

# GRADUATE STUDENT ACADEMIC POLICES AND PROCEDURES MANUAL



Master of Science in Speech-Language Pathology  
Department of Speech-Language Pathology and Audiology  
College of Nursing and Allied Health  
Southern University and A & M College  
Baton Rouge, Louisiana  
70813

2015-2017



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## **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 1500 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 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, 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 work 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). The Southern University Speech, Language, and Hearing Clinic is an integral part of the master's degree program. The clinic offers 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 in speech and language are available in the clinic and are a key component of the clinical education in the master's degree program. The *Clinical Education Handbook* can be found on the departmental website at [www.subr.edu/speechpathology](http://www.subr.edu/speechpathology).

This manual has been prepared to assist students in their academic plan of study and to clearly delineate the requirements of the Speech-Language Pathology (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.edu/gradschool](http://www.subr.edu/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.**

## **MASTER OF SCIENCE DEGREE IN SPEECH-LANGUAGE PATHOLOGY**

### **VISION**

Our vision is to be a well-organized, highly effective program in which faculty take corporate responsibility for the curriculum through regular 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 in services to clients in various clinical settings.

### **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, 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 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 (2014) 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:

- to prepare highly competent speech-language-pathologists who have the knowledge, skills, and disposition to provide professional services independently to individuals with communication impairments and differences;
- to provide an academically rigorous curriculum that emphasizes accountability through the application of theoretical perspectives, research principles, and evidence-based practice in the clinical preparation of SLPs for service in a diverse society; and
- to produce graduates who are capable of working effectively in a variety of employment settings such as schools, hospitals, rehabilitation centers, community clinics, private practice, preschool programs, and nursing homes.

## **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. Faculty members present regularly at scholarly and professional meetings and publish in various journals and books in their respective areas of specialization.

### **Chairperson and Graduate Program Director**

**Elaine Bremer Lewnau, EdD, CCC-SLP**

**Phone: 771-2570**

**E-Mail: [elaine\\_lewnau@subr.edu](mailto:elaine_lewnau@subr.edu)**

**126 Blanks Hall**

## **Academic/Clinical Faculty**

**Elaine Lewnau, EdD, CCC-SLP**

Professor/Clinical Faculty

Phone: 771-2550

E-mail: [elaine\\_lewnau@subr.edu](mailto:elaine_lewnau@subr.edu)

126 Blanks Hall

**Regina Enwefa, PhD, CCC-SLP, ND, CNHP, MFRT, CMT, MR, Dip. NBS**

Professor/Clinical Faculty

Phone: 771-2546

E-Mail: [regina\\_enwefa@subr.edu](mailto:regina_enwefa@subr.edu)

243 Blanks Hall

**Stephen Enwefa, PhD, CCC-SLP, ND, CNHP, MFRT, CMT, MR, Dip. MBS**

Professor/Clinical Faculty

Phone: 771-2538

E-Mail: [stephen\\_enwefa@subr.edu](mailto:stephen_enwefa@subr.edu)

224 Blanks Hall

**Carolyn Person, PhD, CCC-SLP**

Associate Professor

Phone: 771-2570

[carolyn\\_person@subr.edu](mailto:carolyn_person@subr.edu)

**Marilyn Seibert, PhD, CCC-SLP**

Adjunct Full Time Professor/Clinical Faculty

Phone: 225-771-2551

E-mail: [marseibert@aol.com](mailto:marseibert@aol.com)

239 Blanks Hall

**Director of Clinical Education and Clinical Services**

Southern University Speech, Language, and Hearing Clinic

**Leigh Anne Baker, MS., CCC-SLP, BCS-S**

Phone: 225-771-2564

E-Mail: [leigh\\_baker@subr.edu](mailto:leigh_baker@subr.edu)

117 Blanks Hall



## **CRITERIA FOR ADMISSIONS**

### **APPLICATION 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.subr.edu/gradschool>. Written communication may be made to:

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

The Graduate School

P.O. Box 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 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. Also, no transcript will be accepted as official unless it is received directly from the registrar of the institution where the work was completed. Please note that certain requirements for regular admission, conditional admission, and provisional admission to the department may 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;** Acceptable scores on the Graduate Record Examination; Three letters of recommendation – two of which must be from professors who are familiar with the applicant's academic performance.

#### **Conditional Admission**

1. **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.
2. To qualify for conditional admission status, applicants must have a 2.8 minimum cumulative GPA; a 3.0 minimum GPA in SLP courses; and all other non-GPA requirements for regular admission.

