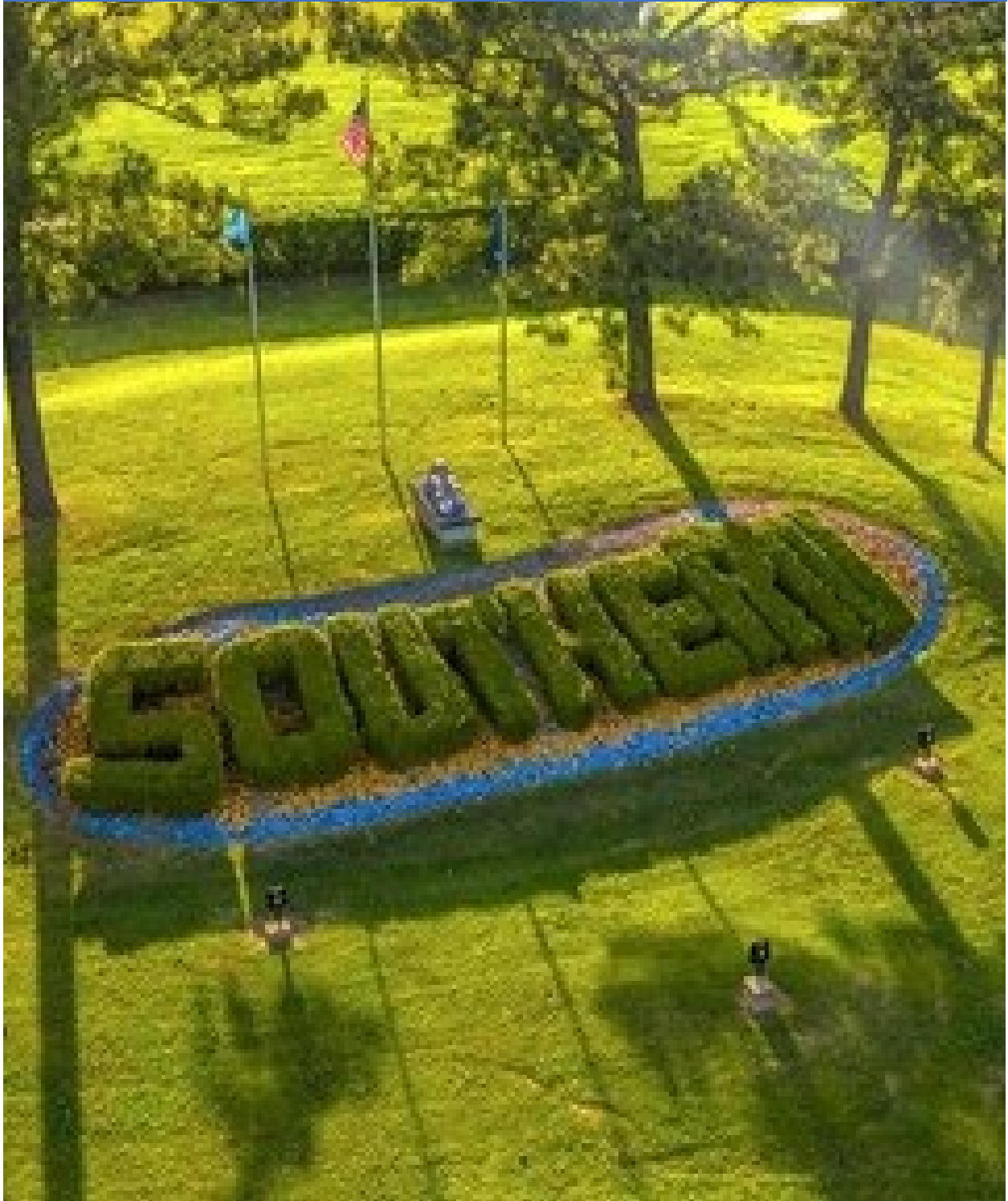


# ***Graduate Student Handbook***



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# **Southern University and A&M College Department of Speech-Language Pathology and Audiology**

## **INTRODUCTION**

Southern University A & M College is located on beautiful Scott's Bluff, overlooking the Mississippi River, in the northern part of the city of Baton Rouge, the capital of the State of Louisiana. It encompasses 512 acres of land with an additional 372-acre experimental station located five miles north of the campus. Baton Rouge is an important cultural, political, educational, and industrial center for a thriving city of more than 400,000 residents. The historically African American University is a comprehensive, publicly supported, land grant institution that is focused on teaching, research and service to the community. The University prepares students at the bachelor's, masters and doctoral levels to compete globally in their respective professions. Its admissions policy is grounded in the belief that opportunity and quality can coexist in a diverse educational environment. To this end, the University offers a wide range of learning opportunities designed to allow students of different abilities, socioeconomic levels, and cultural and linguistic backgrounds to obtain an education that is rigorous, competitive, and enduring. Southern University views diversity as vital to the health of any educational enterprise. To support this philosophy, the University takes affirmative steps to maintain a multicultural faculty, staff, and student body. The diversity is achieved principally through accessibility, assertive recruitment efforts, and multifaceted international programs.

Southern University is one of the first Historically Black Colleges and Universities (HBCUs) in the country to have offered an undergraduate degree in Speech Pathology and Audiology. From its inception in the late 1950s to today, the department has provided a safe, nurturing, and intellectually stimulating environment for students from all walks of life. In 1985, the department expanded its offerings and enrolled its first graduate students in the master's program in Communication Disorders. To date, over 1600 students have earned undergraduate and/or master's degrees in this discipline from Southern University. The master's degree program in speech-language pathology is one of the top five producers of master's degrees at Southern University, the top producer of African American speech-language pathologists in the State of Louisiana, and one of the top three producers of African Americans in this discipline in the United States.

## **Master of Science Program in Speech-Language Pathology**

Dear Students:

The faculty and staff in the graduate program in Speech-Language Pathology (SLP) would like to welcome you to Southern University and A & M College. You have selected one of the best academic and most student-centered programs in the southeastern region of the United States. The program emphasizes the use of multi-disciplinary reasoning, diverse theoretical perspectives, interprofessional collaborations and evidence-based practices in solving problems and making decisions in speech-language pathology. We are committed to preparing you to become highly qualified, critical thinking professionals who can provide effective clinical services to culturally and linguistically diverse individuals across the lifespan and in multiple settings. The program is designed to provide you with the academic knowledge and clinical experiences needed for independent professional practice in speech-language pathology.

Thank you for choosing Southern University and A&M College. We wish you every success in achieving your professional goals. Remember, your success is our success!

Faculty and Staff,

Graduate Program in Speech-Language Pathology  
Department of Speech-Language Pathology  
and Audiology  
College of Nursing and Allied Health

## **PROGRAM POLICIES AND PROCEDURES**

Southern University and A&M College offers a curriculum leading to the Master of Science Degree in Speech- Language Pathology. The Program is in the Department of Speech-Language Pathology and Audiology and is administratively housed in the College of Nursing and Allied Health. It is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech- Language-Hearing Association (ASHA). Clinical education is an integral part of the master's degree program. Opportunities at the Southern University Speech, Language and Hearing Clinic and at off-campus sites offer students the opportunity to gain clinical experience in a professional setting under the supervision of ASHA-certified speech-language pathologists and audiologists who are licensed by the State of Louisiana. Diagnostic and intervention services are available in the clinic and are a key component of the clinical education in the master's degree program.

This manual has been prepared to assist students in their academic plan of study and to clearly delineate the requirements of the graduate SLP program. The manual is designed to supplement the general guidelines of the Graduate School Catalog with information relative to this specific program. The Graduate Catalog details the official requirements of the Graduate School for completion of the Master's degree. The Graduate Catalog is available online at: [www.subr.sus/gradschool](http://www.subr.sus/gradschool). Students are responsible for becoming familiar with the policies and procedures in the Graduate catalog.

## **COLLEGE OF NURSING AND ALLIED HEALTH**

### **VISION**

1. To prepare nursing and Allied Health professionals at bachelor's, master's and doctoral levels to meet the demands of a diverse healthcare workforce
2. To advance professional competencies in Nursing and Allied Health in evidence- based practice, research, and teaching.

### **MISSION**

The mission of the College of Nursing and Allied Health is to continue to expand programs that prepare undergraduate students, graduate students, and professionals to improve health and health care for diverse populations across the lifespan and globally.

## **DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY GRADUATE PROGRAM**

### **VISION**

Our vision is to be a well-organized, highly effective program in which faculty take corporate responsibility for the curriculum through ongoing formative assessments and program evaluation. The Speech, Language, and Hearing Clinic will be a major community resource in providing both clinical and elective services to clientele across the lifespan. The highly qualified graduates of the program will routinely integrate clinical practice and research and will demonstrate cultural competence while providing services to clients in various clinical settings while advancing the field by making effective communication, a human right that is accessible and achievable for all.

### **MISSION**

The Role of the Speech-Language Pathologist as an Independent Professional Provider of Clinical Services

The mission of the Master of Science program in Speech-Language Pathology is to prepare students from diverse backgrounds who qualify to become licensed, certified speech-language pathologists (SLPs) who can:

- 1) provide ethical, evidenced based, clinical, independent services to individuals with communication disorders across the lifespan, from culturally and linguistically diverse backgrounds;
- 2) work independently and collaboratively with other professionals in various employment settings, including schools and other educational institutions, hospitals, rehabilitation centers, nursing homes, community clinics, industry, and private practice; and
- 3) educate the public and advocate for individuals with communication disorders and their families and assist them in acquiring the resources needed to enhance the quality of their lives.

The mission of the Speech-Language Pathology Program is aligned with the missions of the College of Nursing and Allied Health and Southern University. It is also linked to its overall goals and related learning outcomes which are designed to produce highly qualified speech-language pathologists through a curriculum that integrates academic rigor, clinical research opportunities, technology, and clinical skill development. Program Learning Outcomes are aligned with the latest edition (2023) of the ASHA Clinical Certification Standards.

## **PROGRAM GOALS**

The Speech-Language Pathology Program provides adequate academic and clinical education to its students who are preparing to work in schools and allied health settings. Specifically, the goals are:

- I. The program will prepare students to become highly qualified, licensed, certified speech-language pathologists who have the knowledge, skills, and disposition to provide professional services independently to individuals with communication impairments and disorders.
  
- II. The program will afford students an academically rigorous curriculum that emphasizes accountability in the application of theoretical perspectives, research principles, and evidence-based practice to ensure the effective clinical preparation of speech-language pathologists for service in a diverse society.
  
- III. The program will provide students with opportunities to acquire the foundational and professional knowledge, and the clinical experiences needed to develop evaluation skills, intervention skills, interaction and personal qualities, oral and written communication skills, and professional and ethical behavior needed to work in all clinical settings with clients from culturally and linguistically diverse backgrounds across the lifespan.

## **STUDENT LEARNING OUTCOMES**

In order to ensure that the program goals outlined above yield the successful intended results for graduate students in the Speech-Language Pathology Program, the following Student Learning Outcomes were developed for each of the Program Goals above.

