMBERS' 1988 VIEW TOWARD THE CLINICAL DOCTORATE ISSUE, IT SHOULD BE NOTED HERE THAT THREE RESOLUTIONS BASICALLY SUPPORTIVE OF SUCH A DEGREE WERE STRONGLY REJECTED—HENCE, ARE NOT SUMMARIZED HERE. THESE RESOLUTIONS APPEAR ON PAGES 72-73 OF THE 1988 PROCEEDINGS.)

88-4 RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders reaffirms its recommendation to the Council on Professional Standards that the Clinical Fellowship Year be abolished as a requirement for the Certificate of Clinical Competence. [April,1988]

88-5 RESOLVED, that the Program Committee of the Council of Graduate Programs in Communication Sciences and Disorders will include as one discussion topic on the agenda for the 1989 conference the following issue: "Meeting the Needs of Culturally Diverse Populations". [April,1988]

88-6 RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders recommends that NCATE approve only those undergraduate programs in communication sciences and disorders that do not qualify graduates with bachelor's

degrees for certification or license to practice speech-language pathology or audiology in the public schools. [April,1988]

88-7 RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders recommends that NCATE accept ESB accreditation as satisfying the NCATE standards for master's-level education leading toward teacher certification. [April,1988]

88-8 RESOLVED, that the assembled membership of the Council of Graduate Programs in Communication Sciences and Disorders recognize the leadership and contributions that George W. Newberry has provided as Chairperson of Local Arrangements for its nine Annual conferences and bestow upon him the title of Local Arrangements Chairman Emeritus, entitled to all the rights and privileges of membership in this Council, including the opportunity to attend subsequent annual conferences and to bask in its proceedings without having to worry whether the air conditioning is operative in the meeting rooms, whether the prime rib/fish count is accurate, whether everyone is on the bus back home, and whether his arrangements made possible a new friend, a new insight, a new listening ear. [April,1988]

CONFERENCE #10: 1989 Tampa, FL

89-1 RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders study, define, and develop a position regarding those programs (which may remain unaccredited in 1994 but may continue to prepare public school and/or state licensed speech-language pathologists), their Master's level graduates, and the resultant two tier system for clinical preparation. [April, 1989]

89-2 RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders recommends the Council on Professional Standards postpone implementation of any new ESB standards until sometime after 1994. [April, 1989]

89-3 RESOLVED, that the Ad Hoc Committee on Standards Promulgation be charged with presenting the results of its study at the 11th Annual Conference on Graduate Education in a form and manner prescribed by the Conference planning committee. [April, 1989]

89-4 RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders strongly urges the ASHA Council on Professional Standards to eliminate from the proposed accreditation standards (February, 1989) all language which mandates program compliance with any specific requirement established in the ASHA "Standards for the Certification of Clinical Competence." [April, 1989]

89-5 RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders Executive Board be authorized to submit a report of the Ad Hoc Committee to Review Proposed ESB Standards (which was described to Council representatives in attendance at the current Conference), as amended by action of the CGPCSD in April 1989, in whatever form it deems appropriate, to the Council on Professional Standards as representing the views of the CGPCSD membership. [April, 1989]

CONFERENCE #11: 1990 Tampa, FL

90-1 RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders request that the American Speech-Language-Hearing Association investigate the publication of centralized resources which would catalogue cultural and linguistic differences associated with multi-cultural populations. [April, 1989]

90-2 RESOLVED, (given the new 1993 standards for the CCC in Audiology would require a minimum of 40 clock hours in the “selection and use: amplification and assistive devices for children,” and given that children in need of amplification is a low incidence population”, that the Council of Graduate Programs in Communication Sciences and Disorders urge the Council on Professional Standards in Speech-Language Pathology and Audiology to combine practicum requirements 3 and 4, to read “selection and use: amplification and assistive devices for both children and adults,” and be it further **RESOLVED**, that a minimum of 80 clock hours be required in this category without specifying minima for children or adults. [April, 1990]

CONFERENCE #12: 1991 Tucson, AZ

91-1 RESOLVED, that the Executive Board of the Council of Graduate Programs in Communication Sciences and Disorders establish an ad hoc committee to develop and identify the variables or criteria that can be used as a guide for self-study and improvement of the quality of master’s and doctoral degree programs in communication sciences and disorders. [April, 1991]

91-2 RESOLVED, that the Executive Board explore ways to enhance the availability of post-doctoral fellowships of interest to individuals in communication sciences and disorders and to inform the membership about these opportunities. [April, 1991]

91-3 RESOLVED, that the Council develop a mechanism by which programs could share and disseminate information concerning their curriculum and flexibility in achieving and exceeding the new accreditation guidelines. [April, 1991]

RESOLUTION SUPPORTING “REPUTATIONAL SURVEYS” AND RECOMMENDING THAT THE COUNCIL CONDUCT SUCH A SURVEY WAS DEFEATED.