3. 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.

4. 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 3.0 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.** minimum cumulative GPA 3.0: meeting all other requirements for regular admission; missing documents/credentials; one semester/term. 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. If an applicant holds a bachelor's degree in another discipline, he/she is required to complete a second bachelor's degree in speech-language pathology prior to admission to the graduate program.

Applicants with a second bachelor's degree must meet the same admissions requirements (stated above) as those with an initial degree. Please see requirements for a second degree on the departmental website at [www.subr.edu/speechpathology](http://www.subr.edu/speechpathology).

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**

Beginning academic year 2015-16, students will be admitted to the master's degree program in Speech-Language Pathology in the fall semester **only**. The deadline for submitting applications is April 1 for admission to the summer/fall semesters.

### **ADMISSION OF TRANSFER STUDENTS**

Students who have attended another regionally accredited graduate school must be eligible for readmission at the college or university from which they transfer 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) for information regarding accommodations.

Students who need accommodation of their disabilities should contact me privately, to discuss specific accommodations for which they have received authorization.

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

## PROGRAM OF STUDY

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

*Sequence of Courses for Full-time Students with Undergraduate degrees in Speech-Language Pathology  
(Revised Spring 2015)*

#### YEAR ONE

##### First Fall Semester

SECD 558 Neurodegenerative Dis. of Sp./Lang.

SECD 528 Clinical/Diag. Methods  
SECD 566 Lang. Disorder/Assess.

SECD 500 Research Methods  
SECD 560 Stuttering-Diag./Mgmt.

##### First Spring Semester

SECD 530 Phonological Disorders  
SECD 559 Aphasia Preq 558  
SECD 610 Sem. in Lang. Dis. Preq 566  
SECD 584 Aug./Alt. Comm.

SECD 567, 568, 569, 571 Adv Clin Pract  
(Pre. SECD 528 or undergraduate equivalent)

##### First Summer Term

SECD 504 Sociolinguistics (3)  
SECD 567, 568, 569, 571

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#### YEAR TWO

##### Second Fall Semester

SECD 672 Cleft Palate Preq: 558

SECD 667 Dysphagia Preq 558, 559  
SECD 599 Special Proj.-02 (AUTISM))\*  
SECD 567, 568, 569, 571 Adv Clin Prac (3)

##### Second Spring Semester

SECD 583 Adv. Aural Rehab. \*\*  
SECD 599 Special Project-01 PRAXIS Prep  
SECD 555 Funct/Org Voice Dis. Preq 558  
SECD 567, 568, 569, 571 Adv Clin Prac (3)

##### Second Summer Term (if needed)

Adv. Clinical Practicum SECD 567, 568, 569, or 571

**\*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, including SECD 528 (or undergraduate equivalent) 566, 667, 555, 559, 610, 672 and SPAU 460) prior to enrolling in a related clinic.**

**\*SECD 599-02 (Autism)** is a required course for students entering the graduate program beginning in fall 2014.

**\*\*SPAU 280 Introduction to Audiology or equivalent course taken at another university.**

### **Recommended Undergraduate Pre-requisites to Above Courses**

In addition to the required graduate level pre-requisites cited next to courses above, the department **recommends** undergraduate pre-requisites for the following courses:

1. **SECD 566** (Pre-req: Graduate **or** Undergraduate course in Language Development with a grade of “B” or better; Graduate **or** Undergraduate course in Language Disorders)
2. **SECD 530** (Pre-req: Graduate **or** Undergraduate course in Phonetics with grade of “B” or better)
3. **SECD 504** (Pre-req: Graduate **or** Undergraduate course in Language Development with a grade of “B” or better)
4. **SECD 558, 672, and 555** (Pre-req: Graduate **or** Undergraduate course in anatomy and physiology of the speech/hearing mechanism with a grade of “B” or better)
5. **SECD 672** (Pre-req: Graduate **or** Undergraduate course in voice science with a grade of “B” or better)

In addition to the required courses in the program of study, 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.

**Biological Sciences**

**Physical Sciences (Physics or Chemistry)**

**Statistics**

**Social/Behavioral Sciences**

**COURSE SUBSTITUTIONS AND CROSS REGISTRATION.** See the *Graduate Handbook in Speech-Language Pathology* for policy statements.