- I. Students who complete the master's degree program will demonstrate acquisition of the knowledge, skills, and qualities needed for independent professional practice by passing the national certification examination in speech-language pathology.
- II. Students who complete the master's degree program will demonstrate acquisition of all ASHA Certification Standards by meeting these standards in targeted professional courses in the curriculum.
- III. Students will document knowledge of sources of evidence-based practice by accessing major research data bases in speech-language pathology and evaluating the quality of available research.
- IV. Students will demonstrate the ability to use evidence-based practices to support clinical decision making by designing and implementing evidence-based practice interventions in their clinical assignments.
- V. Students will demonstrate acquisition of clinical skill standards for certification in speech-language pathology by constructing technical reports, diagnostic/ treatment reports, diagnostic/treatment plans, and professional correspondence.

## GRADUATE FACULTY

The full-time and adjunct faculty members in the Speech-Language Pathology program are well-respected professionals in the discipline of speech-language-pathology and are known for their teaching, research, and service to students in the profession. All faculty hold the Certificate of Clinical Competence from the American Speech-Language-Hearing Association and faculty with clinic affiliations are licensed by the Louisiana Board of Examiners in Speech-Language-Pathology and Audiology.

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## **CRITERIA FOR ADMISSION**

Application to the M.S. in Speech-Language Pathology program must be made through the Graduate School at SUBR. Applications are available on the Graduate School website at <http://www.sus.edu/gradschool>. Written communication may be made to:

### **Southern University and A&M College**

The Graduate School

500 Jesse Stone Avenue #9860

Baton Rouge, LA 70813

Phone: 225-771-5390

Prospective students are urged to apply for admission as early as possible. Applicants who meet minimal admission standards of the Graduate School are referred to the graduate admissions committee in the Speech- language Pathology program for appropriate action.

### **Admission Requirements for the Graduate School**

Admission to the Graduate School requires the submission of a baccalaureate degree from an accredited college or university as well as other required documents. Official undergraduate transcripts for all undergraduate work (and graduate work pursued, if any) must accompany all applications. No application will be considered unless the complete official transcripts of the applicant's entire undergraduate (and graduate, if any) work are in the possession of the Graduate School. Therefore, no transcript will be accepted as official unless it is received directly from the registrar of the institution where the work was completed. Additionally, scores for the Graduate Record Examination, three letters of recommendation and a Statement of Purpose must be submitted.

### **Admission Requirements for the Graduate Program in Speech Language Pathology**

Some requirements for regular admission, conditional admission, and provisional admission to the SU SLP department exceed those of the Graduate School. The following requirements apply to admission to the graduate program in speech-language pathology:

#### **Regular Admission**

Bachelor's degree in speech-language pathology. Applicants have a 3.00 minimum cumulative GPA; Grade of B or better in the undergraduate SLP prerequisite courses required for ASHA certification; Participate in an interview; Three letters of recommendation – two of which must be from professors who are familiar with the applicant's academic performance.

### **Conditional Admission**

Bachelor's degree in speech-language pathology. Applicants who do not meet all admissions criteria for regular admission may be admitted for up to one academic year on a conditional basis, upon recommendation of the departmental admissions committee, provided additional evidence of capacity to do satisfactory work is presented. To qualify for conditional admission status, applicants must have a 2.80 minimum cumulative GPA; a 3.00 minimum GPA in SLP courses; and all other non-GPA requirements for regular admission.

By the end of one academic year of such conditional admission, the department must evaluate the student's performance and notify the graduate school and the student of the final action to be taken on the student's admission status as either fully accepting the student or recommending the student be dropped from degree seeking status.

Once admitted with conditional status, applicants must successfully complete 15 hours of graduate course work in the master's degree program of study in speech-language pathology within the first academic year as recommended by their assigned advisor. The applicant must maintain a minimum cumulative GPA of 3.00 in the required course work. To continue to enroll in SLP courses beyond the one-year limitation imposed by a Conditional Admission, the student must apply to the departmental admissions committee for a Change of Admission Status from Conditional to Regular. All conditions stated in the original admissions letter must be met. It is the student's responsibility to provide the documentation to the committee that these conditions have been met. Based on a review of the application and documentation, the committee will make a recommendation to the Graduate School regarding a change of status. If the admission status is not changed to Regular, the student will not be permitted to further register in any courses.

### **Provisional Admission**

Bachelor's degree in speech-language pathology. Students who have applied for admission to the Graduate School but whose credentials were not completed or received by the admissions deadline may be admitted provisionally, for one semester, upon recommendation of the departmental admissions committee. Applicants given this provisional status have met all requirements for regular admission but are missing a required document. One semester only is allowed for students who are admitted provisionally to have their credentials completed. Provisional admission has a limitation of one semester; therefore, it cannot be extended or granted for the second time to the same student. To continue to enroll in SLP courses beyond

the one-semester limitation of a Provisional Admission, a student must apply to the departmental admissions committee for a Change of Status from Provisional to Regular. This re-application must be accompanied by the original admissions letter from the Graduate School along with documents showing that the missing documents have been provided.

**NOTE:** Any level of admission to the graduate program in speech-language pathology requires a bachelor's degree in speech-language pathology, which must be completed by the date of projected enrollment. Upon acceptance, official transcript verification of the degree must be provided prior to beginning courses in the graduate program. If an applicant holds a bachelor's degree in another discipline, he/she is required to complete the necessary undergraduate courses in speech pathology prior to admission into the graduate program.

Admission to non-degree, non-matriculation graduate status requires transcript verification of a master's degree in speech-language pathology and maybe granted for the sole purpose of meeting selected current ASHA Certification Standards for applicants who already have a master's degree in speech-language pathology. Non-degree, non-matriculation status must be recommended by the Departmental Admissions Committee and approved by the Graduate School in order for this level of admission to be conferred upon an applicant for admission to graduate courses in speech-language pathology.

### **Admission Application Deadlines**

Students will be admitted to the master's degree program in Speech-Language Pathology in the fall semester only. The deadline for submitting applications will be posted on the SUBR SLP website prior to the end of the fall semester preceding application for admission.

### **Admission of Transfer Students**

Students applying to transfer from other regionally accredited graduate schools must follow admission application procedures as outlined above. Additionally, students must be eligible for readmission at the college or university from which they transferred in order to be admitted to SUBR Graduate School. Students applying to transfer from other graduate schools should have their institutions submit transcripts and evidence of eligibility for readmission as part of their application to the Southern University Graduate Office. Failure to provide the above credentials will delay the admission process. Students may transfer up to twelve credit hours (grade of B or better) with approval by the department. Any courses accepted for transfer must show evidence of having included the appropriate current ASHA certification standards and that the student has met such standards.

### **Admission of Students with Special Needs**

Southern University does not discriminate on the basis of disability in the recruitment and admission of students, in the recruitment and employment of faculty and staff, or in the

operation of any of its programs and activities. The Coordinator of Services to Students with Disabilities is located in 246 Augustus C. Blanks Hall. Students with special needs who have been officially admitted into the graduate program of study must report their disability to the Office for Services to Students with Disabilities in order to qualify for special accommodations.

## **DISABILITY STATEMENT/POLICY**

Students with Disabilities: Americans with Disabilities Act (ADA) Accommodation

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Southern University and A & M College is committed to providing reasonable academic accommodation to students with disabilities. The Office of Disability Services (ODS) provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact The Office of Disability Services (ODS), to discuss specific accommodations for which they have received authorization.

Students needing accommodation due to a disability, but have not registered with The Office of Disability Services (ODS) please call 225-771-3546 or email [ods@sus.edu](mailto:ods@sus.edu).

Students, to whom this may apply, are required to register with the Office of Disability Services-ODS and provide the appropriate documentation to the College. Before a student can expect to receive any academic adjustment from the professor, an accommodation plan from the Office of Disability Services-ODS must be provided. Southern University A & M College seeks to provide reasonable accommodations for all qualified persons with disabilities.

The university will adhere to all applicable federal, state, local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity for all students. Upon individual request, a course syllabus can be made available in alternative forms. The student should submit supporting material to the instructor which includes accommodations and modifications as outlined by the Office of Disability Services-ODS at Southern University, Baton Rouge, LA. Students with disabilities should inform the instructor within one week after class begins of the nature and requirements so that suitable arrangements can be made to facilitate course completion.

## **STATUTE OF LIMITATIONS FOR MASTER'S DEGREE PROGRAM**

Requirements for a master's degree must be completed with credits and transcripts (including the allowable 12 transfer credit hours) that are no more than seven years old. In adherence to the Graduate School policy, the Department of Speech-Language Pathology will maintain academic and clinical records for all graduate students for a seven-year period.

# Master of Science Degree in Speech-Language Pathology Two-Year Program of Study

## YEAR ONE

### First Fall Semester

SECD 558B Neurodegenerative Dis. of Sp./Lang. (3)  
(3)  
SECD 528B Differential Diagnosis of SLP (3)  
SECD 565B Early Intervention & Assessment (3)  
SECD 500B Research Methods (3)  
SECD 567B, Adv. Clin. Prac. (3)

### First Spring Semester

SECD 530B Speech Sound Disorders  
SECD 559B Seminar in Aphasia (3)  
SECD 566B Lang. Dis & Assess (3)  
SECD 560B Stuttering Diag./Mgmt. (3)  
SECD 567 B Adv. Clin. Prac.(3)

### First Summer Term

SECD 667B Dysphagia Assess and Management  
SECD 504B Pediatric Swallowing & Feeding (3)  
SECD 568B Adv. Clin. Prac. (3)

## YEAR TWO

### Second Fall Semester

SECD 584B Aug./Alt. Comm. (3)  
SECD 583B Adv. Aural Rehabilitation (3)  
  
SECD 585B Developmental Dis, (3)  
SECD 569B Adv. Clin. Prac. (3)

### Second Spring Semester

SECD 555B Functional Organic Voice/Cleft  
SECD 599B PRAXIS Prep (3)  
SECD 571B Adv. Clin. Prac.(3)  
SECD 601B Departmental Comp Exam

### Second Summer Term (if needed)

SECD 569 Adv. Clin. Prac. (3)  
SECD 601 Departmental Comprehensive Examination (0)

*Prior to enrolling in any Advanced Clinical Practicum, students must complete a minimum of twenty-five documented clinical observation hours. In addition, a grade of "B" or better must be achieved in a disorder area and verification of standards having been met in each of the following courses: SECD 528, 530, 555, 559, 566, 560, 583, 584 prior to enrolling in a related clinic. Only students with Regular Admission Status may enroll in clinic.*

The above curriculum presumes that students have had courses in the areas listed below at the undergraduate level, with a grade of B or better. If not, the courses must be taken prior to graduation.

Anat./Phys. Speech/Hearing Mech.\*  
Aural Rehabilitation Voice Science (Preq to Voice Disorders)  
Articulation Disorders\*  
Phonetics  
Introduction to Audiology\*  
Speech and Language Development

\*Note: Needed for ASHA Certification.

In addition to the above requirements, students are expected to complete the courses listed below (minimum of 3 credits each) to meet ASHA Certification Standard IV-

A. These courses are normally taken at the undergraduate level and may be completed with a grade of “C” or better. If not, the courses must be taken prior to graduation.

