

GRADUATE STUDENT HANDBOOK

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**

2019-2024



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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.

We are all 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 Speech-Language Pathology and Audiology, College of Nursing and Allied Health.

BE A STUDENT
★ ★ ★ **OF** ★ ★ ★
SUCCESS
LEARN EVERYTHING YOU CAN
FROM THOSE WHO HAVE BEEN
★ ★ ★ ★ *THE MOST* ★ ★ ★ ★
SUCCESSFUL

—EMERSON SPARTZ CEO, Spartz Media

Faculty Motto for Your Success! The Destiny is Yours!

ACCREDITATION

Regional Accreditation Southern University and A & M College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Contact SACSCOC at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern University and A & M College.

Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association

The master's program in speech-language pathology (M.S.) is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700. The accreditation period is from April 2010 through March 2023.

ESSENTIAL FUNCTIONS POLICY

The Department of Speech-Language Pathology and Audiology does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, or disability. When requested, the department will provide reasonable accommodation to otherwise qualified students with properly certified disabilities. The faculty and professional staff have the responsibility for the welfare of students in the section and for the clients the students treat during their graduate clinical practicum program. In order to meet this responsibility, the section has established Technical Standards that must be demonstrated by students with or without reasonable accommodations in order to participate in the program and to complete it successfully. Reasonable accommodations will be made to students with disabilities on an individual and flexible basis. It is the responsibility of students, to review the essential functions for the program and make their needs known. The Department of Speech-Language Pathology and Audiology has established Essential Functions for its program of study delineating the minimum, physical, cognitive, emotional, and social requirements necessary to participate fully in all aspects of academic and clinical education expected by a specified program of study. One's ability to meet the Essential Functions is a prerequisite for admission and continuation in a program of study. Applicants and enrolled students must be able to meet all of the essential functions with or without reasonable accommodations.

Physical Health: The student must possess the physical health and stamina needed to carry out the program of Communication Disorders. **Intellectual Skills:** The student must have sufficient powers of intellect to acquire, assimilate, integrate and apply information. The student must have the intellectual ability to solve problems and the ability to comprehend three-dimensional and spatial relationships.

Motor Skills: The student must have sufficient use of motor skills to carry out all necessary audiological procedures, both those involved in learning the fundamental sciences and those required in the clinical environment. This includes the ability: (1) to participate in relevant educational exercises and to extract information from written sources; (2) use a computer to operate laboratory equipment, and (3) access transportation to all clinical and academic placements.

Communication: Consistent with CAA Standard 4.2 proficiency in English, the student "must demonstrate communication skills sufficient to achieve effective clinical and professional interaction with clients and relevant others." For oral communication, students must "demonstrate speech and language skills in English, which, at a minimum are consistent with ASHA's most current position statement on students and professionals who speak English with accents and nonstandard dialects." For written communication, students must "be able to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence." (ASHA, 2005).

Information must be communicated in a succinct yet comprehensive manner and in settings in which time available may be limited. These skills require the ability to assess and effectively communicate all relevant information including the significance of nonverbal responses. Also required is the ability to immediately assess incoming information to allow for appropriate, well-focused follow-up inquiry. The student must be capable of responsive, empathic listening to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences. He or she must express his or her ideas clearly and demonstrate a willingness and ability to give and receive feedback.

Sensory Abilities: The student must have sufficient use of the sense of vision, hearing, touch and smell to observe effectively in the classroom, laboratory and clinical setting. Students must possess the ability to observe both close at hand and at a distance.

Behavioral Qualities: The student must possess emotional health sufficient to carry out the tasks above, must have good judgment and must behave in a professional, reliable, mature and responsible manner. The student must be adaptable, possessing sufficient flexibility to function in new and stressful environments. The student must be able to critically evaluate her/his own performance, be forthright about errors, accept constructive criticism, and look for ways to improve. The student must show respect for individuals of different ages, ethnic backgrounds, religions, and/or sexual orientations. The student must exhibit professional behavior by conforming to appropriate standards of dress, appearance, language and public behavior. The student must uphold the Code of Ethics of the American-Speech-Language-Hearing Association and the code of Academic Conduct of Southern University and A & M College and Department of Speech-Language Pathology and Audiology, and College of Nursing and Allied Health.

Each student must continue to meet all of the Essential Functions set forth above. A student may be denied permission to continue in the Speech-Language Pathology Program at Southern University and A & M College should the student fail at any time to demonstrate all of the required Essential Functions.

Please Print Name

Please Sign Your Name

Date

SOUTHERN UNIVERSITY STATEMENT of NON-DISCRIMINATION

In compliance with Title IX of the Education Amendments of 1972, Title VI and VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and other federal, state, and local laws, Southern University and A&M College forbids discriminating or harassing conduct that is based on an individual's race, color, religion, sex, ethnicity, national origin or ancestry, age, physical or mental disability, sexual orientation, gender identity, gender expression, genetic information, veteran or military status, membership in Uniformed Services, and all other categories protected by applicable state and federal laws. This commitment applies but is not limited to decisions made with respect to hiring and promotion, the administration educational programs and policies, scholarship and loan programs, and athletic or other College administered programs. Discriminatory acts of any kind are strictly forbidden.

Any member of the Southern University and A&M College community has the right to raise concerns or make a complaint regarding discrimination without fear of retaliation. Any and all inquiries regarding the application of this statement and related policies may be referred to: Cedric Upshaw, Title IX Coordinator, at 225-771-5565. Complaints may also be made via email at titleix@subr.edu or by visiting www.subr.edu/titleix.

As set forth in our policies, individuals may also file complaints with administrative agencies such as the U.S. Department of Education, Office for Civil Rights. The contact information for the local office of OCR is (214) 661-9600 is at Office for Civil Rights, Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810. The email address for OCR is OCR.Dallas@ed.gov.

SOUTHERN UNIVERSITY TOBACCO-FREE SYSTEM

Southern System first college system in Louisiana to become tobacco-free

The Southern University System (SUS) Board of Supervisors at its October 2011 meeting approved a policy to make all campuses within the System 100 percent tobacco-free. The use of tobacco products on any Southern University campus is prohibited by students, staff, faculty or visitors in all campus buildings, facilities, or property owned or leased by Southern University System and outside areas of the campus where non-smokers cannot avoid exposure to smoke; on campus grounds, facilities, or vehicles that are the property of the campus; and at lectures, conferences, meetings, and social and cultural events held on school property or school grounds. The sale or free distribution of tobacco products, including merchandise on campus or at school events is prohibited.

COMPLIANCE & ETHICS TITLE IX

OVERVIEW

Southern University and A&M College is committed to creating a welcoming and respectful educational environment that values integrity. Members of the Southern University community which includes students, faculty, staff, administrators, guests, and visitors have the right to be free from sexual misconduct of any type. Therefore, Southern University is firmly committed to maintaining a climate of respect and safety for everyone. All members of the Southern University community are expected to conduct themselves in a manner that does not infringe upon the rights of others. As a result, this campus has a zero-tolerance policy for sexual misconduct.