### **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 are as follows according to first letter of the last name:

**Students A-H:** Dr. Elaine Lewnau Telephone: 771-2570 or 771-2550;  
[elewnau@aol.com](mailto:elewnau@aol.com); [elaine\\_lewnau@subr.edu](mailto:elaine_lewnau@subr.edu); Office 126 Blanks Hall

**Students I-P:** Dr. Regina Enwefa Telephone: 771-2546;  
[regina\\_enwefa@subr.edu](mailto:regina_enwefa@subr.edu); Office 243 Blanks Hall

**Students Q-Z:** Dr. Stephen Enwefa Telephone: 771-2538;  
[Stephen\\_enwefa@subr.edu](mailto:Stephen_enwefa@subr.edu); Office 224 Blanks Hall

### **Clinical Advisor**

Ms. Leigh Anne Baker is the Director of Clinical Education and clinical advisor for all students. Telephone: 771-2564; [leigh\\_baker@subr.edu](mailto:leigh_baker@subr.edu); Office 117 Blanks Hall

**NOTE:** Please make an appointment with your advisor to develop your individual plan of study within the timeframe provided by your advisor.

Beginning fall 2013, all students admitted to the master's degree program must have a bachelor's degree in speech-language pathology. Official transcript verification of the degree must be provided prior to beginning courses in the graduate program, if accepted. If the student has a bachelor's degree in a discipline other than speech-language pathology, the student must complete the requirements for a *second bachelor's degree* in speech-language pathology and meet all other requirements (including undergraduate GPA) for admission to the graduate program.

See [www.subr.edu/speechpathology](http://www.subr.edu/speechpathology) for admission standards to the graduate program and steps for acquiring a second bachelor's degree in speech-language pathology.

## **ACADEMIC DISCIPLINARY ACTIONS**

### **PROBATION**

A student whose cumulative GPA falls below 3.0 in either graduate or undergraduate course work while enrolled in Graduate School is placed on academic probation.

### **SUSPENSION**

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

A student who is placed on suspension must remain out of school for the semester or summer session immediately following such suspension. A student who is placed on suspension will not be allowed to register, unless he or she has extenuating reasons or circumstances and:



- (1). The student submits a written appeal to the Vice Chancellor for Academic Affairs and:
- (2). The student is successful with such appeal and the suspension is removed by the Vice Chancellor for Academic Affairs.

### **EXPULSION**

A student who fails to earn a cumulative 3.0 GPA after two consecutive semesters following suspension will be expelled from the Graduate School. The student may submit an appeal to the Office of Academic Affairs if there are compelling reasons or documentation to support extenuating circumstances that affected academic performance.

### **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.

### **ASHA CERTIFICATION STANDARDS**

Possessing the ASHA Certificate of Clinical Competence (CCC) is required to engage in independent professional practice in speech-language pathology. Part of the certification application process requires that applicants present a *Verification by Program Director* form signed by the departmental program director to verify that the applicant has met all of the Standards. Courses in the program of study are designed to meet each of these standards. The document below titled *Hypothetical Student* shows how courses and the 2014 *Certification Standards* are aligned. The document makes clear where in the curriculum each standard is taught, assessed, and tracked. The complete ASHA Certification Standards are included in the appendix of this manual as well as on the ASHA website ([www.asha.org](http://www.asha.org)).



**HYPOTHETICAL STUDENT**  
**Guide to the Student Tracking System**  
**CFCC-ASHA STANDARDS BY COURSE**  
**For Certification in Speech-Language Pathology**  
**Southern University and A&M College**  
(Latest Revision Spring Semester, 2015)

## **Introduction**

The *2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology* can be found on the ASHA website at [www.asha.org](http://www.asha.org). This 2014 version of the *Hypothetical Student* replaces any previous version of this document. The standards were developed by the Council for Clinical Certification (CFCC) of the American Speech-Language-Hearing Association (ASHA) and are consistent with the content of the 2014 redesigned PRAXIS examination in Speech-Language Pathology. They include the seven categories of Standards which applicants for the ASHA Certificate of Clinical Competence (CCC) must meet for certification and continue to maintain once certified. Of the eight standards, the following having the greatest impact on the graduate program of study in speech-language pathology:

- **Standard IV: Knowledge Outcomes**
- **Standard V: Skills Outcomes**
- **Standard VI: Assessment**

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 ASHA course syllabus format)
- Providing a plan of Remediation in each course for the acquisition of standards (SLOs) not met the first time (course syllabus)
- 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

## **Portfolio Documentation**

The **student** must **maintain documentation** that demonstrates acquisition of Standards IV and V. This documentation shall be kept in a **portfolio** that is maintained by each student in the graduate program. The portfolio will be reviewed by the student's advisor each semester during mandatory advisement, and is also part of the requirement for the Praxis Prep course requirement that all students register for during their last semester and by the program director during the exit interview prior to graduation. (*See "Formative Assessment Plan" for a complete description of the portfolio documentation requirement.*) It is only when the student has presented signed documentation that each standard has been met will the Program Director sign the document titled **2014 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).