Biological Sciences

Statistics

Physical Sciences (Physics or Chemistry)

Social/Behavioral Sciences

## **COURSE SUBSTITUTIONS AND CROSS REGISTRATION**

Any student seeking to substitute a course for any required course in the curriculum or cross register for a course at another university, online or on-campus, must get written permission from the advisor with approval from the graduate program director and department chairperson prior to enrolling in such course. Failure to do so may result in the denial of such course and a delay in graduation. Appropriate Graduate School forms must be used for this purpose.

## **PROGRAM COMPLETION**

**All students admitted to the master’s degree program will successfully complete the departmental comprehensive exam, by achieving a score of 80% on a multiple-choice exam composed of 100 questions and two case studies.**

## **ADVISEMENT**

Students are required to meet regularly (at least once per semester) with their advisors to develop their schedules in accordance with the semester sequence in this program of study and to track their progress in meeting the ASHA Certification Standards ([www.asha.org](http://www.asha.org)). When following this sequence, there should be no conflict in scheduling since the department does not offer any two courses at the same time that are required in the same semester of the same year.

**Graduate Academic Advisor/Advisee** assignments for all graduate students are according to cohort:

**2023 and 2024 Cohort:**

**Dr. Patricia Minnis**

**Telephone: 771-2450**

**[patricia.minnis@sus.edu](mailto:patricia.minnis@sus.edu)**

**Office 126 Blanks Hall**

**Clinical Advisor for all students enrolled in clinic:**

2023 and 2024 Cohort

Ms. Trena Robertson  
Telephone: 771-2564  
trena.robertson@sus.edu  
Office 117 Blanks Hall

## ACADEMIC DISCIPLINARY ACTIONS

### Academic Standards of the Graduate School

The minimum standard for graduate work is a letter grade of “B” applied to the plan average only (2) two grades of C shall count toward the degree requirements. Any graduate student may be denied further registration in a graduate program if the grade point average falls below a 3.0. Disciplinary actions will be taken against students with unsatisfactory scholarship. Such actions may include probation or suspension. The following are the conditions for the respective disciplinary actions:

#### Probation

A student whose cumulative GPA falls below 3.00 in either graduate or undergraduate coursework while enrolled in Graduate School is placed on academic probation.

#### Suspension

A student who is placed on probation for two consecutive periods, will be suspended if a GPA of 3.0 is not achieved at the end of the second probationary period. Summer is excluded.

#### Academic Appeals Process for Suspension

A student may appeal a suspension only if it is the first one for the student and the student is able to provide strong supporting documentation as well as compelling reasons for reconsideration.

All appeals should be directed to Graduate School by certified mail. The hearing schedule will be determined by Graduate School’s Committee or by the dean.

A student who is placed on suspension must remain out of school (and not allowed to register) for the semester or summer session immediately following such suspension, unless there is/are extenuating circumstance(s) that are documentable. A suspended student shall follow the steps listed below:

- a) The student submits a written appeal with supporting documentation to the Graduate School by certified mail.
- b) If the student is successful with the appeal, the suspension is removed and submitted to the Registrar for posting and the department notified. If the appeal is not successful, the student may appeal to Academic Affairs.



## **Expulsion**

A student who fails to earn a cumulative 3.0 GPA after readmission following a suspension will be expelled from the Graduate School. The student may submit an appeal to the Office of Academic Affairs, if they have compelling reasons or documentation to support extenuating circumstances that affected their academic performance. A student who is expelled from a program is ineligible for readmission to the program from which they were expelled.

## **TRANSFER OF CREDITS**

A maximum of twelve (12) semester hours of graduate level courses may be transferred towards the master's degree. Graduate credits may be transferred only from a regionally accredited university or college where the program in Speech-Language Pathology is ASHA accredited. Students must have earned at least a grade of (B) or better in the courses they wish to transfer and they must be directly applicable to the program of study. In order for courses to be transferred, students must provide a copy of the course syllabus and course description which must be reviewed and approved by the graduate admissions committee in the Speech-Language Pathology Program. Transfer credits must not be more than seven (7) years old at the time of graduation (date on which the degree is awarded). Credits that were previously used toward a degree cannot be applied toward another degree. A transfer of credit application form with approvals by the student's advisor and departmental chairperson, official transcripts, and a program of study must be submitted to the Graduate School for approval no later than the end of the first semester of enrollment in the master's degree program.

## **REQUIRED ACADEMIC AVERAGE**

Students must meet all of the general requirements of the Graduate School. The student must maintain an overall average of "B" in all work credited toward the degree with no more than six (6) semester hours of "C" work. A grade of "C" may be earned in a maximum of 2 courses. If the one (or both) of the courses is a prerequisite for another course, the student may retake the course a maximum of one time to earning a passing grade of B or better. The university repeat/delete policy does not apply in the graduate SLP program.

## **REQUIRED GRADUATE STUDENT WRITING STYLE**

The required writing style for students in the Department of Speech-Language Pathology Program is the American Psychological Association (APA) manual, latest edition. All students are required to purchase this manual in order to comply with the standards. Please go to: [\(www.apa.org/books/\)](http://www.apa.org/books/).

## Accreditation Standards

The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) is a semi-autonomous credentialing body of the American Speech-Language-Hearing Association (ASHA). The CFCC defines the standards for clinical certification and applies those standards in granting certification to individuals who meet the standards. Programs who earn accreditation present a plan for meeting the standards. Graduating from an accredited program assures those with a master's degree and minimally 400 hours of clinical practice will meet the current standards for certification. Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, (2023). 2023 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. Retrieved from 2023 Revisions to CAA Standards for Accreditation (asha.org)

### The 2023 Standards for the CCC-SLP are:

Standard I—Degree: MA, PhD

Standard II—Education Program: CAA-accredited

Standard III—Program of Study: Minimum 36 hours

Standard IV—Knowledge Outcomes: A through H

Standard V—Skills Outcomes: A through F

Standard VI—Assessment: Praxis

Standard VII—Speech-Language Pathology Clinical Fellowship

Standard VIII—Maintenance of Certification

### Standard IV KNOWLEDGE (Big 9+)

- Statistics, biological, physical, social/behavioral sciences
- Communication and swallowing biological, neurological, acoustic, psychological, developmental, linguistic, cultural, normal, abnormal across the lifespan
- Communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:
- Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification
- Fluency and fluency disorders
- Voice and resonance, including respiration and phonation
- Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing
- Hearing, including the impact on speech and language

- Swallowing/feeding, including (a) structure and function of orofacial myology
- and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and
- related functions across the life span
- Cognitive aspects of communication, including attention, memory, sequencing,
- problem solving, and executive functioning
- Social aspects of communication, including challenging behavior, ineffective
- social skills, and lack of communication opportunities
- Augmentative and alternative communication modalities
- principles and methods of prevention, assessment, and intervention
- Ethical conduct
- Processes used in research and of the integration of research principles into
- evidence-based clinical practice.
- Contemporary professional issues. - trends in professional practice, accreditation,
- ASHA polices and guidelines, educational legal requirements or policies,
- reimbursement
- Entry and advanced level certifications, licensure, national regulations governing
- professional practice

### **Standard V: Skills Outcomes**

A. Demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

B. Skills Outcomes:

1. Evaluation

- a) Conduct screening and prevention procedures, including prevention activities.
- b) Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
- c) Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
- d) Adapt evaluation procedures to meet the needs of individuals receiving services.
- e) Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
- f) Complete administrative and reporting functions necessary to support evaluation.
- g) Refer clients/patients for appropriate services.

2. Intervention

- a) Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
- b) Implement intervention plans that involve clients/patients and relevant others in the intervention process.

- c) Select or develop and use appropriate materials and instrumentation for prevention and intervention.
- d) Measure and evaluate clients'/patients' performance and progress.
- e) Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
- f) Complete administrative and reporting functions necessary to support intervention.
- g) Identify and refer clients/patients for services, as appropriate.

### 3. Interaction and Personal Qualities

- a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others.
- b. Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.
- c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- d. Adhere to the ASHA Code of Ethics, and behave professionally.

C. 400 supervised hours (see MA Clinical Handbook)

D. At least 325 of the 400 clock hours of supervised clinical experience must be completed while the applicant is enrolled in graduate study in a program accredited in speech-language pathology by the CAA.

E. Supervision must be conducted by a clinical educator who holds ASHA certification, has completed required ASHA continuing education courses required for supervision and who meets additional qualifications. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience; must not be less than 25% of the student's total contact with each client/patient; and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the individual receiving services.

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

### **Standard VI: Assessment**

Submit the results of the national examination, the Praxis Exam in Speech-Language-Pathology directly to ASHA (Also SU SLPA department) from the Educational Testing Service (ETS). See rules for time limits.

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

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

- A. Clinical Fellowship Experience must consist of minimally 36 weeks of full-time experience (35 hours weekly or 1,260 hours). Part time must be minimally 5 hours weekly
- B. Must receive ongoing mentorship and formal evaluations from CF mentor

## **Standard VII: Maintenance of Certification**

Certificate holders must demonstrate continued professional development for maintenance of the CCC-SLP. All certificate holders must obtain 30 hours of professional development over 3 years.

### **Certification Requirements in Speech-Language Pathology**

Masters students have the option of attempting to demonstrate acquisition of the knowledge and skill competencies required for certification as a speech-language pathologist by the American Speech-Language-Hearing Association. The competencies are demonstrated in course assignments and clinical practica in a program of study that includes 75 semester credit hours, including at least 36 graduate credit hours. A significant portion of these competencies are demonstrated in coursework that is part of the undergraduate curriculum

The **graduate program** must **provide** students the opportunities to meet the standards by doing the following:

- Identifying the course/clinic where each standard - Student Learning Outcome (SLO) - may be met
- Stating explicitly the means by which each standard (SLO) will be assessed – quantitative or qualitative measure used - in the course(s) (course syllabus, using the university course syllabus format)
- Providing a plan of Intervention/Remediation in each course for the acquisition of standards (SLOs) not met the first time (course syllabus)
- If the certification standard is not met the first time it is assessed, the student may be given an additional opportunity to meet the standard. If a standard is not met through intervention/ remediation, the student must repeat the course.
- The additional opportunity to achieve the certification standard through intervention/ remediation, will not result in a changed grade.
- Providing a report each semester to the students, student advisors and the Program Director showing the status of each student regarding each standard in each course in which the student was enrolled the previous semester, that is, whether the standard was met or not met

## **Formative Assessment: Tracking and Documenting the Standards**

While a given standard may be addressed in several courses, certain courses have been selected for the purpose of tracking, documenting, and reporting on each standard. These courses are identified in this document with an asterisk (\*) next to the course. For these standards and these courses, the embedded assessments will be approved by the collective decision-making of the graduate SLP faculty. As such, the graduate faculty takes corporate responsibility for the formative assessment of each and every CFCC Standard required for certification. A grade of B or better does not necessarily mean that each certification standard in the course has been met. At the end of each semester, along with the student's final letter grade, the academic course instructor will electronically submit the standards that the student attained in the course to the Program Director. A grade of C in a course is a definite indication that a standard has not been met and the student needs to either repeat the course or complete an intervention/remediation plan approved by the instructor to attain the standards which are incomplete. Students must be mindful that if a grade of C or lower is earned in one of the professional disorder courses (including SECD 528 Differential Diagnosis), that enrollment in a clinical practicum involving that disorder is prohibited. The Program Director will maintain electronic records of standards met in academic courses.