When an allegation of sexual misconduct is brought to the attention of a Responsible Employee, and the respondent is found to have violated this policy, serious sanctions will be used to reasonably ensure that such actions cease and are never repeated. In addition, Southern University's response will provide complainants and respondents with reasonable remedies that will insure full participation in their educational and/or employment activities

Southern University Title IX Coordinator

Akai Smith
Director for ADA and Title IX Compliance
Augustus C. Blanks Hall, Room 244
P.O. Box 9887
Baton Rouge, LA 70813

Phone: (225) 771 - 5565
Fax: (225) 771 - 2922
Email: titleix@subr.edu
Web: www.subr.edu/titleix

Office of Civil Rights for Louisiana

Dallas Office
U.S. Department of Education
1999 Bryan Street, Suite 1620
Dallas, TX 75201-6810

Phone: (214) 661 - 9600
Email: OCR.Dallas@ed.gov

SEXUAL MISCONDUCT POLICY

What is Sexual Misconduct?

Sexual misconduct is considered a sexual act or contact of a sexual nature that occurs, regardless of personal relationship, without the consent of the other person(s), or that occurs when the person(s) is unable to give consent or whose consent is coerced or obtained in a fraudulent manner. As defined by the Louisiana Board of Regents, sexual misconduct includes, but is not limited to, sexual assault, sexual abuse, violence of a sexual nature, sexual harassment, non-consensual sexual intercourse, sexual exploitation, video voyeurism, contact of a sexual nature with an object, or the obtaining, posting or disclosure of intimate descriptions, photos, or videos without the express consent of the persons depicted therein, as well as dating violence, domestic violence and stalking. Some examples of misconduct include:

Pressure for a date or a romantic or intimate relationship; Unwelcomed touching, kissing, hugging, or massaging; Pressure for or forced sexual activity; Unnecessary and unwelcomed references to various parts of the body; Belittling remarks about a person's gender or belittling remarks about a person's sexual orientation based in gender-stereotyping; Inappropriate sexual innuendoes or humor; Videotaping and photographing someone or people without consent; Obscene gestures of a sexual or gender-based nature; Offensive sexual graffiti, pictures, or posters;

Sexually explicit profanity; and/or

Use of e-mail, the Internet, or other forms of digital media to facilitate any of the above referenced behaviors.

Southern University and A&M College utilizes the term "sexual misconduct" to encompass all behaviors that involve violations of an individual's rights specifically manifested by sexual behavior and actions. Accordingly, this term is inclusive of forms of inappropriate behavior that are linked with the sex/gender of the complainant and/or respondent. These behaviors, when deemed to have occurred, deprives an individual of their rights, and/or access to an education or employment which constitutes a violation of Southern University and A&M College's Sexual Misconduct Policy. For more information, the links are provided below.

[Southern University and A& M College Sexual Misconduct Policy](#)

[Louisiana Board of Regents Sexual Misconduct Policy](#)

Sexual Misconduct Resources

[About Sexual Assault](#)

[About Sexual Harassment](#)

SU STUDENT SUPPORT SERVICES

What Resources are Available?

The following resources are available to complainants and respondents at SUBR for local advocacy, counseling, health, mental health services and general support.

On-Campus Resources

University Counseling Center Student Health Center

Elton C. Harris Dr.
(near campus residence halls)
P.O. Box 12874
Baton Rouge, LA 70813
Phone: (225) 771 – 2480
Fax: (225) 771 - 3560
Web: www.subr.edu/ucc

Elton C. Harrison Dr.
(near campus residence halls)
P.O. Box 10174
Baton Rouge, LA 70813
Phone: (225) 771 - 4770 Fax: (225) 771 - 6225

Office of Disability Services

234 A.C. Blanks Hall
P.O. Box 11298
Baton Rouge, LA 70813
Phone: (225) 771 - 3546
Fax: (225) 771-3949

Office of Academic Affairs

3rd Floor J. S. Clark Administration Building
P. O. Box 9820
Baton Rouge, LA 70813
Phone: (225) 771 - 2360

Off-Campus Resources

Baton Rouge Sexual Trauma Awareness & Response (STAR) Center

8281 Goodwood Blvd., STE I-2
Baton Rouge, LA 70806
Phone: (225) 615-7093
24-Hour Hotline: (855) 435 - STAR
Fax: (225) 615-7236
Web: www.brstar.org
Open Monday - Friday 8:30 am - 5:00 pm

Louisiana Coalition Against Domestic Violence

P.O. Box 77308
Baton Rouge, LA 70879
Phone: (225) 752-1296
24-Hour Hotline: (888) 411 – 1333
Web: www.lcadv.org

Iris Domestic Violence Center

P.O. Box 52809
Baton Rouge, LA 70892
Phone: (225) 389 - 3001
24-Hour Hotline: (225) 389-3001
1-800-541-9706 FREE
Web: www.stopdv.org

Academic Regulations

Academic Dishonesty

Southern University and A&M College's *Student Code of Conduct* (Code 1.1) identifies academic dishonesty as any deliberate attempt to gain an unfair advantage in academic work. Examples of academic dishonesty include cheating, falsification of information, fraud, plagiarism, and unauthorized access to academic records, providing information, material, or other assistance with knowledge that such assistance could be used in violation of the *Student Code of Conduct* or other University policies, or providing false information in connection with any inquiry regarding academic dishonesty.

[Academic Dishonesty Policy](#) - link to PDF

[Report Academic Dishonesty](#) - link to PDF

Disruption of the Academic Process

Furthermore, the University's *Student Code of Conduct* (Codes 1.6 and 2.2) broadly defines disruption/obstruction as any major/minor action which obstructs, or attempts to obstruct, an official University function, such as teaching, research, administration, or other campus activity.

[Disruption Policy](#) - link to PDF

[Report Classroom Disruption](#) - link to PDF

Academic Grievances

Southern University and A&M College students may seek redress in academic decisions when they believe the decision is unfair or ungrounded. The academic grievance procedure provides prompt and equitable resolutions to student academic grievances. Classroom related matters should be subjected to these procedures only when the grievance cannot be settled in the ordinary course of immediate post-class discussion. Academic grievances are not handled by the Office of the Dean of Students.

Student Academic Grievance Procedures

Standards for Satisfactory Academic Progress

The Higher Education Act of 1965 as amended and final regulations set by the United States Department of Education (34CFR668.16) require that institutions of higher education establish reasonable standards of Satisfactory Academic Progress (SAP) as a condition of continuing eligibility for federal aid programs. Financial aid recipients are expected to make reasonable progress as a condition of receiving and continuing to receive student financial aid. Student progress is assessed according to both qualitative and quantitative measures. The University has developed this policy to provide a framework for monitoring and determining a student's Satisfactory Academic Progress in accordance with Federal and Institutional requirements. This policy applies to all new, transfer, re-entry, re-admit with transfer work, and continuing students at Southern University. **For additional information, please visit www.subr.edu/cusa**

OTHER POLICIES

Family Educational Rights and Privacy Act (FERPA)

Southern University and A&M College complies with the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380, Section 513, and, amending the General Education Provision Act, Section 438). The act informs students of restrictions imposed by the federal government on the release and disclosure of information relative to students' education records without the written consent of students. However, the University is permitted to publish or provide "directory information" as defined by the Family Educational Rights and Privacy Act. This includes the following categories of information: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, height and weight (for members of athletic teams), dates of attendance, degree and awards received, and the most recent previous education agency or institution attended by the student. The University will make public information about each student, limited to these categories, in ways such as described above. Information from all of these categories is not made public in every listing. A campus directory, for example, publishes only a student's name, address, and telephone number.