## **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. Only a report from the course instructor will verify that a standard has been met. This verification must be documented in the **certification portfolio** that is maintained by the student. 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 a remediation plan approved by the instructor. If you have the option of making this decision, keep in mind that if the course in which a grade of **C** is made is one of the professional disorders courses (including SECD 528 Clinical and Diagnostic Methods), you will not be able to enroll in a clinical practicum involving that disorder with a grade of **C**.

## **CFCC Tracking Form**

This document is a guide for how the **CFCC Student Tracking Forms** may be filled out by a "hypothetical" student following a typical graduate program in speech-language pathology at **Southern University and A&M College**. Under each knowledge and skill requirement is the course(s) and/or clinical experience where a required knowledge or skill is taught, assessed, and tracked. The syllabus for each course in the graduate curriculum cites the **certification** knowledge and/or skill(s) addressed in that course. Each is stated as a **learning outcome(s)** with an **assessment** so that the student is clear about what he/she will **know and be able to do** upon successful completion of the course. The program has adopted the course syllabus format that was created by Special Interest Group 10: Issues in Higher Education – ASHA as the official syllabus format for all courses in the graduate curriculum and each course in the undergraduate program where certification standards are met.

This format titled “Construction of a Course Syllabus: Integration of the ASHA Knowledge and Skills Acquisition” will enhance the quality of instruction throughout the curriculum, ensure the inclusion of all knowledge and skills standards in the mandated curriculum, and provide for both individual and collegial responsibility for addressing the knowledge and skills needed for ASHA certification.

For each course where certification standards are **tracked**, there must be a written plan for remediation when a certification standard is not met by a student enrolled in the course. Minimally, the remediation plan must identify 1) the specific certification standard(s) not met, 2) what the student needs to do to meet the standard, and 3) the due date for completion. While each course must provide an opportunity to meet each unmet certification standard, the original grade received on the first assessment of the standard stands as the final and only grade for that standard despite the fact that the standard is later met under remediation. No grade change is made in the calculation of the final grade for the course.

### **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 658 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 a portfolio to be kept throughout the student’s enrollment in the graduate program. This is the major means by which the program and 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)**

- BIOL 104 General Biology
- BIOL 105 General Biology
- BIOL 106 General Biology Lab
- BIOL 107 General Biology Lab
- BIOL 223 Anatomy and Physiology
- Other 3-credit Biology course such as a course in genetics, neuroanatomy and neurophysiology, etc., approved by the Program Director.
- **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)**

- PHYS 101/102 Physical Science
- PHYS 141/142 Elements of Physics
- CHEM 128/129 General Chemistry
- CHEM 130/131 General Chemistry
- CHEM 132/133 General Chemistry
- Other 3-credit Physical Science course approved by the Program Director

- **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)**

**Social/Behavioral Sciences: (3 credit hours required with grade of C or better)**

- PSYC 210 General Psychology
- PSYC 445 Developmental Psychology
- Introduction to Sociology, cultural anthropology
- Other 3-credit Social/Behavioral Science course approved by the Program Director

**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 and Organic Voice Disorders
- SECD 558 Neurogenic Disorders of Speech and Language\*
- SECD 667 Dysphagia Assessment and Intervention
- SECD 672 Seminar in Cleft Palate

**Neurological:**

- SECD 558 Neurodegenerative Disorders of Speech and Language\*
- SECD 559 Aphasia
- SECD 667 Dysphagia Assessment and Intervention

**Acoustic:**

- SECD 555 Functional and Organic Voice Disorders\*
- SECD 583 Adv. Aural Rehabilitation

**Psychological:**

- SECD 510 Language of the Normal Child (or approved comparable undergraduate course)
- SECD 566 Language Assessment and Disorders\*
- SECD 558 Neurodegenerative Disorders of Speech and Language
- SECD 559 Aphasia