## **Curriculum Map**

The Curriculum Map provided in Calipso will be used by the students at the end of each semester to document the projected progression of standards across courses. Students will use this document to electronically track their grades and acquisition of academic Standards IV and V. During mandatory advisement each semester, the student will provide their updated Curriculum Map illustrating their progress toward attainment of all necessary standards. Once the student has attained all necessary standards the Program Director will sign the document titled *2023 Standards for Clinical Certification in Speech-Language Pathology Verification by Program Director* that is needed for program completion and eventual certification by the American Speech-Language-Hearing Association. The complete standards may be accessed at [www.asha.org/certification/slp\\_standards](http://www.asha.org/certification/slp_standards).

## **Certification Standards and Formative Assessment**

Knowledge and Skills Standards IV and V are assessed throughout the program of graduate study. In general, this Formative assessment is conducted in each designated course. As can be seen from the "Hypothetical Student" Guide, a single standard may be addressed in more than one course. For example, Standard IV-D: Knowledge of the Principles and Methods of Prevention, Assessment, and Intervention of Receptive and Expressive Language, will be met in SECD 566 Language Disorders and Assessment and SECD 559 Aphasia. Students must meet the standard in each course for the standard to be considered met. As each standard is met and verified by the course instructor, the student should maintain documentation of this

verification in their Curriculum Map throughout the student's enrollment in the graduate program. This is the major means by which the student may document acquisition of the knowledge and skills. If a standard is tracked in three different courses, the instructor for each course must verify that the standard has been met. Generally speaking, knowledge standards are acquired in academic courses and clinical skills are acquired in clinical experiences. However, where appropriate and where designed by the instructor, clinical skills "may be demonstrated through successful performance on academic coursework and examinations, independent projects, or other appropriate alternative methods." When academic courses include clinical skill outcomes, these outcomes must be written into the course syllabus with the identifying standard, learning outcome, assessment, and remediation plan.

### **Post-graduate Certification Standards**

Certification Standard VII is concerned with the Speech-Language Pathology Clinical Fellowship year after graduation from the master's degree program. Certification Standard VIII is concerned with Maintenance of Certification after it is acquired.

A complete copy of the certification standards may be accessed at the ASHA website [www.asha.org](http://www.asha.org).

Students are advised to download this document and use it as a point of reference for developing and maintaining certification standards throughout their program of study and beyond.

### **CERTIFICATION STANDARDS BY COURSE**

Where are the standards met in the curriculum?

Standard IV-A. Courses which meet Standard IV-A are generally taken at the undergraduate level. Students' transcripts will be reviewed for these courses upon admission to the program. If the courses have not been completed with a grade of C or better, they should be taken prior to the completion of the master's degree program. To meet Standard IV-A, students must complete a minimum of 3 semester credit hours in each of the following areas: biological sciences, physical sciences, statistics, and social/behavioral sciences. Courses listed under these headings below are examples of the kinds of courses, which satisfy this standard. While these particular courses are taken from the undergraduate curriculum at Southern University-Baton Rouge, similar courses from other universities are acceptable. It should be noted that developmental/remedial courses cannot be used to satisfy this Standard.

## STANDARD IV: KNOWLEDGE OUTCOMES

Standard IV-A. The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences: Biological Sciences: (3 credit hours required with grade of C or better)

- Biological science courses emphasizing content areas related to human or animal sciences (e.g. biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science)
- NOTE: Courses in the biological sciences specifically related to communication sciences and disorders cannot be applied in this category.
- Physical Sciences: (3 credit hours required with grade of C or better)
  - Physical science courses related to chemistry and physics.
  - NOTE: Courses in the physical sciences specifically related to communication sciences and disorders cannot be applied in this category.
- Statistics: (3 credit hours required with grade of C or better)
  - A stand-alone course in statistics is required.
  - NOTE: Research methodology courses in communication sciences and disorders may not be applied in this category.
- Social/Behavioral Sciences: (3 credit hours required with grade of C or better)
  - Acceptable Social/Behavioral Sciences courses should include psychology, sociology, anthropology, or public health.

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

### **Basic Human Communication Processes Biological:**

- SECD 555 Functional Organic Voice Dis/Cleft Palate
- SECD 558 Neurodegenerative Disorders Speech and Language\*
- SECD 667 Dysphagia Assessment and Management
- SECD 504 Pediatric Swallowing and Feeding

Neurological:

- SECD 558 Neurodegenerative Disorders Speech and Language\*
- SECD 559 Seminar in Aphasia



SECD 667 Dysphagia Assessment and Management  
SECD 504 Pediatric Swallowing and Feeding

Acoustic:

SECD 555 Functional Organic Voice Dis/Cleft Palate \*  
SECD 583 Advanced Aural Rehab and Aud for the SLP  
SECD 530 Speech Sound Disorders

Psychological:

SECD 566 Lang Dis & Assmt in School Age Child\*  
SECD 558 Neurodegenerative Disorders Speech and Language\*  
SECD 559 Seminar in Aphasia  
SECD 560 Stuttering Diagnosis and Management  
SECD 667 Dysphagia Assessment and Management  
SECD 585 Developmental Disorders, Dyslexia, Autism and Literacy Dis  
SECD 504 Pediatric Swallowing and Feeding

Developmental/Lifespan:

SECD 555 Functional Organic Voice Dis/Cleft Palate \*  
SECD 558 Neurodegenerative Disorders Speech and Language\*  
SECD 559 Seminar in Aphasia  
SECD 566 Lang Dis & Assmt in School Age Child\*  
SECD 584 Aug & Alternative Comm in Child & Adults\*  
SECD 504 Pediatric Swallowing and Feeding  
SECD 565 Early Intervention

Linguistic:

SECD 559 Seminar in Aphasia  
SECD 566 Lang Dis & Assmt in School Age Child\*  
SECD 585. Developmental Disorders, Dyslexia, Autism and Literacy Dis  
SECD 565 Early Intervention

Cultural:

SECD 555 Functional Organic Voice Dis/Cleft Palate \*  
SECD 558 Neurodegenerative Disorders Speech and Language\*  
SECD 559 Seminar in Aphasia  
SECD 566 Lang Dis & Assmt in School Age Child\*  
SECD 530 Speech Sound Disorders  
SECD 565 Early Intervention

Swallowing Processes:

- SECD 558 Neurodegenerative Disorders Speech and Language\*
- SECD 504 Pediatric Swallowing and Feeding
- SECD 667 Dysphagia Assessment and Management\*

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

Articulation:

- SECD 530 Speech Sound Disorders\*
- SECD 558 Neurodegenerative Disorders Speech and Language\*

Fluency:

- SECD 560 Stuttering Diagnosis and Management\*

Voice and resonance, including respiration and phonation

- SECD 555 Functional Organic Voice Dis/Cleft Palate\*

Receptive and Expressive Language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, and writing:

- SECD 565 Early Intervention
- SECD 530 Speech Sound Disorders
- SECD 558 Neurodegenerative Disorders Speech and Language\*
- SECD 566 Lang Dis & Assmt in School Age Child\*
- SECD 559 Seminar in Aphasia\*
- SECD 584 Advanced Aug & Alternative Comm in Child & Adults\*
- SECD 585 Developmental Disorders, Dyslexia, Autism and Literacy Dis

Hearing, including the impact on speech and language: Etiologies and Characteristics

- SECD 583 Advanced Aural Rehab and Aud for the SLP \*

Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology):

- SECD 667 Dysphagia Assessment and Management\*
- SECD 504 Pediatric Swallowing and Feeding

Cognitive Aspects of Communication (attention, memory, sequencing, problem-solving, executive functioning):

- SECD 558 Neurodegenerative Disorders Speech and Language\*
- SECD 559 Seminar in Aphasia\*
- SECD 566 Lang Dis & Assmt in School Age Child\*
- SECD 584 Advanced Aug & Alternative Comm in Child & Adults\*

- SECD 585 Developmental Disorders, Dyslexia, Autism and Lit Dis
- SECD 565 Early Intervention

Social Aspects of Communication (including challenging behavior, ineffective social skills, lack of communication opportunities):

- SECD 566 Lang Dis & Assmt in School Age Child\*
- SECD 584 Advanced Aug & Alternative Comm in Child & Adults\*
- SECD 558 Neurodegenerative Disorders Speech and Language\*
- SECD 559 Seminar in Aphasia\*
- SECD 585 Developmental Disorders, Dyslexia, Autism and Lit Dis
- SECD 565 Early Intervention

Augmentative and Alternative Communication Modalities:

- SECD 558 Neurodegenerative Disorders Speech and Language\*
- SECD 559 Seminar in Aphasia\*
- SECD 584 Advanced Aug & Alternative Comm in Child & Adults\*\*
- SECD 585 Developmental Disorders, Dyslexia, Autism and Lit Dis
- SECD 565 Early Intervention

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

Articulation: Prevention, Assessment, Intervention

- SECD 528 Differential Diagnosis of SLP Disorders
- SECD 530 Speech Sound Disorders\*

Fluency: Prevention, Assessment, Intervention

- SECD 560 Stuttering Diagnosis and Management\*

Voice and Resonance: Prevention, Assessment, Intervention

- SECD 555 Functional Organic Voice Dis/Cleft Palate\*

Receptive and Expressive Language: Prevention, Assessment, Intervention

- SECD 528 Differential Diagnosis of SLP Disorders
- SECD 558 Neurodegenerative Disorders Speech and Language\*
- SECD 566 Lang Dis & Assmt in School Age Child\*
- SECD 559 Seminar in Aphasia\*
- SECD 584 Advanced Aug & Alternative Comm in Child & Adults\*
- SECD 585. Developmental Disorders, Dyslexia, Autism and Literacy Dis
- SECD 565 Early Intervention

Hearing, including the impact on speech and language: Prevention, Assessment, Intervention  
SECD 583 Advanced Aural Rehab and Aud for the SLP \*

Swallowing: Prevention, Assessment, Intervention  
SECD 667 Dysphagia Assessment and Management\*

Cognitive Aspects of Communication: Prevention, Assessment, Intervention  
SECD 558 Neurodegenerative Disorders Speech and Language\*  
SECD 566 Lang Dis & Assmt in School Age Child\*  
SECD 559 Seminar in Aphasia \*  
SECD 584 Advanced Aug & Alternative Comm in Child & Adults\*

Social Aspects of Communication: Prevention, Assessment, Intervention  
SECD 555 Functional Organic Voice Dis/Cleft Palate\*SECD 559 Aphasia  
SECD 566 Lang Dis & Assmt in School Age Child\*  
SECD 584 Advanced Aug & Alternative Comm in Child & Adults\*  
SECD 565 Early Intervention