Students who do not wish to have any or all such directory information made public without prior consent must notify the Office of the Registrar via a signed and dated statement specifying which items are not to be published. This notice must be received by the Office of the Registrar by the end of the registration period of the semester or session of first enrollment, or by the end of each fall registration period after an absence.

Verification of Education/Disciplinary Records

In cases where Southern University and A&M College students are considering transferring to another institution, applying for graduate/professional programs, or applying for jobs, institutions and employers may require verification of a student's educational records. This may include dates of attendance, academic standing, disciplinary history, and degree awarded.

The Office of the Dean of Students provides a portion of this verification. In order to complete this process, students must do the following:

Complete and submit an authorization to release information form. Submit all forms that need to be completed by the Dean of Students. Students must provide a self-addressed stamped envelope or fax information for where final information is to be submitted.

Student ID Card Policy

All undergraduate and graduate students (both full and part-time) at Southern University and A&M College are issued student identification (ID) cards. The student ID card serves as proof of status with Southern University and A&M College and provides access to many resources provided by the University, such as dining hall meals, access to buildings, residence halls and campus events, and use of the John B. Cade Library.

Students that have cross-registered in classes at Southern University and A&M College are not issued Southern University student ID cards. Students are required to carry a student ID card at all times. Failure to do so may subject students to a reasonable detention by appropriate University authorities as well as prevent admission/passage into University events, programs, and facilities.

Student ID Policy

All students (both full and part-time) at Southern University and A&M College are issued student identification (ID) cards. Only the first student ID card is issued free. The student ID card serves as proof of status with Southern University and A&M College and provides access to many resources provided by the University, such as dining hall meals, access to buildings, residence halls and campus events, and use of the library. Students that have cross registered in classes at Southern University and A&M College are not issued Southern University student ID cards. All enrolled students (full-time and part-time) at Southern University and A&M College are required to have valid identification (ID) cards for the semester in which they are registered. Students are required to carry a student ID card at all times. Failure to do so may subject students to a reasonable detention by appropriate University authorities as well as prevent admission/passage into University events, programs, and facilities.

Student Email Policy

Email is a universal service that has greatly enhanced communication both internally within the Southern University and A&M College community and externally to users, including prospective students, alumni, and the public at large. The purpose of the University's general email policy is to describe the appropriate use of University email facilities, associated responsibilities, and rights of all users of University email facilities and official Southern University and A&M College email accounts. This student email policy is a supplement to the University's general email policy.

SUBR Tobacco Free Policy Tobacco Free Campus Policy

The Southern University System (SUS) maintains a 100% Tobacco-Free Policy. Smoking and tobacco use of any kind will be prohibited on all SUS campuses and/or other properties owned and/or leased locations/premises; all internal and external areas, parking garages, and parking lots; all entrances and exits; and in all SUS owned and/or leased vehicles. Students may not smoke in their own or others' vehicles when the vehicles are parked on SUS properties. This policy will be in place at all Southern University and A&M College sponsored events-both on our premises and at external locations hosting such events, including non-University hours and will further apply to all faculty, staff, students and visitors.

Drug and Alcohol Prevention

Overview

Southern University and A&M College governs the possession, use/consumption, and sale of drugs and alcohol via University policies and Louisiana State Law. The usage of alcohol and drugs can have a devastating effect on the body. Short-term effects of even casual drug use can be noted immediately. While most may view it as non-harmful, even small doses of a drug can have a disastrous impact on the body. But even more alarming are long-term effects that could potentially damage the heart, lungs, muscles, bones or skin. Student violators of drug and alcohol regulations and laws could be subject to University disciplinary action as outlined in the Student Code of Conduct, ranging from fines to expulsion, as well as criminal prosecution, ranging from fines to imprisonment. Employees found in violation of drug and alcohol regulations and laws shall be subject to appropriate sanctions and penalties, which may include but are not limited to referral for counseling, written or oral reprimands, suspensions with or without pay, or termination, in accordance with the established rights of the employee, including the right to due process, as well as criminal prosecution, ranging from fines to imprisonment.

Drug & Alcohol Prevention Program

Southern University and A&M College governs the possession, use/consumption, and sale of drugs and alcohol via University policies and Louisiana State Law. The usage of alcohol and drugs can have a devastating effect on the body. Short-term effects of even casual drug use can be noted immediately. While most may view it as non-harmful, even small doses of a drug can have a disastrous impact on the body. But even more alarming are long-term effects that could potentially damage the heart, lungs, muscles, bones or skin. Laws regarding the possession, sale, consumption, or furnishing of alcohol is controlled by the Louisiana Office of Alcohol and Tobacco Control. The enforcement of the University's alcohol regulations is the responsibility of the Office of the Dean of Students/Student Life (for students) and the Office of Human Resources (for employees), while the enforcement of state alcohol laws is the responsibility of the Southern University Police Department (SUPD). It is unlawful to sell, furnish or provide alcohol to anyone under the age of 21. The possession of alcohol by anyone under 21 years of age in a public place or a place open to the public is illegal. Southern University and A&M College prohibits students and student groups from possessing and consuming alcohol in a public or private area of the campus without prior University approval. Southern University and A&M College is a designated "drug free" zone and the possession, sale, manufacture or distribution of any controlled substance is illegal under both state and federal laws. Such laws are strictly enforced by the Southern University Police Department and the enforcement of the University's drug regulations is the responsibility of the Office of the Dean of Students/Student Life (for students) and the Office of Human Resources (for employees).

Biennial Program Review

Southern University and A&M College acknowledges its obligation to conduct a biennial review of its compliance with the Drug-Free Schools and Communities Act as well as an administrative review to determine whether the University has fulfilled the aforementioned requirements. The Office of the Dean of Students/Student Life, as designated by the Chancellor, is responsible for conducting the review and reporting on the findings.

Media Coverage Policy

Many events occur on the Southern University and A&M College campus that warrant media coverage. In the event that media personnel contact Southern University and A&M College students, it is left to the discretion of the students to speak with the media, but students are not obligated to do so. If students have questions regarding media, they are to contact the Southern University and A&M College Office of Communications.

Missing Student Policy

Southern University and A&M College personnel can assist in locating a missing student if an academic department or parents/guardians who have a concern have been unable to locate the student. Due to regulations of the Family Educational Rights and Privacy Act, Southern University and A&M College will not provide or verify contact information for students affiliated with the University. However, the University will attempt to contact the student, then asking that student to contact the individual(s) trying to contact him/her. If warranted, the necessary authorities will be involved for assistance in conducting a welfare check on the student.