CONFERENCE #13: 1992 Scottsdale, AZ

92-1 RESOLVED, that the Council of Academic Programs in Communication Sciences and Disorders, meeting in Scottsdale on the occasion of its Thirteenth Annual Conference on Graduate Education, commends both Scottsdale and Phoenix, Arizona for having evidenced civic sensibility to the significance and magnitude of Dr. Martin Luther King,

Jr's accomplishments; and be it further RESOLVED, that this resolution be transmitted, by the Executive Board of the Council of Academic Programs in Communication Sciences and Disorders, directly to those individuals and organizations which are working actively in Arizona to establish official statewide observance of Dr. King's birthday. [April 1992]

92-3 RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders recommends to the ASRA Council on Professional Standards in Speech-Language Pathology and Audiology that ESB Standard 2.6 and its implementation be replaced by the following:

The program must maintain an adequate Instructional staff to student ratio at the graduate level. A ratio of one full-time equivalent member of the instructional staff to six full-time equivalent master's level students in the program is recommended. If the actual ratio differs from the recommended ratio, the program must demonstrate that there is no negative effect upon the education of students. [April 1992]

92-4 RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders recommends that the Executive Board of the American Speech-Language-Hearing Association delay implementation of any increased fees schedule for ESB accreditation until at least the following conditions have been satisfied: (1) detailed and comprehensive budgetary information, including actual ESB costs and revenues, has been provided to the CGPCSD and to other interest parties; (2) reduction of the ASHA's subsidization of this accreditation program has been explained in terms which are consistent with past priorities, past practices, and any existing Association policies which have permitted or mandated subsidization; and (3) evidence has been provided showing that the ASHA Executive Board has critically examined other alternative plans for the containment or reduction of ESB accreditation costs; and be it further **RESOLVED**, that these concerns and recommendations of the Council of Graduate Programs in Communication Sciences and Disorders be transmitted directly to the Executive Board of the ASHA, to the ASHA Council on Professional Standards in Speech-Language Pathology and Audiology, and to other individuals and organizations directly affected by changes in accreditation fees. [April 1992]

92-6 RESOLVED, that the ASHA Council on Professional Ethics be urged to consider the implications and advisability of including equivalency standards in the Principle of Ethics II.A. in the ASHA Code of Ethics. (Practitioners who do not hold an ASHA Certificate of Clinical Competence but who hold licensure in Speech-Language Pathology or Audiology in states where licensure requirements are identical to, or even exceed, the CCC requirements of ASHA would be considered in violation of the Rule of Ethics II.A. in the Code of Ethics because they do not hold the appropriate CCC.) [April 1992]

RESOLUTION SUPPORTING ABOLISHING THE STIPULATION BY THE EDUCATIONAL STANDARDS BOARD THAT A SIX TO ONE STUDENT/FACULTY RATIO AS REQUIREMENT FOR ACCREDITATION WAS DEFEATED.

RESOLUTION SUPPORTING ASHA'S INVESTIGATION OF A SUPERVISION MECHANISM TO ALLOW PERSONS NAMED IN 92-6 TO SUPERVISE STUDENTS IN THEIR AREAS OF EXPERTISE WAS DEFEATED.

CONFERENCE #14: 1993 Charleston, SC

- 93-1 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders reaffirm its support of the doctoral degree as “one possible,” not as “the only,” entry level degree in Audiology. [April 1993]
- 93-2 RESOLVED**, that the issue of the development of professional doctorates should be separated from the issue of the minimal requirements for entry level into the professions. [April 1993]
- 93-6 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders proposes that an ad hoc joint committee between the Council and the ASHA, comprised of equal representation from each, be established to study the issue of education accreditation, standard setting, and implementation; and further, **RESOLVED**, that a preliminary report will be provided by November 1993, with final report of recommendation submitted no later than February 1994 to both the Council and the ASHA for action. [April 1993]
- 93-7 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders supports the goal of working toward a separate and independent peer-guided educational accreditation process and that the Executive Board of the Council be empowered to take action toward that goal on behalf of its membership. [April 1993]

93-8 Resolution: Mission Statement

RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders affirms the following Mission Statement as an accurate and current expression of the roles and activities of the CGPCSD; and further, **RESOLVED**, that the Long Range Planning Committee (LRPC) be directed to develop recommended future Council initiatives and priorities based upon the foregoing Mission Statement; and further, **RESOLVED**, that the CGPCSD Executive Board be directed to review the Council’s Articles of Incorporation and Bylaws in order to identify the need (if any) for amending either document to conform with the foregoing Mission Statement. [April 1993]

Council of Graduate Programs in Communication Sciences and Disorders

MISSION STATEMENT

Adopted: April 24, 1993

Council of Graduate Programs in Communication Sciences and Disorders is committed to enhancing the quality of all aspects of graduate education in communication sciences and disorders. As an organization representing administrators and faculties involved in master’s, doctoral, and post doctoral preparation of audiologists, speech-language pathologists, and speech-language and/or hearing scientists, the Council’s purposes include: advancing the goals and effectiveness of graduate education programs, including the promotion of research and the definition of educational standards; facilitating the exchange of scholarly and professional information; and fostering initiatives to enhance the preparation of students in ways that are congruous with the public needs.