Aug. and Comm. Modalities: Prevention, Assessment, Intervention  
SECD 558 Neurodegenerative Disorders Speech and Language\*  
SECD 559 Seminar in Aphasia  
SECD 584 Augmentative and Alternative Communication\*  
SECD 585. Developmental Disorders, Dyslexia, Autism and Lit Dis  
SECD 565 Early Intervention

**Standard IV-E** The student must have demonstrated knowledge of standards of ethical conduct.

SECD 528 Differential Diagnosis of SLP Disorders  
SECD 567\*, 568\*, 569\*, and 571\* Advanced Clinical Practicum  
All professional courses listed in IV-F below

**Standard IV-F.** The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice. This standard must be met in each of the following courses:

SECD 500 Research Methods & EBP in SLP\*  
SECD 528 Differential Diagnosis of SLP Disorders \*  
SECD 530 Speech Sound Disorders \*  
SECD 555 Functional and Organic Voice Disorders\*  
SECD 558 Neurodegenerative Disorders Speech and Language\*\*

- SECD 559 Seminar in Aphasia\*
- SECD 560 Stuttering Diagnosis and Management \*
- SECD 566 Lang Dis & Assmt in School Age Child\*
- SECD 583 Advanced Aural Rehab and Aud for the SLP \*
- SECD 584 Advanced Aug & Alternative Comm in Child & Adults \*
- SECD 667 Dysphagia Assessment and Management\*
- SECD 585. Developmental Disorders, Dyslexia, Autism and Lit Dis
- SECD 504 Pediatric Swallowing and Feeding
- SECD 567, 568, 569, and 571 Advanced Clinical Practicum\*

**NOTE:** *It is expected that SECD 500 Research Methods teaches principles of research including those related to evidence-based clinical practices. For this reason, research methods courses offered in departments other than speech-language pathology will not be acceptable substitutes. All professional courses teach ways of integrating clinical practice and research. In clinical practice, students will integrate research principles into evidence-based clinical practice in prevention, assessment, and intervention.*

**Standard IV-G.** The applicant must have demonstrated knowledge of contemporary professional issues.

- All professional courses listed in IV-F above.
- SECD 599 PRAXIS Preparation\*

Professional Workshops. Students will attend regularly scheduled professional workshops offered through the Speech, Language, and Hearing Clinic. Information regarding contemporary professional issues will be addressed.

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

- SECD 599-01: PRAXIS Preparation\*

Professional Workshops. Students will attend regularly scheduled professional workshops offered through the Speech-Language and Hearing Clinic. Information regarding professional practice, Academic Program Accreditation Standards, Clinical Certification Standards, Louisiana State License, ASHA Practice Policies and Guidelines, etc., will be addressed.

## **STANDARD V: SKILLS OUTCOMES**

Skills outcomes are acquired through enrollment in Advanced Clinical Practicum courses. Students are required to follow the sequence of courses in the Course Sequence document, including the pre-requisite courses as stipulated. Students must complete course work (with a

grade of B or better and documentation of having achieved the ASHA certification standards in the course) in a disorder prior to doing a clinic in that disorder. For example, prior to doing a clinic in Dysphagia, the student must have completed SECD 667 Dysphagia with a grade of B or better. In addition, the student must bring their Curriculum Map illustrating the courses which they have passed and standards attained. No clinic placements will be made unless the student has achieved the academic standards necessary for a practicum in the disordered area.

Satisfactory participation in on-campus clinic must be completed prior to any off-campus clinic assignment. On-campus is defined as clinic clock hours acquired under the supervision of clinical supervisors employed by Southern University. The student must demonstrate that these supervised clinical hours meet the skills outcomes of Certification Standard V-B regarding Evaluation, Intervention, and Interaction and Personal Qualities.

**Standard V-A** the applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

SECD 500	Research Methods & EBP in SLP*
SECD 528	Differential Diagnosis of SLP Disorders *
SECD 530	Speech Sound Disorders *
SECD 555	Functional and Organic Voice Disorders*
SECD 558	Neurodegenerative Disorders Speech and Language**
SECD 559	Seminar in Aphasia*
SECD 560	Stuttering Diagnosis and Management *
SECD 566	Lang Dis & Assmt in School Age Child*
SECD 583	Advanced Aural Rehab and Aud for the SLP *
SECD 584	Advanced Aug & Alternative Comm in Child & Adults *
SECD 667	Dysphagia Assessment and Management*
SECD 585	Developmental Disorders, Dyslexia, Autism and Lit Dis
SECD 504	Pediatric Swallowing and Feeding
SECD 567*, 568*, 569*, and 571*	Advanced Clinical Practicum

**NOTE:** *Standard V-A is met primarily in Advanced Clinical Practica (567, 568, 569, and 571), SECD 500 Research Methods, and SECD 528 Di. The emphasis is on oral communication skills needed for professional practice and written communication skills needed to write and comprehend technical reports, diagnostic and treatment reports, treatment plans and professional correspondence. To the extent that professional courses include clinical skills, Standard V-A may be met in these courses as well.*

ASHA's most current Position Statements on professionals who speak English with accents and nonstandard dialects are applicable to this standard. The program expects students to demonstrate mastery of Standard American English in oral and written communication.

**Standard V-B.** The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve skills outcomes in the areas of 1) Evaluation, 2) Intervention, and 3) Interaction and Personal Qualities. (See complete 2014 Certification standards for specifics of these aspects of the standard). This standard is met in all Advanced Clinical Practicum courses.

**Standards V-C, V-D, V-E, and V-F.** These standards are all met in the various clinics and are all concerned with the number (25 hours in clinical observation; 375 hours in direct client/patient contact – 325 of which must be at the graduate level) and diversity of clinical hours (across the lifespan and cultural and linguistic diversity) required for certification purposes. All hours must be supervised by individuals who hold the ASHA Certificate of Clinical Competence and a current Louisiana State License. These clinical experiences will include prevention, diagnosis, and treatment in various types and severities of disorders with individuals from culturally and linguistically diverse backgrounds across the lifespan.

### **Standard VI: Assessment**

During their final spring semester, students will enroll in SECD 599-01, Praxis Prep Course in which they will actively participate in individual and group Praxis preparation activities to enhance successful examination completion.

During that semester or the last projected semester of graduate school, the students are strongly encouraged to take the Praxis Examination to facilitate pursuit of the ASHA Certificate of Clinical Competence in Speech Language Pathology following graduation. In the final semester which is projected to end with graduation, students will register for SECD 601 Departmental Comprehensive. The comprehensive exam will be comprised of 100 multiple choice questions and two case studies.

**Standard VII: Speech-Language Pathology Clinical Fellowship.** The applicant must successfully complete a Speech-Language Pathology Clinical Fellowship (CF) after completion of all academic course work and clinical experiences required to meet the knowledge and skills delineated in Standards IV and V.

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

## Speech-Language Pathology (SLP) Graduate Program Intervention Plan for Academic Coursework and Clinical Practicum

The purpose of this intervention plan is to provide targeted support to graduate students in the speech-language pathology program who are not mastering academic or clinical concepts. This plan aims to promote student success through individualized interventions and alignment with the American Speech-Language-Hearing Association (ASHA) standards.

This process would assist graduate students in developing strategies and utilizing resources to increase their potential for success within the program and workforce. In addition, this policy meets [the ASHA Clinical Certification Standards](#) and [CAA Standards](#) requirements for formative and summative assessment.

Graduate students in the SLP graduate program are expected to demonstrate interpersonal, academic, and clinical knowledge and skills, along with conducting themselves in a professional manner for all settings. The intent of the procedures listed below is to identify, address and monitor the interpersonal, academic, and clinical knowledge and skills in which a student may require additional study, instruction, or experience to demonstrate the expected level of competence required to meet the ASHA standards to obtain the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language and Hearing Association (ASHA). It is possible for a student to achieve a passing grade in a course/practicum and still not demonstrate all the knowledge and skills presented in the course or expected in clinical practice, including professionalism.

**Concerns of student performance in clinic and/or course(s):** Faculty member(s) may have concerns about a student based on, but not limited to assignment grade/not meeting ASHA standards, integrity of work, final course grade (B- or below/3.0 GPA), unsatisfactory interactions (with faculty, staff, peers, clients, caregivers), attendance, communication, and/or overall demonstration of required course/clinic knowledge and skills. For example, a student may earn an A in a class, but act unprofessional with group work and attendance, or a student may earn a B- or lower as a final grade in a class, which falls below the typical ASHA standard requirement for demonstration of knowledge and skills in a content area, requiring remediation.

**Medical or extenuating circumstances:** Any concerns related to medical or other extenuating circumstances must be communicated to the advisor prior to the development of an Intervention Plan. Medical leave or a leave of absence cannot be taken advantage of once an Intervention Plan has been initiated. Extenuating circumstances will be evaluated on a case-by-case basis by the faculty team. Upon student's return from leave, they will meet with their advisor and will create a plan determined on a case-by-case basis.



**Course of action:**

**1<sup>st</sup> notice:** Faculty member(s) will share concerns about a student in a faculty dept. meeting to determine isolated class/clinic or shared concerns among faculty. Discussions among faculty will include faculty efforts/teaching to meet student's learning. In most cases, the faculty member(s) with the concerns will directly communicate those concerns with the identified student to bring it to their attention. This will be documented in Navigate (e.g., one-on-one meetings specific to the concerns), CALIPSO (e.g., in the clinical evaluation documentation), and/or the student's file (e.g., ASHA standards form).

**2<sup>nd</sup> notice:** If faculty member(s) continue to have concerns with the student in class and/or clinic, along with evidence of student's performance below expectation and evidence of faculty attempts to support the student OR the student earns a B- or below/Unsatisfactory grade or assignments (per faculty discretion) for the course, the following will occur:

- The department chair will send a letter to the student (advisor and responsible faculty members will be cc'd) to inform them of the concerns with their performance in clinic/classes.
- The student will be placed on an intervention plan.

**Intervention Plan:**

The student and advisor will create a plan to support the student's success in the program. This will be documented on a form and the student's file (e.g., signed form). If they demonstrate continued concerning behavior (grade below standards, professionalism) they will be counseled out of the program.

**The Intervention plan must contain the following:**

- **Area(s) of Study:** A listing of the specific knowledge or skill areas in which the student has not demonstrated minimal competency.
- **Goals:** Specific activities and measurable goals, the successful outcome of which will demonstrate satisfactory completion of the competency.
- **Recommendations:** Ideas of how the goals may be accomplished, as well as target date(s) for progress review.
- **End Date:** Indicates when goals are to be completed. Students must show progress towards meeting their goals and maintain consistent performance in their goal areas by the end date determined during their meeting with the advisor. End dates will vary based on the nature of the goals and per the discretion of faculty and advisor. The duration of the plan will not exceed more than one semester.
- **Outcome:** Once the recommended time has lapsed, the faculty involved in the implementation of the plan determines if the goals have been successfully completed and documents the decision:
  - plan achieved,
  - plan not met – implement appropriate consequences.