Missing Student Policy

If a member of the Southern University and A&M College community has reason to believe that a student who resides in an on-campus residential facility is missing, he or she should notify one of the following offices:

- Southern University Police Department (SUPD)
Phone: (225) 771-2770
Email: supd@subr.edu Web: www.subr.edu/supd
- Office of the Dean of Students Phone: (225) 771-3922
Email: dos@subr.edu Web: www.subr.edu/dos
- Office of Residential Life and Housing Phone: (225) 771-3590
Email: reslife@subr.edu Web: www.subr.edu/housing

Missing student reports can be submitted on-line via departmental websites. Missing student reports that are initiated in-person in on-campus residential facilities with hall directors or other staff must be then submitted directly to the Director of Residential Life and Housing by the staff member. Once a report is received by the Director of Residential Life and Housing or the Dean of Students, it will be forwarded to SUPD (if not originally received by SUPD) and SUPD will generate a missing person report and initiate an investigation. The timeframe is a maximum of two hours from point of initiation of the report to its final destination at SUPD. In addition to registering a general emergency contact, students residing in Southern University and A&M College on-campus residential facilities have the option to identify confidentially an individual to be contacted by Southern University in the event the student is determined to be missing for more than 24 hours. If a student has identified such an individual, the Office of the Dean of Students will notify that individual no later than 24 hours after the student is determined to be missing. A student who wishes to identify a confidential contact can do so through the registration process with the Office of Residential Life and Housing. A student's confidential contact information will be accessible only by authorized campus officials and law enforcement in the course of the investigation.

Student Health and Student Counseling

SU Counseling Center is fully accredited by the International Association of Counseling Services, Inc. The center provides students with excellent services such as individual therapy/counseling, group therapy. Outreach and consultation.

Student Code of Conduct

The Southern University and A&M College *Student Code of Conduct* sets forth, in a concise and uniform manner, responsibilities which members of the University community owe one another. Southern University and A&M College is committed to protecting the full constitutional rights of its students. University policies, *Student Code of Conduct* provisions, penalties, and sanctions have been established to protect the rights and interests of all members of the University community. The current *Student Code of Conduct* supersedes any previously published *Student Code of Conduct*.

Student Judicial Process

The Southern University and A&M College judicial system governs the University community by regulating student conduct and enforcing the University's ***Student Code of Conduct*** consistent with the principles of due process of laws applicable to state universities.

Student Judicial System Judicial

Process At-A-Glance Frequently

Asked Questions

Student Behavioral Concern Referral

If you are concerned about a student and problems persists despite your efforts to intervene, please report it to the Office of the Dean of Students. The Office of the Dean of Students will follow-up with you regarding your concern. This process is to be used for the transmission of non-emergency information and is not seen as a substitute for continual conversation, nor will it become an official student conduct record. You will be notified of the disposition if/when appropriate.

Student Official Statements

Southern University and A&M College students have to opportunity to provide an official student in a judicial matter, whether they are a witness, victim, or the accused in an incident.

Student Statement Form

Student Witness Form

Student Conduct Grievance Form

The student conduct grievance procedure is maintained by the Office of the Dean of Students in order to ensure prompt and equitable solutions to student problems. This process should be used for grievances for violations of the Student Code of Conduct. Grievances such as sexual assault, harassment, and discrimination should be reported on the **Title IX Complaint Form**.

Emergency Preparedness Plan

Southern University and A & M College Emergency Response Plan. In the event of an emergency situation, Southern University administration has the capability to transmit pertinent information through the mediums of websites, phone trees, e-mail and text messaging to the entire spectrum of students, faculty and staff.

Traffic and Parking Appeals

Any faculty, staff, or student at Southern University and A&M College may appeal a decision rendered by the University's Traffic and Parking Division of a parking ticket/tow by submitting an appeal form to the Traffic and Parking Division. An appeal of a parking ticket/tow must be made within seven (7) calendar days from the date it was initially issued/charged via this form only. Only individuals that have registered their vehicle through the Southern University Traffic and Parking Division are eligible for appeal consideration.

For questions regarding traffic appeals, email: traffic_appeals@subr.edu

Traffic/Parking Appeals Information

Traffic/Parking Appeals Form - link to PDF

FINANCIAL AID

The Office of Student Financial Aid administers a program designed to help students meet their college expenses. Financial assistance in the form of scholarships, grants, loans and employment is available to all students who complete the necessary application process and qualify prior to the established deadline dates.

Welcome Students

Let me take this opportunity to thank you for visiting our website. You will notice that there are a number of changes that are designed to make your visit simple. We are constantly working to make this site a comprehensive resource where students and parents can receive information regarding Southern University and A&M College's (SUBR) financial aid opportunities, eligibility requirements, and required processes. We are dedicated to operating in accordance with state, federal, and university guidelines, as well as those set forth in our Code of Conduct and Statement of Ethical Principles.

The Financial Aid staff is dedicated to helping students in pursuit of their educational goals by providing financial information and services in a professional and individualized manner. We are enthusiastic about working with you to complete your financial aid application so that your eligibility can be determined, and awards can be offered in a timely manner.

SUBR has worked to make the fundamental right of an education accessible to all people. We believe cost should never be an obstacle to seeking the benefits of higher education. That's why our Financial Aid Office will work hard to make sure you are informed about the many types of aid available to you and guide you through the process of securing financial assistance.

STUDENT RIGHTS

Students and prospective students have the right to know that financial aid programs are available at Southern University and A&M College, the deadlines for submitting applications and the manner in which student aid is distributed. Students may also request an explanation of the various programs included in the financial aid award and the University's criteria for Satisfactory Academic Progress. The institution is required to maintain appropriate confidentiality in administering the financial aid application and the supporting financial documents.

Financial aid information and application materials will be available at the Office of Student Financial Aid throughout the year. Please feel free to contact our office if you have questions regarding your financial aid application.

STUDENT RESPONSIBILITIES

You are responsible for reading, understanding, and keeping a copy of all forms that you are asked to sign. You must complete all application and financial forms accurately and submit them on time to the right place.

You must provide correct information. In most instances, reporting incorrect information on financial aid application forms is a violation of law and may be considered a criminal offense that could result in indictment under the U.S. Criminal Code.

You must return all additional documentation, verification, corrections, and/or new information requested by the agency to which you submitted your financial information or the Office of Student Financial Aid.

You must accept responsibility for all agreements that you sign.

You must perform the work that is agreed upon in accepting a Federal Work Study award.
You should be aware of the University's refund policy as contained in such publications as the University Catalog and Schedule of Classes.

You are responsible for notifying the Office of Student Financial Aid of (a) any change in the number of credit hours for which you are enrolled; (b) any name, address, or telephone change; (c) a change in marital status or number of dependents in the family; (d) a change in financial status; and, (e) withdrawal from the University.

You are responsible for the STATEMENT OF EDUCATIONAL PURPOSE in which you affirm that any financial aid funds received will be used solely for expenses related to attendance at Southern University and A&M College.

Students who receive Student Loans and TEACH Grant funding while attending Southern University and A&M College must complete entrance counseling before receiving the specified aid and exit loan counseling before leaving the University.

Terms and Conditions of Award

Understand that we reserve the right to make adjustments to this award as a result of changes in your Financial Status, Enrollment Status, Availability of Funds and /or if Scholarships exceed total Cost of Attendance.

The Financial Aid is awarded on the conditions listed below:

Be admitted to or enrolled in a Degree-Granting Program.

Maintain Satisfactory Academic Progress.

Be enrolled and attending classes.

If you receive aid that you are not entitled to, it will be your responsibility to repay those funds.

If you are taking classes at two different institutions, you can only receive aid at one institution.