- SECD 672 Seminar in Cleft Palate
- SECD 667 Dysphagia Assessment and Intervention
- SECD 560 Stuttering Diagnosis and Management

**Developmental/Lifespan:**

- SECD 555 Functional and Organic Voice Disorders
- SECD 558 Neurodegenerative Disorders of Speech and Language
- SECD 559 Aphasia
- SECD 566 Language Assessment and Disorders\*
- SECD 584 Augmentative and Alternative Communication Disorders\*

**Linguistic:**

- SECD 504 Sociolinguistics\*
- SECD 559 Aphasia
- SECD 566 Language Disorders and Assessment\*
- SECD 610 Seminar in Language Disorders

**Cultural:**

- SECD 504 Sociolinguistics\*
- SECD 555 Functional and Organic Voice Disorders
- SECD 558 Neurodegenerative Disorders of Speech and Language
- SECD 559 Aphasia
- SECD 566 Language Disorders and Assessment
- SECD 610 Seminar in Language Disorders
- SECD 672 Seminar in Cleft Palate

**Swallowing Processes:**

- Biological
- Neurological
- Acoustic
- Psychological
- Developmental/Lifespan
- Linguistic
- Cultural
- SECD 667 Dysphagia Assessment and Intervention\*
- SECD 672 Seminar in Cleft Palate
- SECD 558 Neurodegenerative Disorders of Speech and Language

**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 Phonological Disorders\*
- SECD 558 Neurodegenerative Disorders of Speech and Language
- SECD 672 Seminar in Cleft Palate

**Fluency:**

- SECD 560 Stuttering Diagnosis and Management\*

**Voice and resonance, including respiration and phonation**

- SECD 555 Functional and Organic Voice Disorders\*
- SECD 672 Seminar in Cleft Palate

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

- SECD 530 Phonological Disorders
- SECD 558 Neurodegenerative Disorders of Speech and Language
- SECD 566 Language Disorders and Assessment\*
- SECD 559 Aphasia\*
- SECD 504 Sociolinguistics
- SECD 610 Seminar in Language Disorders\*
- SECD 599-02 Special Project: Autism Spectrum Disorder\*
- SECD 584 Augmentative and Alternative Communication

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

- SECD 583 Advanced Aural Rehabilitation\*

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

- SECD 667 Dysphagia Assessment and Intervention \*
- SECD 672 Seminar in Cleft Palate

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

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



- SECD 566 Language Disorders and Assessment\*
- SECD 584 Augmentative and Alternative Communication
- SECD 610 Seminar in Language Disorders

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

- SECD 566 Language Disorders and Assessment
- SECD 584 Augmentative and Alternative Communication
- SECD 559 Aphasia
- SECD 558 Neurodegenerative Disorders of Speech and Language
- SECD 610 Seminar in Language Disorders\*
- SECD 599-02 Special Project: Autism Spectrum Disorder\*

**Augmentative and Alternative Communication Modalities:**

- SECD 584 Augmentative and Alternative Communication\*
- SECD 558 Neurodegenerative Disorders of Speech and Language
- SECD 559 Aphasia

**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 Clinical and Diagnostic Methods
- SECD 530 Phonological Disorders\*
- SECD 672 Seminar in Cleft Palate

**Fluency:** Prevention, Assessment, Intervention

- SECD 560 Stuttering Diagnosis and Management\*

**Voice and Resonance:** Prevention, Assessment, Intervention

- SECD 555 Functional and Organic Voice Disorders\*
- SECD 672 Seminar in Cleft Palate

**Receptive and Expressive Language:** Prevention, Assessment, Intervention

- SECD 558 Neurodegenerative Disorders of Speech and Language
- SECD 566 Language Disorders and Assessment\*
- SECD 658 Seminar in Aphasia\*
- SECD 528 Clinical and Diagnostic Methods



- SECD 610 Seminar in Language Disorders\*
- SECD 599-02 Special Project: Autism Spectrum Disorder
- SECD 584 Augmentative and Alternative Communication

**Hearing, including the impact on speech and language:** Prevention, Assessment, Intervention

- SECD 583 Advanced Aural Rehabilitation\*

**Swallowing:** Prevention, Assessment, Intervention

- SECD 667 Dysphagia Assessment and Intervention\*
- SECD 672 Seminar in Cleft Palate