**The Intervention Plan process includes the following:**

- All parties involved, including the student, sign the plan to acknowledge the expectations and desired outcome. The student and advisor will receive an electronic copy; one copy will be placed in the student's academic file.
- The advisor facilitating the plan will be in weekly contact with clinic supervisors and/or faculty members to assess the student's progress.
- For clinic, the student may be removed from the practicum placement and/or his/her client will be reassigned to another clinician to ensure quality, ethical treatment.
- Satisfactory and consistent performance toward the accomplishment of the specified goals in the plan, as well as acceptable overall performance as delineated by the evaluation system, will be expected from the student. The advisor will meet weekly with the student to review progress and discuss performance.
  
- Additional faculty supervision and/or additional reviewers of classroom work may be assigned. Faculty members will attempt to provide a neutral party as the second supervisor/reviewer to provide an unbiased assessment towards the student and/or faculty member.
  
- Outcome/completion of the plan is assessed by the advisor per input from the faculty team:
  - If the student meets their goals, they will be removed from the plan and continue in the program. Documentation of the plan and end results will be documented in the student's academic file.
  
  - Should the student's performance not improve or fall below a previously specified level, the student will receive written notification from the advisor. The SLP faculty members will make a departmental decision for recommendations that may include the following:
    - The student's options regarding program continuation will be reviewed with the student.
      - Dismissal from the program
      - Other graduate program options
  
    - Students may not be recommended to the clinical internship component of the Speech Pathology Graduate Program and will be discontinued from the program.
  
    - The student will be informed of the strong likelihood that the CCCs may not be obtained.

If a decision is made to dismiss a student, the SLP Department will follow the Dismissal Policy from SU Graduate School.

\*This policy reflects the responsibility of the SLP faculty to ensure quality academic knowledge and skills and clinical services as defined by the American Speech Language Hearing Association.

\*A medical leave does not negate a student's performance in the program.

\*Graduate Studies has a 3.0 GPA requirement to be in the graduate program. If at any time, a student falls below the 3.0 GPA, they will be referred to Graduate Studies for program continuation options.

### **Sample Intervention Activities**

Intervention activities are created based on the needs of the student and the areas in which the student is exhibiting difficulty. It is possible to have one or more intervention plans for multiple areas. Below is a list of sample intervention activities:

1. Complete an additional class
2. Simucase
3. Complete an additional supervised experience
4. Re-take an examination
5. Complete supervised clinical observations
6. Re-write original paper
7. Write a paper on a topic
8. Observe other student clinicians conducting therapy/assessment
9. Complete a related clinical case simulation
10. Videotape yourself and self-evaluate
11. Videotape a peer with consent of client for further study of therapy techniques, assessment, rapport building, interviewing/counseling, etc.
12. Conduct an independent study on a chosen topic
13. Participate in a professional development experience (conference, seminar, workshop)
14. Write a reflection essay as directed by the instructor
15. Other individualized activities as designed by the instructor

Southern University and A&M College  
Department of Speech Pathology and Audiology



Department of Speech-Language Pathology and Audiology

Department of Speech-Language Pathology & Audiology

Southern University and A&M College
Augustus C. Blanks Hall Room 125
500 Jesse Stone Avenue
P.O. Box 9500
Baton Rouge, LA 70813
(225) 771-2449

AREAS OF STUDY REQUIRING ATTENTION

The student must meet the requirements of the SLP program as well as demonstrate knowledge and skills, including interpersonal and professional skills, as defined by ASHA certification standards. It is possible for a student to achieve a passing grade in a course/practicum and still not demonstrate all the knowledge and skills presented in a course or expected in clinical practice. When a student does not meet a competency in a course or clinical experience, the area(s) of study requiring attention will be identified, and specific goals and recommendations will be developed for the student to complete to demonstrate competency in the area(s). The individual who initiates the plan will determine if the goal(s) have been satisfactorily met in the designated timeframe. A copy of the plan is distributed to the student and the student's Academic Advisor. A copy is also placed in the student's academic file.

Student: \_\_\_\_\_ Advisor: \_\_\_\_\_ Semester: \_\_\_\_\_

Course: \_\_\_\_\_ Instructor(s): \_\_\_\_\_

Date of Original Plan: \_\_\_\_\_ Date of Current Plan: \_\_\_\_\_

\_\_\_\_\_ Area(s) Identified (Knowledge and Skills):

Goals to be completed: (observable and measurable)

Recommended Tasks to Complete: (specific)

Date to be completed:

SLP Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Other: \_\_\_\_\_ Date: \_\_\_\_\_

OUTCOME: \_\_\_\_ ACHIEVED \_\_\_\_ DISCONTINUE Plan with the following consequences:

COMMENTS:

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Other SLP Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **COMPUTER USAGE, SECURITY, LEARNING RESOURCES**

### **Speech-Language Pathology Computer Lab**

Computers are available for student use in the Speech-Language Pathology Computer Lab. This lab is located in room 129 Blanks Hall. The computers are for clinic and class- related activities. Students must follow clinic guidelines relative to client confidentiality. Students are not permitted to download programs of any kind from the Internet to the university computers. Likewise, students are not to save any documents to the hard drives. This includes instant messaging software as well.

Additionally, it is a violation of university policy to set up separate servers or to use the university internet connections for unlawful activities. The University does prosecute violators of the policies as well as “hackers” through University procedures, local courts, and the federal court system. Using the Internet to entice minors is unlawful, as is viewing child pornography.

### **SUBR Speech, Language, and Hearing Clinic**

The clinic is an integral part of the educational program in speech-language pathology. Please see the clinic manual for a completion description. It can be found on Canvas and on the departmental website at [www.subr.edu/speechpathology](http://www.subr.edu/speechpathology).

### **E-mail and Canvas Account for the Department**

All students are required to have university email and Canvas accounts with user names reflective of the student’s first and last name @sus.edu.

Students who do not have an email account should contact the Department of Information Technology in Moore Hall in order for an account to be made available.

The department will provide important announcements and information to students via email and the Canvas listserv.

## Clinical Practicum Flowchart for Graduate Students in Speech-Language Pathology

### First Year:

1. **First Semester (On-Campus Practicum)**
  - All students start with **on-campus practicum** focusing on foundational clinical skills, such as evaluation and treatment techniques for speech, language, and communication disorders.
2. **Second Semester (Placement Based on Student Experience)**
  - **On-Campus Practicum:** Students needing additional foundational skills and clinical experience remain on-campus.
  - **School or Private Practice Placement:** Students who have demonstrated adequate clinical skills and knowledge may be placed in an off-campus setting, such as a **school** or **private practice**.

### Summer Term:

3. **Summer Placement (Adult or Pediatric Setting Based on Experience)**
  - **Adult Placement (Hospital/Community Clinic/Private Practice):** Students who have already gained experience in school-age or pediatric settings during the academic year are placed at an adult setting.
  - **School-Age/Pediatric Placement:** Students needing additional experience with school-age or pediatric populations continue in similar settings.

### Second Year:

4. **First Semester (Adult Placement for Students Without Adult Experience)**
  - **Adult Placement (Skilled Nursing Facility, Rehab Hospital, Home Health, Hospital):** Students who have not yet had an adult placement are placed in an adult setting.
  - **School-Age/Pediatric Placement:** Students that need additional experience with early intervention, school-age or pediatric population or will be assigned to an adult placement the following semester.
5. **Second Semester (Final Placement for All Students)**
  - **Adult Placement (Hospital, Skilled Nursing Facility, Home Health):** All students who have not yet completed an adult placement are placed in an adult setting to ensure comprehensive experience before graduation.
  - **School-Age/Pediatric Placement:** Students that need additional experience with early intervention, school-age or pediatric population and have already completed an adult placement.



## Library Services at Southern University A & M College

**Location:** John B. Cade Library

**Phone:** 225-771-4990 Dean of Library

**Phone:** 225-771-2841 (Main Number)

The John B. Cade Library is committed to supporting graduate work and research in all subject areas included in the graduate curricula. It also supports the University's instructional and research objectives by making available the most up-to-date information and materials resulting from educational and technological advances. The library houses more than one million volumes which include books, journals, manuscripts, music, audiovisuals, government documents and computer software. About 2,780 serial titles are currently being received and include some 80 state, national and international newspapers.

### Selected Databases by Alphabetical Listing

**Academic Search™ Premier (EBSCOhost®)** - Multi-disciplinary (social sciences, humanities, education, computer sciences, engineering, physics, chemistry, language and linguistics, arts & literature, medical sciences, ethnic studies, and many more disciplines) full text database of scholarly and peer-reviewed publications.

**CINAHL® Plus with Full Text (EBSCOhost®)** - Coverage includes journals dating back to 1937, in nursing, biomedicine, health sciences librarianship, alternative/complementary medicine, consumer health and 17 allied health disciplines. This database offers access to health care books, nursing dissertations, selected conference proceedings, standards of practice, educational software, audiovisuals and book chapters, as well as Evidence-Based Care Sheets, legal cases, clinical innovations, critical paths, drug records, research instruments and clinical trials.

**Credo General Reference** - Credo General Reference is a completely customizable general reference solution for librarians and their learners. Now offering more than 560 highly regarded titles from over 80 publishers, Credo General Reference covers every major subject.

**Dissertation Abstracts Online (ProQuest)** - With more than 2.4 million entries, the ProQuest Dissertations & Theses (PQDT) database is the most comprehensive collection of dissertations and theses in the world. UMI offers over 2 million titles for purchase in microfilm or paper formats. More than 930,000 are available in PDF format for immediate free download, and an average of 2,000 new PDFs are added to the database each week.

**eBook Collection (EBSCOhost®)** - Search and view the full text of eBooks from the library's website [www.lib.subr.edu](http://www.lib.subr.edu).

**E-Journals** - The E-Journals database provides article-level access for thousands of e-journals available through EBSCO Subscription Services. For users with a valid subscription, EBSCO's SmartLinks technology provides direct links to publishers' content.



**ERIC® (EBSCOhost®)** - Sponsored by the U.S. Department of Education, this database provides extensive coverage of journal articles, conferences, meetings, government documents, theses, dissertations, reports, audiovisual media, bibliographies, directories, books and monographs.

**Health Source®: Nursing/Academic Edition (EBSCOhost®)** - Provides scholarly full text, peer-reviewed journal articles focusing on many medical disciplines, including information on U. S. prescription drugs, hard-to-find herbal and nutritional supplements, over-the-counter products and new drugs.

**JSTOR** - both multidisciplinary and discipline-specific collections .Areas such as Arts and Sciences, Business, Ecology and Botany, General Science, Language and Literature, Mathematics and Statistics, and Music.

**LexisNexis® Academic (LexisNexis®)** - Providing full-text documents from news, business, legal, medical, and reference publications with a variety of flexible search options. This database provides comprehensive access to National and regional newspapers, wire services, broadcast transcripts, international news, and non-English language sources: U.S. Federal and state case law, codes, regulations, legal news, law reviews, and international legal information, Shepard's® Citations for all U.S. Supreme Court cases back to 1789, business news journals, company financial information, SEC filings and reports, and industry and market news.

**MEDLINE® (EBSCOhost®)** - This database provides authoritative medical information on medicine, nursing, dentistry, veterinary medicine, the health care system, pre-clinical sciences, and much more.

**Newspaper Source™ (EBSCOhost®)** - Newspaper Source™ provides selected full text for nearly 30 national (U.S.) and international newspapers and full text television & radio news transcripts are provided from CBS News, FOX News, NPR, etc.