Additional financial assistance received from outside resources (i.e. scholarships, waivers) may reduce other aid already offered.

Master Promissory Notes, Entrance and Exit Interviews are required for all Federal Student Loans.

Terms

Federal Pell Grant - A need-based federal grant administered by SUBR. Federal Pell Grants are generally awarded only to undergraduate students (those who have not earned a bachelor's degree). This grant does not have to be repaid.

Federal SEOG - Federal Supplemental Educational Opportunity Grant - A federally funded need-based grant administered by SUBR. Unlike Federal Pell Grants, the amount of the FSEOG award you receive depends not only on your financial need, but also on the amount of other aid you receive and the availability of funds at the university. This grant does not have to be repaid.

Federal Direct Graduate PLUS Loan - is a loan that graduate or professional degree students can borrow and is subject to Credit Approval. You must be enrolled and attending classes at least half-time (5 hours for Graduate students and 6 hours for all others) to be eligible for loan funds. To apply for the Graduate PLUS loan, go to [StudentLoans.gov](https://studentloans.gov). Then click on the "Sign In" green box and enter the data required. This will bring you to the welcome page which you can then click on "Start PLUS Application Process", then select the loan type of "Graduate PLUS" and follow the instructions to complete the application. You have the right to cancel or reduce your loan.

Federal Direct PLUS Loan - is a loan that a parent can borrow on behalf of his/her dependent daughter/son and is subject to Credit Approval. The student must be enrolled and attending classes at least 6 hours to be eligible for loan funds. To apply for the PLUS loan, go to StudentLoans.gov. Then click on the "Sign In" green box and enter the data required. This will bring you to the welcome page which you can then click on "Start PLUS Application Process", then select the loan type of "Parent PLUS" and follow the instructions to complete the application. You have the right to cancel or reduce your loan.

Federal Direct Subsidized Stafford Loan - is a loan that must be repaid. You must be enrolled and attending classes at least 6 hours to be eligible for loan funds. You have the right to cancel or reduce your loan. To sign your Federal Direct Master Promissory Note, visit StudentLoans.gov

Federal Direct Unsubsidized Stafford Loan - is a loan that must be repaid. You must be enrolled and attending classes at least half-time (5 hours for Graduate students and 6 hours for all others) to be eligible for loan funds. You have the right to cancel or reduce your loan.

Federal Work-Study (FWS) - is a work program that provides part-time, on-campus employment to students with financial need. FWS employment may be awarded to both undergraduate and graduate students during periods of enrollment. Federal Work-Study wage is \$10.00 per hour on on-campus and \$12.00 per hour for off-campus Community Service positions.

Conditions Affecting Eligibility

All financial aid recipients will be required to repay a percentage of funds disbursed if they officially withdraw from college or stop attending all classes before 60 percent of the term has been completed. Financial aid funds will be terminated if a student failed to make Satisfactory Academic Progress. Corrections made to your Student Aid Report (SAR) can cause changes in award amounts.

Awards are based on your current or estimated enrolled hours. Dropping or withdrawing can cause your financial aid to be adjusted or canceled.

Credit Hours

12 credits or more	Full-time status
9-11 credits	$\frac{3}{4}$ time status
6-8 credits	$\frac{1}{2}$ time status
1-5 credits	Less than $\frac{1}{2}$ time status

Any change in your name, address or enrollment status must be reported immediately to the Registrar. Also, all scholarships provided by outside agencies must be reported to the Office of Financial Aid and may affect your financial aid award.

Your financial aid award will be void if incorrect information is discovered on any documents used to determine eligibility. This includes, but is not limited to, your Student Aid Report (SAR), and verification forms or statements. In addition to voiding your financial aid awards, intentional misrepresentation or false statements on any of these documents may subject you to a fine or imprisonment, or both, under the provisions of the U. S. Criminal Code.

How to Accept Financial Aid Terms & Conditions and Awards

Please access your Banner Self Service Account. Select

"Enter Secure Area."

Type in your User I.D. and PIN#, Click "Login." Select

"Financial Aid."

Select "Award."

Select "Award for Aid Year."

From the dropdown box, Select the applicable aid year (ex. for Fall 2019 - Spring 2020, select "Aid Year 2019-2020"), then click "Submit."

Select the "Terms and Conditions" tab first, read the terms and conditions for Financial Aid and Click "Accept." (at the bottom of the page)

To "Accept" or "Decline" one or more of your student loan awards, Select the "Accept Award Offer" tab.

You must make a decision for each loan type. To accept loans, Click 'Accept' in the dropdown box.

If declining loan, Click 'Decline.'

To accept everything, Click "Accept Full Amount of All Awards."

If declining anything, Click "Submit Decision."

CONGRATULATIONS!

You have completed the Financial Aid Acceptance Process. You may now move forward to the process of "**Paying your Fees Online**"

FINANCIAL AID FAOs

SU Student Fees

To learn more information here.

Exploring Southern's Campus

Quick Facts about Southern University-Baton Rouge

Campus Map

Parking/Traffic

Campus Tours

Campus Safety

SUBR Emergency Response Plan

Driving Directions

TRAFFIC AND PARKING MANUAL

http://www.subr.edu/assets/subr/SUPD/pdf/ParkingTrafficManual2017_final.pdf

SU BOOKSTORE

LEARNING MANAGEMENT SYSTEM (LMS) (MOODLE)

Student Manual (Downloadable file)

Go to link below to learn more about MOODLE:<https://moodle.sus.edu/>

CAMPUS SAFETY

Jags Safe App



Jags Safe App

Get Help- the Get help button automatically calls SU Police Department

Services and Tips-

Request Safety Escort-Allows you to call SUPD to request an escort to your vehicle.

IReports- Allows you to report a crime. You can report a crime anonymously or with your name and profile information. With this feature you can also upload a picture or video of the crime taking place, the suspect or other information relating to the crime.

Emergency Guides- Gives you information on what you need to know in case of an emergency (fire, shelter in place, suspicious objects, weather emergency)

This feature also has a map of the university, the Student Code of Conduct, Student Judicial System and the Student Judicial Process at your fingertips.

Emergency notification is the only function of the app that you do not have to activate.

All other features require you to initiate the feature.

Profile- This feature allows you to add or update your Jags Safe profile.

Friend Watch- This feature is used when you're alone and want additional safety. Using this Feature you will have to set the timer, if you don't deactivate /stop the timer it will send a text to your emergency contact and tell them that you set your timer and did not stop it. Within the text is a link that when opened shows the location of where you were when you set the timer.

Where's the Shuttle (Bus Tracker) - This feature allows you to track the campus shuttle. If you have an iPhone and would like to use bus tracker you have to download bus tracker app from the App Store under 911 cellular bus tracker. It is free. Android users it's already available on your phones. With bus tracker you can track where the shuttle is and how long it will take for the shuttle to get to your location. You will not have to call in to request the shuttle any longer. (This feature will be activated next week. Students will no longer have to call in to request a pickup from the shuttle the shuttle will be on a route)

The Jags Safe App is a new component of the emergency notification system. You will receive a notification by text and email, because you opted to register for this app. You will receive alerts as we feel it is necessary to keep you informed.