**Cognitive Aspects of Communication:** Prevention, Assessment, Intervention

- SECD 558 Neurodegenerative Disorders of Speech and Language\*
- SECD 559 Seminar in Aphasia
- SECD 566 Language Disorders and Assessment
- SECD 584 Augmentative and Alternative Communication
- SECD 658 Seminar in Aphasia\*
- SECD 610 Seminar in Language Disorders

**Social Aspects of Communication:** Prevention, Assessment, Intervention

- SECD 566 Language Disorders and Assessment\*
- SECD 558 Neurodegenerative Disorders of Speech and Language
- SECD 610 Seminar in Language Disorders\*
- SECD 599-02 Special Project: Autism Spectrum Disorder
- SECD 584 Augmentative and Alternative Communication
- SECD 658 Seminar in Aphasia

**Aug. and Comm. Modalities:** Prevention, Assessment, Intervention

- SECD 584 Augmentative and Alternative Communication\*
- SECD 559 Aphasia
- SECD 558 Neurodegenerative Disorders of Speech and Language

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

- SECD 528 Diagnostic and Clinical Methods\*
- 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 530 Phonological Disorders\*
- SECD 555 Functional and Organic Voice Disorders\*
- SECD 558 Neurodegenerative Disorders of Speech & Language\*
- SECD 559 Aphasia\*
- SECD 560 Stuttering Diagnosis and Management\*
- SECD 566 Language Disorders and Assessment\*
- SECD 672 Seminar in Cleft Palate\*
- SECD 584 Augmentative and Alternative Communication\*
- SECD 667 Dysphagia Assessment and Intervention\*
- SECD 567, 568, 569, and 571 Advanced Clinical Practicum\*
- SECD 500 Research Methods\*
- SECD 528 Clinical and Diagnostic Methods\*
- SECD 583 Advanced Aural Rehabilitation
- SECD 610 Seminar in Language Disorders\*
- SECD 599-02 Special Project: Autism Spectrum Disorder
- SECD 567\*, 568\*, 569\*, and 571\*

**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 practica, 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 Special Project-01: PRAXIS Preparation\*
- **Professional Workshops.** Students will attend weekly mandated 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 Special Project: PRAXIS Preparation\*
- **Professional Workshops.** Students will attend weekly mandated 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 (or 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 provide documented evidence of having met the relevant certification standards in the course – in this example, SECD 667. When students come for clinic advisement/placement they must bring with them a copy of their transcript showing grades for clinic-related courses as well as documentation of the relevant standards. **No clinic placements will be made without this documentation and presentation of a current transcript.**

**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 530 Phonological Disorders
- SECD 555 Functional and Organic Voice Disorders
- SECD 558 Neurodegenerative Disorders of Speech and Language
- SECD 559 Aphasia
- SECD 560 Stuttering Diagnosis and Management
- SECD 566 Language Disorders and Assessment\*
- SECD 583 Advanced Aural Rehabilitation
- SECD 672 Seminar in Cleft Palate
- SECD584 Augmentative and Alternative Communication
- SECD 667 Dysphagia Assessment and Intervention
- SECD 528 Diagnostic and Clinical Methods\*
- SECD 500 Research Methods\*
- SECD 599-01 Special Project: PRAXIS Preparation
- SECD 599-02 Special Project: Autism Spectrum Disorder
- SECD 610 Seminar in Language Disorders\*
- 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 Diagnostic and Clinical Methods. 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.

#### **Requirements for Off-Campus Clinic Assignments**

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 as well as Accreditation Standards 3.1B and 3.3B: Application of the principles of evidence-based practices. It is the student's responsibility to provide this documentation.

Off-campus clinic assignments will be made only after verified documentation has been provided by the student and approved by the clinic supervisor and clinic director.

All of the elements in Standard V-B (1 a-g **Evaluation**, 2a-g **Intervention**, and 3 a-d **Interaction and Personal Qualities**) for each of the nine disorders (articulation, fluency, voice and resonance, receptive and expressive language, hearing, swallowing,

cognitive aspects of communication, social aspects of communication, and communication modalities) are met in

- SECD 567 Advanced Clinical Practicum\*
- SECD 568 Advanced Clinical Practicum\*
- SECD 569 Advanced Clinical Practicum\*
- SECD 571 Advanced Clinical Practicum\*

In addition to clinical experiences, skills may be demonstrated through successful performance on academic course work, labs, simulations, examinations, and independent projects. Where skills are met through these alternative means, documentation must be provided. For example, if a clinical skill standard is met in an academic course, it should be cited in the course syllabus along with the appropriate learning outcome(s) and plan for remediation, when needed. As with all certification standards, documentation must be maintained by students in their portfolios.