In accomplishing these purposes, the Council

- develops and promulgates position statements on issues which concern communication sciences and disorders, including those related to personnel preparation;
- advocates at regional, national, and international levels for graduate programming in communication sciences and disorders;
- serves as an advisory agent to other professional and scholarly organizations, to governmental departments, to legislative bodies, and to the university community;
- collects and disseminates information relevant to graduate education;
- promotes and provides activities for department administrator, faculty, and staff development, and
- fosters quality education through curricular enhancement and instructional improvement activities. [April 1993]
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CONFERENCE #15: 1994 Scottsdale, AZ

- 94-1 RESOLVED**, that the CGPCSD support the general thrust of the Principles of Accreditation developed by the Joint Ad Hoc Committee on Accreditation and encourage the Committee to develop revised models of accreditation consistent with these principles. [April 1994]
- 94-2 RESOLVED**, that the Council consider and propose standards for the educational preparation of paraprofessionals to work under the supervision of qualified providers in speech-language pathology and audiology. [April 1994]
- 94-4 RESOLVED**, that the Council consider developing a resource mechanism and database to be available to programs needing to enhance and/or ensure their program viability in terms of centrality, demand, and quality. [April 1994]
- 94-5 RESOLVED**, that the Council consider developing a handbook/manual or and/or some formal training mechanism for crisis intervention for programs whose status is threatened; and further, **RESOLVED**, that this manual/handbook be applicable as a general administrative training guide for program directors. [April 1994]
- 94-6 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders reiterates its firm position that the professional doctorate should be regarded as one possible—but not as the only—entry-level degree for the profession of audiology; and further, **RESOLVED**, that the CGPCSD immediately accelerate and broaden its effort to ensure that graduate programs and institutional administrations are informed accurately and completely of the actual implications associated with the recommendations of ASHA’s 1993 Legislative Council; and further, **RESOLVED**, that the CGPCSD inform the Council on Professional Standards in Speech-Language Pathology and Audiology of the CGPCSD’s reaffirmation of its opposition to requiring a professional doctorate for entry in the profession of audiology; and further, **RESOLVED**, that the CGPCSD commend the Council on Professional Standards in Speech-Language Pathology and Audiology for the thoughtful and deliberate approach thus far adopted by the Standards Council in relating to the recommendation of the 1993 Legislative Council; and further, **RESOLVED**, that the Council on Professional Standards be urged to defer action on the modification of entry-level audiology requirements until evidence is available regarding consumer need/demand for such modification and until evidence is available regarding the feasibility and efficacy of professional doctorate programming in audiology. [TABLED] [April 1994]

CONFERENCE #16: 1995 Sarasota, FL

- 95-1 RESOLVED**, that the CGPCSD urge the Standards Council to eliminate the requirement for the 100% on-site presence of a certified speech-language pathology/audiology supervisor. [April 1995]
- 95-2 RESOLVED**, that the CGPCSD recommend to the Standards Council that the certification and accreditation standards be amended to equate four (4) quarter credit hours to three (3) semester credit hours in academic instruction. [April, 1995]
- 95-3 RESOLVED**, that the term competency-based instruction or any reference to it not be used in establishing and implementing accreditation guidelines. [April, 1995]
- 95-4 RESOLVED**, that the CGPCSD examine the feasibility of establishing computer-based communication systems (e.g., bulletin board, ListServ, World Wide Web page) to facilitate the sharing of data and information among academic programs. [April, 1995]
- 94-5 RESOLVED**, that the CGPCSD reaffirm that the professional doctorate must be an earned degree from a regionally accredited institution; and further **RESOLVED**, that the CGPCSD does not support the concept of “entitlement” (i.e., granting permission to use an academic title without completion of academic degree requirements). [April, 1995]
- 95-5 RESOLVED**, that the CGPCSD develop guidelines including model curricula for preparing personnel across the levels of education in speech-language pathology and audiology. [April, 1995]