STUDENT HEALTH CENTER

<http://www.subr.edu/page/student-health-center>

Mission Statement

Southern University's Student Health Services endeavors to promote optimal health and wellness so that the student can attain/maintain a healthy lifestyle thereby promoting success during their matriculation at Southern University.

Overview

Southern University's Student Health Center (SUSHC) is an ambulatory health care facility, which provides primary care for routine acute and chronic illnesses. The SUSHC offers allergy injections, health education, in house laboratory services, confidential HIV testing, reproductive consultation including contraception counseling, specialty consultation referral, emergency contraception, treatment and screening for STDs, and women's and men's health care.

Psychological problems and mental health concerns are treated thru the University Counseling Center in collaboration with the Student Health Center providers. Any student who presents with these concerns will be referred to the University Counseling Center.

The Student Health Center does not utilize individual health plans for services rendered in the clinic nor contracted services thru the clinic. If a student does not have private health insurance and is interested in obtaining coverage, please click the link below. The link attached is one resource students may utilize, however there are multiple resources available. We encourage students to contact all major insurance carriers for options.

Hours of Operation

Monday - Friday 8:00am - 5pm

Women's Clinic - Wednesday 9:00am-3:00pm

Services

The pre-paid student fee covers all visits to all providers in the Student Health Center and medications dispensed by the Student Health Center Pharmacy. It also covers the accidental injury, dismemberment, and death policy. The student fee does not cover immunizations and contraceptives.

Appointments

Calling before you arrive at the Student Health Center (SHC) will decrease your wait time. We make every effort to schedule timely appointments and are able to schedule same day appointments.

Please call (225) 771-4770 to schedule an appointment. REMEMBER, appointments are strongly encouraged.

Pharmacy

The Student Health Center has an in-house pharmacy and Pharmacist. The pharmacy is stocked with formulary medications as well as over-the-counter medications. Students are able to contact the pharmacist regarding prescriptions and over the counter medications at 225-771-2025.

After Hours

For life-threatening illnesses or emergencies call 911 immediately.

For emergent non-life-threatening illnesses, report to your nearest emergency room:

Baton Rouge General Medical Center (Bluebonnet Blvd)

8585 Picardy Ave (225) 763-4000

Our Lady of the Lake Regional Medical Center

5000 Hennessey Blvd (225) 765-6565

Lane Regional Medical Center

6300 Zachary, LA (225) 658-4000

LSU Health Baton Rouge North Clinic

5439 Airline Hwy (225) 358-4853

Visit your nearest After-Hours Clinic for all other medical concerns:

Lake After Hours Clinics:

[Click here for a list of your nearest After-Hours Clinic.](#)

Disclosure

If a student chooses to be seen at an Emergency Room, Urgent Care or After-Hours care facility, any fees associated with their visit will be the responsibility of the student.

The Student Health Center fee is not a health insurance plan. Those students who are registered but do not have private health insurance may visit the link below for review of health insurance options within the state of Louisiana. This link is not inclusive of all available private insurance plans. These listings are not regulated by or affiliated with Southern University System or campuses

Health Center Policies

Baranco-Hill Student Health Center

Student Health Services Baranco-Hill

Health Center

P.O. Box 10174 Helen

Barron Drive

Baton Rouge, LA 70813

(225) 771-4770 Phone

(225) 771-6225 Fax

Health Center Policies

Eligibility

All registered students who are assessed a health service fee are eligible for services. The health fee is automatically paid along with tuition and fees. This fee entitles student to see providers in the clinic and receive all formulary medications.

All enrolled students have Accidental Death and Dismemberment coverage. This fee is included in the student health fee that is assessed to all eligible students. The policy that is in place is a policy to provide 24/7 coverage benefits for student's accident, injury, death and /or dismemberment.

Confidentiality

Student Health Services Confidentiality Statement What is

HIPPA?

Types of Care

Routine Care

Primary or routine health care includes preventive health care services (immunizations, allergy shots, STD screening and treatment, etc.), treatment of routine conditions such as rashes, treatment of chronic diseases, and gynecological exams.

Urgent Care

Urgent care refers to unexpected illnesses or injuries that require prompt care but will usually not cause loss of life or severe impairment if left untreated for a brief time.

Examples of urgent care include, but are not limited to, severe vomiting, minor lacerations, severe eye pain and redness, severe ear pain, temperatures > 101.0 F, and recent sprains or strains.

Emergency Care

An emergency refers to an illness or injury that is presently or potentially life threatening or a situation that may cause severe impairment if the patient is not seen and treated immediately. Please call 911 in the case of a true emergency.

Confidential STD Screening

Tuesday and Thursdays (call for more information)

Release of Information

- **Medical Release Form**

Notice of Privacy Practices (See Links Below)

- **SU Notice of Privacy Practices**
- **Notice of Privacy - Acknowledgement of Receipt of NPP**

HEALTH CENTER FREQUENTLY ASKED QUESTIONS

Who is eligible for Student Health Services?

All students who are assessed a health services fee are eligible for services. The health fee is automatically paid along with tuition and fees. This fee entitles students to see providers in the clinic and receive all formulary medications. The student's current identification card must be presented upon request for services.

Q: What are the hours?

Monday through Friday 8:00 am – 5:00 pm

Women's Clinic – Wednesday – 9:00 am – 3:00 pm

Q: What should I do if there is an emergency?

"Emergency" refers to a situation where an illness is presently or potentially life threatening or threatens severe impairment if the patient is not seen immediately. Call 911 for life-threatening situations.

Q: How much does it cost to be seen?

There is no charge for clinic visits if you meet the eligibility criteria.

Q: Is there an in- house pharmacy?

Yes. Over the counter medications and formulary medications are provided at no charge to the student. If a medication is not available in the student health pharmacy, a prescription will be given, and the student is responsible for obtaining the medication at an off-campus pharmacy of their choice.

Q: Can I get birth control pills and emergency contraception at the Student Health Center?

Yes, birth control pills and other contraceptives are available, for an additional fee. Prices are available at the Student Health Pharmacy.

Q: Does the Student Health Center provide STD screening and treatment? Yes, you may call or visit the clinic during hours of operation to receive more information. These services are covered under student health fee.

Q: What services are covered by the pre - paid Student Health Center Fee?

The following services included with the pre-paid student fee: visits to the student health center providers. Additional charges not covered by the Student Health Center, however, are assessed for immunizations and contraceptives.

Q: What do I do after hours?

Visit your nearest After-Hours Clinic.

Click here for a list of your nearest After-Hours Clinic.

***Important Health Center Links* Staff**

& General Health Information Student

Health Center FAQ

Policies

Suggestion Box

Healthy Louisiana

Contact Staff: The Student Health Center is staffed with physicians, mid- level providers, nursing personnel and a pharmacist. These individuals are experienced to meet the mission of the Student Health Center.

Students may contact staff via the emails listed below:

greta_wilkes@subr.edu

alencia_ellis@subr.edu

Please do not email for appointment scheduling, emergency health care concerns, symptoms of illness, obtaining personal medical health information, results of diagnostic or laboratory testing.