**Ovid Nursing Collection** -Ovid offers the medical, scientific, and academic communities customizable solutions of high-quality core and niche content fully integrated with their institutional holdings; best-in-class technology tools that enhance search precision and speed workflow, maximizing research productivity; and consultative, award-winning support and training services. All in one place! NOTE: Off Campus users please call the Ask Here Desk @ (225)771-2841 for username and password.

**ProQuest Nursing & Allied Health Source (ProQuest)** -Nursing, Allied Health: Journals, Magazines, and Dissertations. Find complete, full-text information from leading nursing, allied health, and related publications. Designed to meet the needs of researchers at health-care facilities as well as students enrolled in nursing and allied health programs at academic institutions.

**SocINDEX™ with Full Text (EBSCOhost®)** - This database is the world's most comprehensive and highest quality sociology research database, extensive in scope and content providing comprehensive coverage of sociology, encompassing all sub-disciplines and closely related areas of study, including abortion, criminology & criminal justice, demography, ethnic & racial studies, gender studies, marriage & family, political sociology, religion, rural & urban sociology, social development, social psychology, social structure, social work, socio-cultural anthropology, sociological history, sociological research, sociological theory, substance abuse & other addictions, violence and many others.

Reference/Information: 225 771-2841 Dr. Charlotte Henderson  
Charlotte\_Henderson@sus.edu  
225 771-0071

Assistant University Librarian for Collections and Resource Development John B. Cade  
Library  
Southern University Baton Rouge, LA 70813  
John B. Cade Library <http://www.lib.subr.edu>

### **Library Hours for Fall/Spring**

Monday-Thursday 7:30am-12am\*, Friday 7:30am-5pm, Saturday 1-5pm, Sunday 2pm- 12am\*

\*Service areas close at 10:00pm when the building is open until midnight.

Library hours are subject to change for holidays & special events. In such cases, hours will be posted as appropriate on the library's website.

The library's website provides access to library resources and services as well as electronic indexes and databases.

#### **To access the online catalog:**

- Enter the library's URL <http://www.lib.subr.edu>
- Locate FIND
- Click on Books and Journals
- Enter your search under POWER SEARCH, i.e., Work or Phase, Author, Title, Subject, Series, Periodical title.
- Click on SEARCH [Search results will list the number of titles found.

Each record will have a Call Number or a URL hyperlink (to access the electronic full text version of the title).

If you have any questions concerning the online catalog or need assistance, please do not hesitate to contact the ASK HERE DESK on the 1st floor or call 225 771-2841.

**To access electronic books:**

- Enter <http://www.lib.subr.edu>
- Locate FIND
- Click on Articles and Databases
- Select Databases Articles and Databases
- Locate LETTER E
- Select eBook Collection
- Enter your search terms in the Find field and click the Search button
- A Result List of eBooks related to your search terms is displayed.
- Click the Download (Offline) link to check out the book and read it on your computer using Adobe Digital Editions.
- Click the Table of Contents link to view the chapters of an eBook. You can go directly to a chapter in the eBook Viewer tool by clicking on a hyperlinked chapter. Sections in the Table of Contents with a plus sign (+) can be expanded further by clicking the plus sign.

**To access electronic periodicals:**

The library subscribes to over 100 databases covering specialized and multiple disciplines.

- Enter <http://www.lib.subr.edu>
- Locate FIND
- Click on Articles and Databases
- Select Databases Articles and Databases
- Scroll down and locate the alphabet bar
- Select the database of your choice
- Click ON-CAMPUS if you are on campus\*\*

**\*\*Click OFF-CAMPUS** if you are off campus.

You will be prompted to login to LOUIS Licensed Databases.

- Enter your User Name = Banner identification #(S0123456)
- PIN = CHANGEME
- Click Authenticate
- Enter your search

**To search:**

- Choose your topic.
- Identify the major concepts/keywords.
- Consider alternative keywords or phrases that can be used.
- Develop your search strategy
- Choose relevant databases to implement your search.

If you need assistance, do not hesitate to contact our ASK HERE DESK.

## **Study Rooms and Individual Study Carrels are available for all students.**

1st Floor: collaboration rooms are available during normal library hours for brainstorming, group work, presentation preparation, etc. Rooms are available for check-out for two hours, and on a first come, first serve basis. You will need to sign in at the ASK HERE DESK.

2nd Floor: Individual study carrels are available for check-out for three hours. Students must request a study carrel at the 1st Floor ASK HERE DESK during normal hours of operation.

IPADS are available for check-out at the ASK HERE DESK.

In support of graduate students and faculty, the library provides a full range of reference and bibliographic services such as LOUIS (Louisiana Online University Information Systems): LALINC, which provides library checkout privileges to Southern University graduate students from other Louisiana Universities; internet; e-mail; interlibrary loan; electronic databases; uncover, a document delivery service; CD-ROM products, etc. Assistance in the use of sophisticated electronic systems is available via the Local Area Network (LAN) and the library faculty and staff throughout the library. Users of the library have direct access to an online catalog, CLAS (Cade Library Access System), which enables one to locate materials by author, title, and subject. An open stack arrangement of the collection allows free access to all materials except those on Special Collections and Archives, which are available for use in the reading room in each of these units.

A state-of-the-art Library Learning Resources Center (LLRC) has IBM and Macintosh computers available to students and faculty for class and research related use. The center was established to make available the full resources of the institution by helping students develop their full potential through the use of computer assisted instruction and video curricula together with interactive videodisc learning activities. Audiovisual materials and equipment, and numerous software packages are also available.

### **Interdisciplinary Privileges**

Graduate students of Southern University may borrow books from libraries at other Louisiana Universities through LALINC, a cooperative borrowing program with colleges and universities in Louisiana. This service can be obtained at the Circulation Desk with a valid Southern University identification.

### **Center for Student Success**

The Center offers free academic assistance, such as tutoring and study skills seminars for students at Southern University. The centers learning assistance programs help students who want to improve time management, test taking, reading comprehension, and other academic skills. Academic excellence programs target students who are already succeeding academically and who simply want to enrich their educational experiences.

The center also provides job opportunities for students to serve as tutors, work-study assistants, and graduate assistants. For more information call 225-771-4312.

Smith-Brown Memorial Union Location: 2nd floor Smith-Brown Memorial Union  
Office Hours: 8AM - 5PM M-F Phone: 225-771-2608

This is a multifaceted facility that serves as the community center for the entire university. The union is an integral and vital part of the educational process, sharing the University's goals of intellectual and personal growth for its students.

Through varied programming, the union supplements the academic experiences, contributing to the total development of students. The spacious and modern structure houses meeting rooms, a browsing library, a barber and a beauty salon, art gallery, ballroom, computer center, telephone center, concession center, several recreational areas, and a food court. In addition, the union houses a branch of the U.S. Post Office and the campus mailroom.

Two electronic communication boards are located in the Union lobby area to provide students with daily information on current news, events, and campus activities. Copy machines also are available to Union patrons.

## **PROFESSIONAL ORGANIZATIONS AND RESOURCES**

Students in the Speech-Language Pathology Program are encouraged to join the National Student Speech-Language-Hearing Association (NSSLHA). In addition, students may join other professional organizations such as the Council for Exceptional Children (CEC), National Black Speech-Language-Hearing Association (NBSLHA), Louisiana Speech-Language-Hearing Association (LSHA), and Speech-Language Pathologists and Audiologists in Louisiana Schools (SPALS), depending on your area of interest for professional growth and development. For more information on professional organizations, it is recommended that students consult with their advisors. Below is a list of websites that may be beneficial to you.

### **Web Resources**

American Speech-Language-Hearing Association (ASHA)  
<http://www.asha.org>

Louisiana Speech-Language-Hearing Association (LSHA)  
[www.lsha.org](http://www.lsha.org)

Council for Exceptional Children (CEC)  
<http://www.cec.sped.org>

HIPAA

<http://asha.org/practice/reimbursement/hipaa/default>

Advance Magazine for Speech-Language Pathologists and Audiologists  
[www.advanceweb.com](http://www.advanceweb.com)

### **National Student Speech-Language-Hearing Association (NSSLHA) SU Chapter**

[www.nsslha.org](http://www.nsslha.org)

NSSLHA is the national organization for students pursuing the Master's degree, as well as undergraduate students interested in the study of normal and disordered human communication behavior. NSSLHA is the only student association recognized by the American Speech-Language-Hearing Association (ASHA). SUBR graduate students are encouraged to join NSSLHA. The benefits of joining NSSLHA are extensive:

1. Become part of a growing number of students who are finding that involvement in NSSLHA leads to a fuller appreciation of the professions and greater awareness of the issues affecting speech-language pathology and audiology.
2. Receive the annual NSSLHA Journal, the Journal of the National Student Speech-Language-Hearing Association, and one issue of the biennial Clinical Series, published by NSSLHA, if distributed during a year you are a NSSLHA member.
3. Receive the ASHA Leader.
4. Receive a choice of one ASHA journal: American Journal of Audiology, American Journal of Speech-Language Pathology, Journal of Speech and Hearing Research, or Language, Speech and Hearing Services in Schools.
5. Subscribe to additional journals at a special low rate. Subscription information may be obtained by calling the national office.
6. Register at a reduced fee for the annual ASHA/NSSLHA Convention, as well as for ASHA-sponsored workshops and conferences.
7. Establish credit with a NSSLHA credit card with special benefits including no annual care fee for the first year.
8. Order ASHA publications such as the Guide to Graduate Education at special student rates.
9. Use ACTIONLINE-a toll free number for address changes, graduation date changes, or other general information. The toll-free numbers are: 1-800-498- 2071 (members) or 1-800-638-8255 (nonmembers). The non-toll free number is 1-301-897-5700, and email is [www.asha.org](http://www.asha.org).
10. Receive assistance from the Graduate Information Center at the annual Convention.
11. Qualify for ASHA's Student-to-Certified Member Conversion Program and save significantly (Approximately \$225) in ASHA dues/fees in your first year of ASHA membership. You must be a member for 2 consecutive years prior to applying for membership to receive the discount.
12. A national yearly membership due for NSSLHA is \$60.00. Once a student receives the Master's degree and enters the profession of speech-language pathology, a transition to ASHA is the next logical step.

## **Praxis Examination in Speech-Language Pathology**

As mentioned earlier, the Speech-Language Pathology Test administered by the Educational Testing Services (ETS) is one of the requirements for obtaining the Certificate of Clinical Competence in Speech-Language Pathology. Students in the graduate program are required to take a preparatory course for the PRAXIS examination in Speech-Language Pathology. A passing score of 162 on the examination is required. The examination should be taken until a passing score of 162 is obtained. Please go to [www.asha.org](http://www.asha.org), and [www.ets.org](http://www.ets.org) for tips on preparing for the examination.

During their final projected spring semester, students will enroll in SECD 599-01, the Praxis Prep Course in which they will actively participate in individual and group Praxis preparation activities to enhance successful examination completion.

During that semester or the last projected semester of graduate school, the students are strongly encouraged to take the Praxis Examination to facilitate pursuit of the ASHA Certificate of Clinical Competence in Speech Language Pathology following graduation.