CONFERENCE #17, 1996 San Diego, CA

- 96-1 RESOLVED**, that the Executive Board establish a working group on undergraduate education in communication sciences and disorders, and that included in the charges to that group would be:
- a. to promote the development and dissemination of undergraduate curricular models
 - b. to investigate the process of student assessment (including that for determining admission to graduate schools) and its fairness and accuracy in assessing all areas of student competence (i.e. academic, scientific, and clinical)
 - c. to clearly delineate the differences in content and goals of paraprofessional training, preprofessional training preparation, and undergraduate education. [April, 1996]
- 96-2 RESOLVED**, that the Executive Board of the Council of Graduate Programs in Communication Sciences and Disorders consider revising the mission and the by-laws of the organization to include a broader membership consistent with the continuum of preparation; and further, **RESOLVED**, that the Executive Board consider revising the name of the organization to reflect the changes in membership and mission. [April, 1996]
- 96-3 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders strongly and unequivocally opposes the proposed ASHA name change, and further, **RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders urges the Legislative Council to rescind LC 10-95 which would change name of the American Speech-Language Hearing Association to that of ASHA: American Association of Speech-Language Pathology and Audiology. [April, 1996]
- 96-4 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders urges the Council on Academic Accreditation of the ASHA to adopt standards

which include the following:

1. An accredited program must demonstrate substantial commitment to:
 - a) the development of new knowledge relating to the understanding and/or management of human communication disorders.
 - b) the integration of scientific knowledge and principles into clinical practice.
 - c) the dissemination of new knowledge among researchers and clinicians.

The commitment may be satisfied by:

1. involvement of students in their own or faculty-initiated research,
2. commitment of resources (e.g., time, space, personnel) to research in human communication sciences and disorders,
3. collaborative research endeavors with other disciplines and/or other institutions,
4. other appropriate means. [April, 1996]

96-5 RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders endorse a revised governance structure for ASHA which would ensure representation from:

1. speech science,
2. language science, and
3. hearing sciences, and further,

RESOLVED, that the Executive Board of the Council establish a working group to promote such a revised governance structure for ASHA. [April, 1996]

96-6 RESOLVED, that the Council of Graduate Programs seek assurance that significant representation will be given to the academic and scientific membership of the ASHA in the Task Force currently being formed to restructure the governance of the American Speech-Language-Hearing Association. [April, 1996]

96-7 RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders urge its members, both verbally and in writing, to participate in (a) in the Call for Nominations for the policy-setting body (currently the Legislative Council) and the policy-implementing body (currently the Executive Board, and (b) in the subsequent elections process, and further **RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders develop and forward its own list of nominees for positions on the policy-implementation body (currently the Executive Board). [April, 1996]

96-8 RESOLVED, that the Council of Academic Programs establish a working Group on Research Needs charge to determine if an organization is needed, and if so, the mission, scope, financing, and structure of such an organization, including its relationship to the Council. The report is to be provided to the Council Executive Board on January 1, 1997.

Motions that did NOT pass

96-9 RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders strongly recommend that the American Speech-Language-Hearing Association governance restructure plan being developed for consideration by the 1996 Legislative Council include the following:

1. Representation of speech, language, and hearing science as one of the three professional specialty areas on the policy-setting body (currently the Legislative Council) of the Association, the three professional specialty areas thus being speech-language pathology, audiology, and speech-language-hearing science, and
2. Representation of each of the three specialty areas of speech-language pathology,

audiology, and speech-language-hearing sciences without portfolio on the policy implementation body (currently the Executive Board). [The Chair ruled that this motion did not pass.]

96-10 RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders establish a working group to study means by which a single, unified forum can be established for reporting research in the discipline communication sciences and disorders. *Motion was withdrawn after the CGP EB agreed to consider it under Resolution 96-8.*

96-11 RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders request that the American Speech-Language-Hearing Association implement the following strategies:

1. Reaffirm its commitment to science and researchers and the pivotal role of science and researchers to the clinical growth of the professions in a feature article in the ASHA leader or Asha magazine no later than
2. Clarify, in writing, to members, no later than that the following changes will be made to the Convention program:
 - a) poster presentations will be clearly organized and publicized, and displayed in a room that is easy to locate,
 - b) the 30 minute sessions did not “replace” 10 minute technological session but enlarged upon them and are specifically available for scientists,
 - c) scientists with important data gathered following the March 1 submission date can still submit it for consideration, and
 - d) science and researcher awards will be given by peers of awardees and not Executive Board members.
3. Direct the Research and Scientific Affairs Committee to work closely with the Special Interest Divisions, in particular Divisions 5 (Speech Science and Orofacial Disorders) and 6 (Hearing, Its Disorders and Their Diagnosis: Electrophysiology and Psychoacoustics Testing), to develop comprehensive plans for addressing the needs of scientists,
4. Implement the plan proposed by the Special Interest Divisions to conduct a conference on the needs of scientists in ASHA in Spring, 1997, and further **RESOLVED**, that the American Speech-Language-Hearing Association measure the effectiveness of these strategies and provide a report to members on a quarterly basis in the ASHA Leader. [Motion died for lack of a second, April, 1996]

96-12 RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders asks that the Legislative Council of the ASHA to rescind LC 4-92 and LC 44-93. [April, 1996]