General Health Information

- **WebMDHealth**
- **Healthfinder**
- **National Institutes of Health -- Consumer Health Information**
- **Centers for Disease Control and Prevention -- Health Topics A to Z**
- **Medlineplus.gov**

FACULTY

The faculty of Audiology and Speech-Language Pathology covers a diverse field of specialties within speech-language pathology and audiology. The faculty is here to share with you current knowledge of human communication sciences and disorders. To facilitate this process, it is necessary that you actively engage in study and interact with your graduate program director (Advisor) as well as the entire graduate faculty. The faculty and their areas of specialty are provided below.

Speech-Language Pathology Faculty

Faculty	Area of Specialty
Dr. Stephen Enwefa, Ph.D., CCC-SLP, ND, CNHP, Chair, Professor/Clinical Faculty	Dysphagia, Voice Disorders, Cleft Palate, Language and Literacy Intervention, Fluency Disorders, Multicultural and Multilingual Issues, Aphasia, Autism Spectrum Disorders, Concussion Sports Management/TBI, Child Language Disorders, Corporate Speech Language Pathology, Holistic Medicine and Nutrition
Dr. Dawn Stanley, Assistant Professor/Clinical Faculty	Adult Language Disorders, Phonological Disorders, Autism Spectrum Disorders, Child Language Disorders,
Dr. Lauren Riley Adjunct Professor/Clinical Faculty	Autism Spectrum Disorders, Language Disorders in Children, Reading Disorders, Literacy, AAC
Dr. Regina Enwefa, Ph.D., CCC-SLP, ND, CNHP, CMT, MFRT, MR, Dip. NBS Graduate Program Director/Professor/Clinical Faculty	Neurodegenerative Disorders of Speech and Language, Holistic Medicine and Nutrition, Corporate Speech-Language Pathology, Autism Spectrum Disorders, AAC, Language and Literacy Disorders, Child Language Disorders, Fluency Disorders, Speech Sound Disorders, Pediatric Dysphagia and Feeding Disorders, TBI/Concussion Sports, Aphasia, Multicultural/Multilingual Issues
Ms. Brandi Wailes, M.S., CCC-SLP Clinic Coordinator of Clinical Services Adjunct Professor/Clinical Faculty	Dysphagia, Neurodegenerative Disorders of Speech and Language, Aphasia, TBI, Child Language Disorders, Voice Disorders, TBI/Concussion Management
Ms. Latoya Eby, M.S., CCC-SLP Placement Adjunct Professor/Clinical Faculty	Language and Literacy, Speech-Language Pathology Services in the Schools, Child Language Disorders, Voice Disorders, TBI/Concussion Management
Ms. Kasy Lynch, M.S., CCC-SLP Adjunct Professor/Clinical Instructor	Speech-Language Pathology Services in the Schools, Phonetics, Phonology, Language Disorders, Autism
Mr. Warren Brown, M.S., CCC-SLP Adjunct Professor/Clinical Instructor	Neurodegenerative Disorders of Speech and Language, Dysphagia, Fluency Disorders, Corporate Speech Language Pathology
Ms. Andree Duhon, M.S., CCC-SLP Clinical Instructor	Speech-Language Pathology Services in the Schools, Child Language Disorders, Language and Literacy Issues, Articulation Disorders
Ms. Gail Nichols, M.Ed., CCC-SLP Clinical Instructor	Speech-Language Pathology Services in the Schools, Autism Spectrum Disorders, Child Language Disorders, Language and Literacy Issues in the Schools

Dr. Emily Muter, AuD Adjunct Professor	Aural Rehabilitation, Assistive Hearing Devices, Hearing Aids
Dr. Ashley Argrave, AuD Adjunct Professor	Deaf Education and hearing Impaired, ASL
Dr. Lauren Ryan, AuD Adjunct Professor	Pediatric Audiology
Ms. Cahronda Johnson-McKnight, M.ED, CCC-SLP Adjunct Professor/Clinical Faculty	Child Language Disorders, Early Intervention, Language Disorders in Children, Autism Spectrum Disorders, Play Therapy, AAC, Pediatric Swallowing and Feeding Disorders
Mrs. Rose Pointer, M.ED., CCC-SLP Clinical Instructor	AAC, Aphasia, Neurodegenerative Disorders of Speech and Language, Autism. Swallowing

COURSE SUBSTITUTIONS AND CROSS REGISTRATION

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

PROGRAM COMPLETION

Beginning in the Fall, 2017, as a criterion for graduation, all students admitted to the master's degree program will successfully complete the departmental comprehensive exam, to include:

1. Attaining a passing score on the Praxis Examination
2. Successfully completing the departmental oral/written evidenced based practice project.

ADVISEMENT

It is the student's responsibility to independently review the Admission, Advisement and Registration, Academic, and Degree and Graduation Requirements that are printed annually in the Graduate Catalog. It is the student's responsibility to fulfill these requirements and the accompanying administrative tasks for successful matriculation.

You will need a SU e-mail address to communicate with faculty and supervisors in order to receive information on departmental events. The department will communicate with you **ONLY** using your SU email account. It is your responsibility to check this account regularly for departmental information.

Your academic and clinical file is housed in the department chair's office and Graduate Program Director Office. That file contains: (1) transcripts; (2) copies of your clinical grade sheets and a record of your clinical clock hours; and (3) all other graduate related forms, including application, candidacy, advisory committee forms, etc. Your file is strictly confidential; only you and the faculty/staff of SU have access to it. You may review it at any time in the office of the departmental secretary; however, none of its contents may be removed.

Enrollment Procedures

Enrollment can be completed during the pre-enrollment period during the preceding semester or during the week before classes begin. The Graduate Program Director will review your admission forms so that you know which requirements you have met and which you have yet to meet in order to obtain a degree from SU, ASHA certification, and teacher licensure. With this information, you and the Graduate Program Director will then draw up a tentative Program of Study for your program before your second semester. This is usually done during pre-registration for your second semester.

The Program of Study can be completed after at least 9-12 hours of graduate study and before the final semester before graduation. It must be filed with the School of Graduate Studies. The Program of Study specifies the courses that you will take and the semester in which they will be taken to complete your degree. The Program of Study can be changed at a later date, if necessary, with the approval of the SLP Department and Graduate School.

The School of Graduate Studies requires that the following criteria be met:

- No more than 9 semester hours of graduate level courses with grades of “B” or higher may be petitioned for transfer of credit to SUSLP at Southern University.
- Students must register for a minimum of one graduate credit hour if they have not completed all degree requirements before the first day of classes of the term they expect to graduate.

Credit Hours of Enrollment

A “**full-time**” graduate student, according to University regulations, must be enrolled in a minimum of nine hours during the Fall and Spring semesters and six hours during the Summer session. Students with appointments as graduate assistants and tuition scholarships must enroll in a minimum of nine graduate hours during the semester.

Retention and Graduation Requirements

In order to remain in good standing, students in SUSLP program must meet the following criteria:

1. 3.00 cumulative minimum GPA in academic courses taken as a Master's candidate
 - a. Complete all required courses with the grade of "B-" or better. Students will repeat a course for which the final grade is lower than "B-" only one time in order to complete graduation requirements; however, in repeating a course, the previous grade as well as the grade earned when the course was repeated is averaged in the subsequent GPA. No more than two required courses are allowed to repeat. The class must be repeated in the semester that it is offered. The department does not permit students to register for an online course to meet this requirement. The course must be retaken within the department.
2. 3.00 in each clinical practica taken at the graduate level
 - a. Satisfactory completion of all required clinic practica as determined by the appropriate supervisor(s) and the Graduate Program Director. A clinic practicum experience must be repeated when the grade assigned is "C" or lower. No clinical hours will be awarded for substandard clinic practica.
3. 3.00 GPA in courses taken at the graduate level each semester.