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

**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).

### **Sample Remediation Activities**

Remediation 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 remediation plans for multiple areas. Below is a list of sample remediation activities:

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

### **Remediation Procedures**

- 1). A target competency must be demonstrated for a given knowledge/skill in at least one of the courses/practica/other experiences identified for that knowledge/skill in the speech-language pathology KASA record.
- 2). When a competency has been met, the Course Instructor and/or Clinical Supervisor will submit a report to the Program Director that the student's performance is satisfactory. If a student fails to demonstrate adequate knowledge or skill competency at the completion of remediation activities, the Clinic Director will submit a report to the Program Director indicating "Unsatisfactory" as designated by "U".
- 3). It is the responsibility of all students to track their progress in attainment of Certification Standards. Students must review their records each semester and schedule periodic meetings with their academic advisors to assure that they engage in remediation procedures for any unmet knowledge or skill outcomes.
- 4). The clinical program component has specific protocols and remediation procedures that are provided to students upon entry into clinical practicum. It is the student's responsibility to respond to the on-going feedback provided by clinical instructors in order to remediate skills as identified in clinical practicum.
- 5). By the end of each semester, students will be notified by the Clinic Director if they have passed the clinical certification standards for clinics in which they are enrolled. Clinical supervisors will provide this information to the Clinic Director through LiveText, the University's online assessment reporting system. The Clinic Director will provide a report on the status of each student to the Program Director.
- 6). A student who fails to meet certification standards will not be recommended for application to earn the Certificate of Clinical Competence. Our goal is to do whatever we can to aid the student in being successful.

### **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 ISBN: 1-55798-790-4, 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/)).

## **LIVETEXT SUBSCRIPTION**

Southern University and A&M College has entered into partnership with LiveText, Inc. to provide online academic resources for student collaboration and learning outcomes assessment. **Students are required to purchase a subscription from LiveText, Inc. through the Southern University Bookstore.** LiveText, Inc. provides students with the electronic tools and services needed to serve them in their courses and in their career or academic pursuits beyond graduation.

### **LiveText is a dynamic tool that will enable you to:**

- Create electronic portfolios for storing and displaying coursework for use anytime and anyplace.
- Share your resumes, professional portfolios and virtually any projects that can be photographed, video recorded, and uploaded to prospective employers and others who need or want to know about your accomplishments.
- Engage in discussion boards with other students, exchange feedback, and create study groups and other types of social networks.
- Complete assignments in key/required courses where LiveText has been embedded (without LiveText, you will not be able to complete these assignments).
- Create a complete record of your academic career that is malleable and easily accessible.
- Engage in developing a results-driven culture of assessment at Southern University.  
Participate in a process that will allow for data-driven curricular improvements that foster improved student learning and performance.

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

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

Computers are available for student use in the Speech-Language Pathology Computer Lab. This new lab is located in room 129 Blanks Hall. The computers are for clinic and class-related activities. Students are not permitted to download programs of any kind from the Internet to the university computers. Likewise, you 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 Blackboard and on the departmental website at [www.subr.edu/speechpathology](http://www.subr.edu/speechpathology).



### **SUBR Speech Science Laboratory**

#### **Kaypentax/Kayelemetrics**

#### **The Digital Swallowing Workstation**

#### **RM 226 Blanks Hall**

The speech science laboratory is equipped with a robust set of features that have been integrated into one platform for dysphagia clinicians and students in training for the masters degree in speech language pathology. The digital video system for swallowing allow students and clinicians to record videofluoroscopic swallow exams. Students are able to playback two examinations simultaneously side by side for a comparative analysis

### **Computerized Speech Lab**

#### **Multi Speech Voice Science Analysis Lab**

The CSL lab is a system that allows for students and clinicians to analyze speech and voice. Students and clinicians are able to conduct analysis of dysphonia in speech and voice, auditory feedback tools and biofeedback, visipitch, multidimensional voice program, voice games, a real time EGG Analysis, Real Time Pitch and Spectrogram, Motor speech profile, and a disorders voice database.

### **Media Resource Room**

This facility houses professional print materials, electronic media, and duplicating equipment. It provides study space for students and resource materials related to preparation for the PRAXIS examination. It is located in room 204 Blanks Hall.