96-13 RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders strongly recommends that the ASHA Legislative Council rescind LC 4-92 and LC 44-93 and that the Council of Professional Standards refrain from specifying the degree(s) to be granted in association with satisfying minimum educational requirements for entry into the profession. [April 1996]

96-14 RESOLVED, that the Council of Graduate Programs in Communication Sciences and Disorders conduct a reputational survey to rate research-oriented doctoral education programs. The purpose of the survey is to obtain a rating of doctoral programs, not a ranking of doctoral programs, and further, **RESOLVED**, that participation in the survey be voluntary (individual programs may choose to participate or not to participate – but only those programs that choose to participate will have their program faculty rate other

doctoral education programs in Communication Sciences and Disorders), and further, **RESOLVED**, that the cost of the survey be prorated and that doctoral education programs participating in the survey be billed for their share of the cost, and further, **RESOLVED**, that the results of this survey be distributed by the Council of Graduate Programs in Communication Sciences and Disorders. [The Chair ruled that this motion did not pass.] [April, 1996]

CONFERENCE #18: 1997 Savannah, GA

- 97-1 RESOLVED**, that the Council of Graduate Programs explore the feasibility of a standardized exam that assesses common admission criteria and which could be used to judge Master's applications. [Defeated, April 1997]
(Discussion: There are some published studies that address these issues. They demonstrate that GRE scores correlate very highly with success in graduate programs, and also that faculty ratings in letters of recommendation correlate highly with success in graduate programs. The intent of the maker of the resolution was to drive reform of UG programs. Diversity of backgrounds of applicants was noted—some with no CSD background, some with extensive.)
- 97-2 (as amended)**
RESOLVED, that all CSD programs be encouraged to identify the knowledge and skills they prefer in their admissions process. This information should be on-line and current in the Guide to Graduate Education in SLF/A. [April, 1997]
(Discussion: This would let students know how they compare to the criteria stated by graduate programs—if they had dispersion data.)
- 97-3 (as amended)**
RESOLVED, that educational programs be encouraged to work actively within their universities and states to distinguish the preparation leading to certification of speech-language pathology assistants from that leading to the bachelor's degree in communication sciences and disorders. [Defeated, April 1997]
(Discussion: Assistants should be fundamentally different, and the job should not be the “booby prize” for people who do not get into graduate school. Bachelor's graduates should not be able to go right into assistant slots. They should have to go back to learn to take orders. Some programs have put into their catalogs a disclaimer about whether the Bachelor's qualifies as an assistant. However, one person said that we should not reduce prerogatives of programs.)
- 97-4 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders support and encourage the development of CCC standards that are less prescriptive and are focused more on outcomes. [April, 1997]
- 97-5 RESOLVED**, that the CGPCSD provide information to persuade and influence the federal agencies such as NSF and NIH to increase and redirect funding for personnel preparation from post-doctoral to predoctoral fellows, at least temporarily. [Defeated, April 1997]
(Discussion: Some want to develop new funds rather than detract from what little we have now.)
- 97-6 RESOLVED**, that the CGPCSD appoint a Working Group to study and make recommendations to enlarge and strengthen pre- and post-doctoral education, including increased recruitment efforts. [April, 1997]
- 97-7 RESOLVED**, that the Council of Graduate Programs in Communication Sciences and Disorders call upon the Legislative Council of ASHA to rescind its action to designate the AuD as the preferred title for the practice of audiology [April, 1997]
(Discussion: Standards Council of ASHA has already ignored the LC recommendation on the

AuD. Some say this call should also be directed to AAA as well.)

97-8 (as amended)

RESOLVED, that the CGPCSD reaffirm that the professional doctorate must be an earned degree from a regionally accredited institution, and further that, **RESOLVED**, that the CGPCSD does not support the concept of “entitlement” (i.e. granting permission to use an academic title without completion of academic degree), and, **RESOLVED**, that the Council reaffirm its position of 1995, and disseminate its position relative to entitlement to the AFA, AAA, state licensure boards, and the National Council of State Boards of Examiners in Speech-Language Pathology and Audiology. [April 1997]

97-9 RESOLVED, that the Executive Board establish a Working Group on Sciences and Disorders and that the charge to that group shall include:

1. promoting the development and dissemination of resource materials to assist member programs in the development and implementation of meaningful educational outcomes, and
2. providing feedback to ASHA’s Council on Academic Accreditation regarding accreditation standards and guidelines pertaining to education outcomes. [April, 1997]

97-10 RESOLVED, that the undergraduate-only programs be invited to join with full voting membership to the CGPCSD.