## **THE DEPARTMENTAL COMPREHENSIVE EXAMINATION**

### **Préparation**

In the final semester in which graduation is projected, students will register for SECD 601 Departmental Comprehensive. The students will be required to achieve an 80% on a multiple-choice examination with two case studies; adult and child to successfully pass the Departmental Comprehensive Examination.

### **Administration/Completion**

The graduate faculty in the Speech-Language Pathology program are responsible for setting the dates of the departmental comprehensive examination. Any student who fails the presentation must retake it within the same semester.

### **Notification of Comprehensive Examination Results**

Students will be notified of the results of the Departmental Examination by the graduate program director or the department chair. A copy will be placed in the student's file approximately two weeks after taking the examination and the graduate school will be notified immediately thereafter.

As the department is required to publish Praxis Exam pass rates on the departmental website, all graduating students in the master's degree program must submit their results to the department.

## **STUDENT KNOWLEDGE OF GENERAL REGULATIONS**

Knowledge and observance of all regulations and procedures required by the SU Graduate School and the SU SLP Program is the responsibility of the graduate student. Particularly, those sections as they pertain to: general policies, regulations and requirements, specific to degree program and Graduate School.

## **RECORDS OF STUDENTS**

Final grades for each semester are officially recorded and filed in the Office of the Registrar. Grade reports are submitted to students. Approximately 10 days will be required to post grades and issue transcripts for students who have completed courses and wish this work to be included on their transcripts.

### **Regulations Governing Student Records**

Southern University shall comply with regulations of Section 438, Privacy Rights of Parents and Students, of the General Education provisions Act. This insures students' access to their educational records maintained by the University, and prohibits the release of personally identifiable information except as specified by law.

*In adherence to the Graduate School policy that master's degree programs must be completed within 7 years, the Department of Speech-Language Pathology will maintain academic and clinical records for all graduate students for a seven-year period.*

### **Course Substitutions**

Substitutions of courses in a student's approved Plan of Study may be permitted upon the written approval of the student's advisor, the department chair, the dean of his/her college, and the Dean of Graduate School. The Dean of the Graduate School will make final decision, on course substitutions.

### **Incomplete Grades**

Work that is of passing quality but because of extenuating circumstances, is not completed by a student in a given semester or term may be given an "I" (incomplete) grade. Students must initiate an incomplete grade request through the course instructor and obtain approval of the department head and the Dean of the Graduate School. The instructor must submit the "Incomplete Grade Report" and file the form with the Office of the Registrar by the deadline for submitting grades to the Registrar. If the request is not received from the student prior to the issuing of a final grade, the instructor should consider the delinquent work to be of a failing quality and the student should be given a failing "F" grade and not an "I" grade. A grade of "I" received during a semester or term should be removed as soon as possible, but no later than the end of the semester/term following the one in which such grade was received. Incomplete grades are removed only by completion of the course work, not by repeating the course. A grade of "I" becomes a grade of "F" if not removed by the end of the first six weeks of the following semester. The grade of "I" shall not be calculated in the cumulative grade point average for retention purposes.



## **PREPARATION FOR GRADUATION**

By the completion of the semester immediately preceding the final semester of study, students must apply for graduation within the guidelines established by the Graduate School and also within the Speech-Language Pathology program. Students must complete their program of study. It is the student's responsibility to ensure that all requirements have been met and that every deadline is observed.

Candidates for graduation must complete the Application for Graduation with the Graduate School during the semester in which graduation is anticipated within the deadline established by the Graduate School. This should be done during your advisement time with your advisor. Do not wait until the last minute to do this since doing so may delay your graduation.

The Candidate's application form must be signed by the advisor and chairperson of the department and accompanied by a completed and approved "Plan of Study". Candidates must inscribe name on the application form as it would appear on the diploma and in the commencement program.

Candidates whose applications are approved must officially check out of the University and satisfy all financial responsibilities and obtain clearance from the appropriate offices/divisions on campus.

Candidates who apply but fail to graduate must reapply and register for graduation during a subsequent semester or summer, after correcting any and all deficiencies.

## **GRIEVANCE PROCEDURES FOR GRADUATE STUDENTS**

There are several policies and procedures pertaining to graduate student grievances depending upon the nature of the concern. Course grades may be appealed under the Grade Appeal Policy. This policy is detailed in the Graduate School Catalog. Concerns about sexual, racial, and ethnic harassment may be pursued under the policies and procedures pertaining to those matters and are detailed in the Student Handbook for the university. .

### **Student Academic Grievance Procedures**

If a student has a grievance which cannot be settled in the ordinary course of immediate post-class discussion then the following is suggested:

A special conference should be held between the faculty member and student within 10 working days of the alleged problem. If the matter remains unresolved, it should be brought before the faculty member's chairperson, with a summary of the position in the matter from the faculty member and the student. The chair should then appoint a departmental grievance committee to review and resolve the matter within 10 working days.

If no resolution is possible at this level, the matter should be brought to the Graduate School Dean with a summary of the decision rendered by the departmental committee and the chair's recommendation. The dean will refer the matter to the Graduate Council. As a final academic review, the matter may be brought to the Office of Academic Affairs, if the Graduate School cannot resolve it. It must, however, be accompanied by the council's recommendation.

## **PROCEDURES FOR COMPLAINTS AGAINST GRADUATE EDUCATION PROGRAMS**

### **Council on Academic Accreditation (CAA) Contact**

Concerns and questions relative to the academic and clinical training issues of the department's accredited program should be directed to the Department Chair and Program Director.

If problems cannot be resolved at these levels students may also contact the American- Speech-Language-Hearing Association, Council on Academic Accreditation (CAA) at 2200 Research Boulevard, Mailstop 310, Rockville, MD 20850. Telephone: 1-800-498-ASHA (2071).

A complaint about any accredited program or program in candidacy status may be submitted by any student, instructional staff member, speech-language pathologist, and/or member of the public.

### **Criteria for Complaints:**

Complaints about programs must:

- a. be related against an accredited educational program or program in candidacy status in audiology and speech- language pathology,
- b. related to the standards for accreditation of educational programs in audiology and speech- language pathology, and
- c. include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all institutional grievance and review mechanisms before submitting a complaint to the council for academic accreditation.

**All complaints must follow timelines and submission procedures outline at [www.caa.asha.org/programs/complaints](http://www.caa.asha.org/programs/complaints) .Specifically, they must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech- Language Pathology, American Speech Language Hearing Association, 2200 Research Boulevard, Mailstop 310, Rockville, MD 20850. The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints cannot be sent by email or facsimile. Additional information can be located on the ASHA web site at: (<http://professional/asha.org/academic/standards/cfm>).**

## **IMMUNIZATION POLICY**

The State of Louisiana requires proof of immunization for all students born after 1956 who are attending state colleges and universities. The proof of immunization would include the following: Measles, Mumps, Rubella, Tetanus and Diphtheria. Students will not be allowed to pay fees and attend classes until they comply with this requirement.

Note: All students in the Speech-Language Pathology graduate program must provide a copy of immunization in order to complete the academic and clinical practicum requirements specified throughout this handbook.

## **IDENTIFICATION CARDS**

The ID Card Office produces SU identification cards. New students at Southern University receive a permanent photo ID card at no cost. A charge is assessed to replace a lost, stolen, or mutilated ID card, even if the student is re-enrolling after an interruption in study. For additional information contact the F. G. Clark Activity Center RM 115, Dome, 225-771-3814. Office hours are from 8-5PM daily.

## **CAMPUS SAFETY**

### **Weapon Policy**

Unauthorized possession of a weapon/gun, knife or any other lethal instrument is prohibited on campus. See Student Code of Conduct for additional information.

### **Drug-free Zone Sale or Use of Illegal Drugs**

Southern University is a drug free zone under Louisiana law. Southern University complies with Louisiana a state law that prohibits the use, possession and sale of illegal drugs.

### **Smoke-free Zone**

Southern University is a smoke-free zone in accordance with policies established by the Southern University Board of Supervisors. This policy applies to both indoor and outdoor areas of the campus.

### **Sale or Use of Alcoholic Beverages**

Southern University complies with all federal and state laws that regulate the sale and use of alcohol. For additional information see student conduct code.

### **Sexual Assault**

Threatening to use force to inflict bodily harm upon any persons on University owned or controlled property (i.e., knowingly causing a person to believe that the offender will cause

serious physical harm to one or one's property) is prohibited. Such behavior, which includes rape, sexual assault, or sexually threatening actions is prohibited. Such actions constitute a serious crime and could be a felony under Section 14:42 of the Louisiana Law. If you are a victim of sexual assault off campus, contact the Rape Crisis Center at 225-383-7273, the Baton Rouge Police Department or the East Baton Rouge Sheriff's Office. If an assault occurs on campus and/or if you are enrolled in the University when any assault occurs, please contact the University Police at 225-771- 2770.

### **POLICY ON ETHNIC, RELIGION OR SEXUAL HARRASSMENT**

It is Southern University's policy that neither sexual harassment nor rewards for granting of sexual favors have any place in the workplace or the classroom. It is the policy of Southern University that the workplace and classroom are for work and learning. It is the university's goal to provide a workplace and classroom free of tension involving matters which do not relate to Southern University business or the learning process. In particular, an atmosphere of tension created by ethnic or religious discrimination or animosity, or an unwelcome sexual advance is prohibited. For more information contact Southern University's Office of Human Resources and the Office of Student Life.

### **AMERICAN WITH DISABILITIES ACT/DISCRIMINATION GRIEVANCE PROCEDURES**

Southern University has adopted an internal grievance procedure for prompt and equitable resolution of complaints alleging discrimination, including any actions prohibited by Section 504 of the Rehabilitation Act of 1973 and Title II of the American with Disabilities Act (ADA). Title II states, in part, that in programs or activities sponsored by a public entity, "No otherwise qualified individual with a disability shall, solely by reasons of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination." All discrimination/ADA or 504 complaints should be addressed to:

Deborah Lawson, ADA Coordinator Southern University System  
242 Blanks Hall  
Southern University and A&M College Baton Rouge, LA 70813  
225-771-5565

Jada Netters, SUBR ADA Compliance Coordinator  
Southern University and A&M College  
225-771-5565

## **IMPORTANT OFFICES AND TELEPHONE NUMBERS**

Department of Speech-Language Pathology and Audiology 225-771-2449

SUBR Speech, Language, and Hearing Clinic 225-771-2570

Campus Information: 225-771-4500

Traffic and Parking: 225-771-2253 William L. Pass Station

Center for Student Success: 225-771-4312 Room 122, Harris Hall

Student Financial Aid: 225-771-2790 Financial Aid Building

Graduate School: 225-771-5390 1st Floor, T.H. Harris Hall

Registrar: 225-771-5050 1st Floor, T.H. Harris Hall

University Police: 225-771-2770 William L. Pass Station

Academic Affairs: 225-771-2360

3rd Floor, J.S. Clark Administration Building

Admissions: 225-771-2430 1st Floor T.H. Harris Hall

Comptroller's Office: 225-771-2104

J.S. Clark Administration Building