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

All students are required to have university email and blackboard accounts. Your email will always be your first and last name @subr.edu.

If you do not have an email account, please 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 blackboard listserv.

### **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@subr.edu](mailto:Charlotte.Henderson@subr.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 1<sup>st</sup> 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.**

**1<sup>st</sup> 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.

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

**Kindle Fires and 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:** 2<sup>nd</sup> 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**

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.advancweb.com](http://www.advancweb.com)

### **NATIONAL STUDENT SPEECH-LANGUAGE-HEARING ASSOCIATION (NSSLHA) SUBR 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. Membership at both the national and local levels is recommended, but is not required. 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**

Passing 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 encouraged to take an online tutorial course for the PRAXIS examination in Speech-Language Pathology. A **passing score of 162** on the examination is required. The examination is given 5 times per year and 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.

### **DEPARTMENTAL COMPREHENSIVE EXAMINATION**

A departmental comprehensive examination is required for all candidates for the M.S. Degree in Speech-Language Pathology. The comprehensive examination will be offered at regularly scheduled times during the fall and spring, Semesters. Students are eligible to take the comprehensive examination after completion of 80% of graduate coursework, excluding clinic.



The program director and faculty in the Speech-Language Pathology program are responsible for setting the dates for the comprehensive examination. The Graduate School determines the last possible date that the examination can be given. Students must register for the Departmental Comprehensive Examination in the semester during which the examination is to be taken. Any student who fails the comprehensive examination must re-take the exam within the same semester or no later than the following semester.

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

Students will be notified of the results of the examination in writing by the program director. In addition, 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.

### **GENERAL REGULATIONS**

It is the responsibility of the graduate student to be informed of and to observe all regulations and procedures required by the Graduate Schools as well as the program the student is pursuing. The student must be familiar with those sections of the Graduate catalog that outline general policies, regulations and requirements, specific degree program and department requirements, and the requirements of the 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. The first transcript is furnished without charge. A written request, along with \$2 in the form of a cashier's check or money order from the student must be submitted for each additional transcript.

### **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.

### **Course substitution**

- 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. A request for course substitutions must be submitted on forms designated for this purpose and available in the Graduate School.



**Students who wish to request course substitutions should adhere to the following:**

3 typed copies of the request must be fully completed. The student, advisor, department chairperson, and dean of the student's college must sign all copies before being submitted to the Graduate School.

- Undergraduate course (below the 500 level) cannot be substituted for graduate courses (at the 500 level or above), except in special cases where appropriate documentation can be provided by the course instructor to the effect that 400 level courses involved graduate level content (limited to a maximum of 2 courses) and were taken for graduate credit.
- The content of substitution course must be similar or comparable to the required course being submitted. 3 copies of the course outline, catalog description, or syllabus of both the substitution course and the course being substituted must be attached to the request for course substitution.
- The number of credit hours of the substitution course must be equal to or greater than the number of credit hours for the course being substituted (e.g., a 2-credit course cannot be substituted for a 3-credit course).
- Requests for substitution must be submitted for approval prior to the substitution course (s) being taken. It is suggested that requests be submitted no later than one month prior to beginning of the semester in which the student intends to take the substitution course.
- Maximum degree substitutions are limited to a maximum of twelve (12) credit hours, including credits transferred from other institutions.

**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 semester/term following the semester/term in which the "I" grade was received. A grade of "I" carries no quality points and lowers the overall grade point average.

### **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 **preceding 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.

During the term in which the degree is to be received, a student must be registered unless the only remaining requirement is the final comprehensive examination.

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. Students should pursue all concerns with the Program Director, Department Chair, or Dean. Every effort will be made at the department level to resolve the complaint or concern in the best possible manner.

### **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 20850-3289. 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 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 20850-3289. The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints 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  
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. Southern University is also a smoke free zone.

### **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:

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

Debra Ephraim, 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 225-771-2570**

**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**  
**1<sup>st</sup> Floor, T.H. Harris Hall**

**Registrar: 225-771-5050**  
**1<sup>st</sup> Floor, T.H. Harris Hall**

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

**Academic Affairs: 225-771-2360**  
**3<sup>rd</sup> Floor, J.S. Clark Administration Building**

**Admissions: 225-771-2430**  
**1<sup>st</sup> Floor T.H. Harris Hall**

**Comptroller's Office: 225-771-2104**  
**J.S. Clark Administration Building**