97-12 RESOLVED, that a working group be formed to study the expansion of the membership of the Executive Board by defining the duties and composition of its members and determining the cost of such expansion and report back to the Council members at the next meeting. [Defeated, April 1997]

97-13 RESOLVED, that the Long Range Plan be reviewed and revised as appropriate in order to guide allocation of the Council’s resources. [April, 1997]

97-14 (as amended)

RESOLVED, that the CGPCSD create a Working Group to address issues of diversity. The goals of the working group will include revising the barriers which continue to prevent greater participation by minorities in academe, and to make recommendations for removing these barriers. [April, 1997]

97-15 RESOLVED, that the CGPCSD urge the ASHA Standards Council to reject the doctoral degree as the minimum entry-level academic credential for the practice of audiology. [April, 1997]

CONFERENCE #19: 1998 Palm Springs, CA

98-1 RESOLVED, that the Council develop and disseminate a set of educational materials describing all academic and career options and that these materials be used for recruitment and for advisement of students along the educational continuum. [April, 1998]

98-2 RESOLVED, that the Council endorse the concept that undergraduate education in CSD be characterized as a broad-based, scientific curriculum that may include information concerning disorders of speech, language and hearing. [April, 1998]

98-3 RESOLVED, that the Council request that ETS investigate the feasibility of developing and Advanced Graduate Record Examination in Speech, Language, and Hearing Science.

[Defeated, April 1998]

- 98-4 RESOLVED**, that the Council establish a closed listserv dedicated to sharing ideas, information, and concerns regarding the measurement of educational outcomes. [April 1998]
- 98-5 RESOLVED**, that the Council recommend that graduate programs allow applicants until April 15 to make final decisions regarding acceptance of offers of admission and financial aid for the following summer or fall semester. [April 1998]
- 98-6 RESOLVED**, that the Council encourage member programs and Related Professional Organizations to develop additional recruitment plans targeting high school and undergraduate students who are members of under-represented groups. [April 1998]
- 98-7 RESOLVED**, that the Council encourage doctoral programs in CSD to develop internships collaboratively with a wide variety of universities/colleges that employ faculty in CSD. [April, 1998]
- 98-8 RESOLVED**, that the Council facilitate collaborative opportunities between and among doctoral, master's and baccalaureate programs that will assist in preparing the professorate for understanding the variety of environments and academic cultures in which graduates will function. [April, 1998]
- 98-9 RESOLVED**, that the Council gather and disseminate information about varied models of doctoral education, such as direct progression from bachelors to doctoral education, integrated master's and doctoral programs, and interdisciplinary doctoral programs; and [April 1998]
- 98-10 RESOLVED**, that Council determine factors that lead students to 1) pursue doctoral studies, 2) discontinue doctoral studies, or 3) choose non-academic career paths upon completion of the doctoral degree; and **RESOLVED**, that representatives from terminal Master's degree programs and undergraduate programs be included in future Council initiatives regarding doctoral education. [April, 1998]
- 98-11 RESOLVED**, that the Council 1) accept the generous annual student "Singular Scholarship gift of \$5,000 from Singular Publishing, 2) establish a scholarship committee to review submitted applications, 3) appropriately publicize this new endeavor, and 4) express to Dr. Singh its thanks and appreciation for this generous gift. [April, 1998]

CONFERENCE #20: 1999 Jacksonville, FL

- 99-1 RESOLVED**, that the Council establish a Working Group to develop a plan for gathering and disseminating information regarding models and materials used to promote effective teaching. [April, 1999]

CONFERENCE #21: 2000 San Diego, CA

- 00-1 WHEREAS**, some areas of the country have relatively limited access to educational programs; and **WHEREAS**, academic programs are having a difficult time in attracting faculty members and maintaining full staffing; and **WHEREAS**, there is a need to provide continuing education opportunities to speech-language

pathology and audiology professionals; therefore, be it **RESOLVED**, That the CAPCSD supports the development of innovative and/or alternative educational/instructional programs, including a variety of models of distance learning. [April, 2000]

00-2 WHEREAS, academic plans would benefit in self-evaluation and curriculum development by having content-area specific data for their student's performances on the national certification examinations in audiology and speech-language pathology; therefore, be it **RESOLVED**, that the CAPCSD ask the Clinical Certification Board of ASHA to join us in petitioning the Educational Testing Service to disseminate student performance data by content area. The information may be provided wither by individual student report or by program report. [April, 2000]

00-3 WHEREAS, the CAPCSD recognizes that many academic programs are currently involved in the development and implementation of doctoral programs that meet the Council of Professional Standards of the American Speech-Language-Hearing Association (ASHA); and **WHEREAS**, academic programs are at different stages of the development of clinical doctorate programs and some of these programs have developed a range of experiences and approaches to the development of these programs that can be of value to those at earlier stages of program development; therefore, be it **RESOLVED**, That the CAPCSD supports and endorses the efforts of program directors from existing and developing programs to work together toward the common goal of developing quality audiology education programs; and further **RESOLVED**: that the CAPCSD encourages the collaboration of program directors to meet, share information, experiences and strategies related to the development of clinical doctoral programs; and further **RESOLVED**: that the CAPCSD recommend that these meetings should be scheduled, where possible, to coincide with existing professional meetings (e.g., ASHA, AAA, CAPCSD) and encourages programs to participate in these meetings; and further **RESOLVED**: that efforts should be made to make the resultant discussions and materials available to the widest possible audience; and further **RESOLVED**: that the CAPCSD include such activities in its future programs. [April, 2000]

CONFERENCE #22: 2002 Sarasota, FL

01-1 WHEREAS, the Council of Academic Programs in Communication Sciences and Disorders continues to investigate ways to offer its information and reports and, **WHEREAS**, the Council encourages improved accessibility of its information and data for the entire membership and, **WHEREAS**, electronic technology is becoming the preferred medium for processing and delivering information efficiently and inexpensively, **BE IT RESOLVED**, that all future editions of the conference proceedings, salary survey, and national survey will be published only on-line and located and accessible to members and other interest parties on the CAP website.

02-1 WHEREAS, the mission statement of the Council of Academic Programs in Communication Sciences and Disorders charges the Council to "serve as an

advocate for the highest standards of academic programming”, and, **WHEREAS**, advocacy for the highest standards of accreditation of programs of higher education engaged in both speech-language pathology and audiology professional education, and, **WHEREAS**, the Council of Academic Accreditation, currently the only nationally recognized accreditation body for speech-language pathology and/or audiology academic programs by the Office of Education and the Council for Higher Education Accreditation (CHEA) has the flexibility to insure that the highest quality of professional education standards are maintained for both speech-language pathology and audiology, and, **WHEREAS**, the evolution of multiple accrediting entities recognized by the national Office of Education is not in the best interest of the students that institutions serve, will dilute the validity of the accreditation process and is unnecessary in protecting the public trust,

BE IT THEREFORE RESOLVED, that

- 1) the Council of Academic Programs in Communication Sciences and Disorders is opposed to the recognition by either the Office of Education or CHEA of any new accreditation entities for speech-language pathology or audiology programs,
- 2) the Council of Academic Programs in Communication Sciences and Disorders will entreat the Council of Academic Accreditation to insure that all professional organizations with vested interests in the quality of professional education in either speech-language pathology or audiology are provided equitable opportunity for input to the standards review and implementation process, and the Council of Academic Programs in Communication Sciences and Disorders will exercise whatever influence and leadership opportunities it may have toward the goals articulated in 1) & 2) above. [April, 2002]

02-2 WHEREAS, the mission statement of the Council of Academic Programs in Communication Sciences and Disorders charges the Council to “serve as an advocate for the highest standards of academic programming”, and, **WHEREAS**, the Council of Academic Programs in Communication Sciences and Disorders, the Council of Academic Accreditation and the Council for Clinical Certification have depended on the validity of the process and high standards of the Commission on Colleges and its six regional accreditation divisions to qualify CSD academic programs for CAA accreditation, and **WHEREAS**, certain academic programs have been instituted in institutions of higher education that have been approved for Regional Accreditation in which graduate credit for life experiences has been granted that exceed the Guidelines developed by the Council of Regional Accreditation Commissions in the first place (e.g. that experiential credit should not constitute more than 25% of the credits needed for a degree or certificate), and, **WHEREAS**, the Council of Academic Programs in Communication Sciences and Disorders is committed to maintaining the public trust by not granting degrees that do not represent the academic accomplishments and rigor associated with them, and **WHEREAS**, the granting of academic degrees calls into question in the public eye all legitimate degrees granted in speech-language pathology or audiology,

BE IT THEREFORE RESOLVED THAT:

- 1) The Council of Academic Programs in Communication Sciences and Disorders will pursue whatever action that is within its power to cause changes in the current accreditation and/or certification

- standards that will provide an accreditation mechanism for non-entry level programs offering advanced degrees in either speech-language pathology or audiology, and
- 2) The Council of Academic Programs in Communication Sciences and Disorders will pursue whatever action is within its power to insure that standards adopted for accreditation of non-entry level degree programs meet minimal standards to insure the demonstration of at least the minimal knowledge and skills required of students enrolled in entry-level degree programs. [April, 2002]

CONFERENCE #23: 2003 Albuquerque, NM

- 03-1** WHEREAS, the CFCC has adopted a certification documentation requirement, the Knowledge and Skill Acquisition (KASA) and, **WHEREAS**, the KASA was adopted without the opportunity for peer review, and **WHEREAS**, the documentation required by the KASA requires unnecessary and unvalidated time and effort on the part of the students, faculty, and administrators; and, **WHEREAS** the spirit of encouraging university programs to develop innovative approaches to knowledge and skills acquisition pursuant to both the accreditation and certification standards; **WHEREAS**, students who graduate from CAA accredited programs have completed the knowledge and skills requirements for the CFCC, **BE IT THEREFORE RESOLVED THAT**
- 1) The CAPCSD petitions the CFCC not to require the KASA as part of the CCC application process, and
 - 2) Reestablish the current policy of accredited program Chair's attestation as sufficient evidence of completion of the certification requirements. [April, 2003]

This resolution was not sent to the CAPCSD membership for vote because the CFCC acted upon this issue before a ballot was due to be sent.

CONFERENCE #24: 2004 Fort Lauderdale, FL

- 04-1** **WHEREAS**, there is obvious value of studying under the tutelage of clinicians and clinical scientists other than CCC'd speech-language pathologists and audiologists from within our own and related professions (e.g., medicine, occupational therapy, physical therapy, etc.). And, **WHEREAS**, there are a growing number of individuals who have chosen to relinquish the ASHA CCC in favor of certification from another regulatory professional body and/or state licensure, and the increasing difficulty of finding a sufficient number of CCC'd individuals outside of the University who are willing/able to supervise our students in today's economic climate

And **WHEREAS** there is increased globalization of our professions and the availability to our students of clinical sites and supervisors in foreign countries whose professional governing bodies do not require the ASHA CCC for clinical

practice.

It is **RESOLVED** that the Council of Academic Programs in Communication Sciences and Disorders should promote the notion with CFCC that qualified, non-certified individuals should be allowed supervise clinical practicum of students in audiology and speech language pathology that will lead to obtaining required practicum hours.. It is further resolved that no more than 20% of the hours required for the CCC should be supervised by non- ASHA CCC'd professionals. Furthermore, it is **RESOLVED** that there are limited conditions under which supervision by non-CCC'd professionals is allowed are reflected in the attached flow chart. These conditions would apply to current holders of the CCC, and professionals from within and outside our disciplines and country that do not hold the CCC. As you will see from this flow chart, three outcomes are possible: 1) the individual would be deemed eligible to serve as a clinical supervisor, 2) the individual would be deemed ineligible to serve as a clinical supervisor, or 3) the program must submit an application to the CFCC for the individual in question to serve as a supervisor. Another element of the flow chart that is important to note, is that the TSQ recommends that individuals hold the CCC or other appropriate credential for practice (e.g., state licensure) for at least three years before becoming eligible to serve as a supervisor for students. To use the flow chart, simply follow the green arrows if the response to the boxed statement is yes (y), and the red arrows if the response is no (n). [April, 2004]

CONFERENCE #26: 2006 DESTIN, FL

06-01 Whereas, the Council of Graduate Schools (COGS) in 1997 endorsed a resolution to establish April 15 as the common national deadline for graduate students to accept an offer of financial support (scholarship, fellowship, traineeship, or assistantship) for the next academic year; and

Whereas, the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) endorsed the COGS resolution in 1999;

Therefore, be it resolved that the CAPCSD re-endorses the April 15 deadline for responding to offers of financial assistance to students admitted to graduate programs in CSD.

06-03 Whereas, clinical intervention requires essential functions in the areas of sensory, motor, cognitive, and interpersonal abilities; and

Whereas, it is important that students contemplating study for entry into the profession understand that they be able to demonstrate these essential functions; and

Whereas, it is desirable that there be uniformity across academic institutions regarding the nature of these essential functions;

Therefore be it resolved that the Council undertake the development and delineation of the essential functions of speech-language pathologists and audiologists.

CONFERENCE #27: 2007 PALM SPRINGS, CA

07-02 **Whereas**, graduate programs in speech-language pathology are required to assure that program graduates accumulate 400 hours of supervised clinical practicum, and

Whereas, 400 clinical clock hours per student that encompass the breadth of the current scope of practice with both children and adults can be difficult to obtain, and

Whereas, activities other than direct client/patient contact in clinical practicum experiences, such as academic coursework, labs, simulations, examinations, and completion of independent projects are deemed worthy of consideration as means of developing clinical skills, and

Whereas, there is a chronic national shortage of speech-language pathologists and the threat in some states of lowering licensure/certification standards, and yet a need for programs to maintain pre-graduation academic quality,

BE IT RESOLVED THAT the CAPCSD form a committee to review a) the support for specified numbers of clinical clock hours of client/patient contact as the exclusive vehicle for certification purposes, and b) the efficacy of including a variety of other forms of clinical training for the purpose of developing clinical skills AND report to CAPCSD possible alternatives that could ease the burden of 400hrs/student yet assure quality pre-graduation clinical preparation.

CONFERENCE #28: 2008 PALM HARBOR, FL

08-01 **WHEREAS** the discipline of Communication Sciences and Disorders (CSD) lacks clarity in terms of the core undergraduate knowledge it represents, and

WHEREAS there is widespread variation in the goals and curricula of undergraduate CSD programs,

BE IT RESOLVED that the Council hold a summit on undergraduate education in CSD with the goal to achieve consensus on the definition of core undergraduate knowledge within the discipline; including a comprehensive review of past positions and advisements developed by CAPCSD and others.