If these requirements are not met, a student will be placed on academic and/or clinical probation, with an academic or clinical remediation plan. The graduate faculty will review the status of each student on probation at the end of each semester. A student who fails to obtain at least a 3.00 cumulative average in academic courses and a 3.00 clinical average by the end of the probationary semester will be dropped from the program. Such a student may petition the graduate faculty for reinstatement if he/she believes extenuating circumstances exist. Students on probation will not be eligible for department assistantships or be advanced to a higher clinical competency level.

A student who withdraws voluntarily from the program during the first Fall semester before completion of coursework and clinical placement, and who is in good standing academically and clinically, may be considered for reinstatement in the program. If reinstatement is granted, the student may re-enter the program the following Fall semester with the incoming cohort. Courses taken at another college or university for graduate credit transfer only credit. These courses are not counted in determining a student's GPA at SU. An "F" in any course at SU must be retaken.

Initial Evaluation for Students

The graduate faculty will evaluate each new graduate student at the beginning of the third semester of enrollment. Academic performance, clinical performance, communication skills (written and spoken) and professionalism will be considered. The Graduate Program Director will discuss with each new graduate student his/her areas of strength and areas for improvement as perceived by the graduate faculty. If there is a need for special help, such as in the area of writing skills, options will be presented. The student's Program of Study will be established during this meeting. **(See Course Requirements and the Academic and Clinic Planning for Speech Pathology Worksheet).**

IRB TRAINING

All students must complete training pertaining to protection of human subjects and privacy of information in the SECD 500: Research Methods in Communication Disorders the 1 semester of the first year. The student must place certificates indicating successful completion of training in their academic and clinic file.

HIPAA TRAINING

All students must complete Health Insurance Portability and Accountability Act (HIPAA) training during orientation of the first year. The training for SLP Students is conducted during clinic orientation towards the end of the first semester within the first year of the program.

Eligibility: Comprehensive Examination

To be eligible for the Comprehensive Examination, the student must meet the following departmental criteria:

1. Be in their fourth semester of academic coursework;
2. Have no incomplete grades on their Program of Study;
3. Hold a 3.00 or higher GPA in clinical practicum; and,
4. Maintain a 3.00 GPA in academic course on the Program of Study.

Application for Comprehensive Examination

Students must complete an Application for Comprehensive Examination. These applications are due on or before the semester you are planning to graduate. December Graduation: Application must be submitted and approved by Summer or August) for December Graduation, May Graduation: Application must be submitted and approved by August or October for May Graduation. (Check with the Graduate Program Director if you are planning on graduation in December or May.)

Return the completed application to the Graduate Program Director who will collect all applications for review. Students will be notified of their eligibility or need to satisfy prerequisites before becoming eligible to complete the Comprehensive Examination.

PRAXIS EXAMINATION

SUMMATIVE ASSESSMENT: Standard VI: Assessment 2020

All students during their second year of the last year are required to enroll in SECD 599: Praxis Prep course. Students are required to obtain a passing score of 162> to meet the completion of the course, the Master's Degree in SLP at Southern University and A & M College, and ASHA requirement for certification of that semester enrolled in SECD 599 course. If students do not pass the Praxis exam, students are required to enroll in a matriculation course until successfully passing the exam. The last 4 months is defined as the months identified for taking the Praxis Exam. Students are required to select RA 6663 Southern University and A & M College as the code for the official Praxis scores that is required to be sent to the Graduate Program Director. The passing score is 162> or higher and may be retaken if you do not achieve a passing score on your first attempt. It is important to prepare for the ASHA exam. We suggest the following:

1. Student must take responsibility to study for the ASHA exam. We encourage students to form study groups prior to the ASHA exam.
2. The faculty supports the student review for the ASHA exam by presenting colloquia on how to prepare for the exam. We also refer students to the ASHA website [ASHA](https://www.asha.org/praxis) for more information.

PROFESSIONAL ORGANIZATIONS

There are many professional organizations available in the area of education, medicine, and communication sciences and disorders. As a concerned member of the profession, you should consider joining the American Speech-Language-Hearing Association (ASHA) and/or the American Academy of Audiology (AAA) as well as your state speech and hearing association as a minimum. Some of the benefits of membership are personal. You receive the publications of the organizations and can attend conventions at reduced rates. Some of the benefits are to the profession as a whole. For instance, your ASHA and AAA memberships help to support legislation and public relations campaigns, which will increase awareness and support of our profession. Membership in the state organization supports licensure legislation and appropriate teacher certification standards.

You are **strongly** encouraged to become a member of the National Student Speech-Language-Hearing Association (NSSLHA) and the SU NSSLHA Chapter, which are affiliated with ASHA. You will receive the ASHA journals, which should prove helpful in your studies. NSSLHA also publishes its own journal, which is geared to students, and sponsors awards. As a member of NSSLHA you also save a substantial amount when you apply for ASHA certification and membership. SU has an established NSSLHA chapter. The members generally meet once a month and some of the meetings involve speakers or social events. Applications for student membership in NSSLHA can be obtained online or NSSLHA faculty sponsors, Dr. Regina Enwefa, Dr. Lakeisha Daigs, and Dr. Stephen Enwefa.

UNIVERSITY FACILITIES

Students who are enrolled at SU pay for the use of the Athletic Center, the Student Health Center and the Physical Activity Center in their student fees. The SU University Library is also available to all SU students. The library provides guidebooks and tours for those who are unfamiliar with the building and its services. Of special interest to students involved in research are the computer-assisted literature searches and interlibrary loan service. A variety of cultural, entertainment, and athletic events are scheduled on campus. Students can obtain tickets to athletic events at reduced rates and some are even free! Concerts, plays, speakers, films, etc., are frequently presented online through general information of the www.subr.edu website weekly.

Use of Departmental Computers

The Department of SLP has made computers available for graduate student use in the graduate student workroom. These computers allow access to the SU Library, e-mail, or the Internet. You must provide your own paper for printing for classes; the department will provide paper for printing reports based on the needs of your assigned clinical supervisor if necessary. Additionally, there are numerous student computer labs across campus that provides such access.

To assure appropriate use of the computers please honor the following guidelines:

1. Eating and drinking are not allowed in the computer work areas
2. Students must turn the computer off at the end of the day.

GRADUATE PINNING/HOODING /UNIVERSITY COMMENCEMENT

At the completion of the program, students are invited to participate in the Graduate Pinning/Hooding Convocation the three-four weeks before Commencement. Each recipient of the graduate degree who is present is recognized and is “pinned and hooded” by faculty members of the class choice. In May, December, and August of each year, the University holds a commencement for all graduates. This activity is a student-led event. The Graduate Program Director will assist students in planning the ceremony. The student body will share the cost of the hooding ceremony. Financial support from student organizations may be requested to offset the cost. The following is a suggested timeline for planning:

1. The department secretary has already scheduled time and date for the Hooding Ceremony.
2. In the Fall Semester prior to the ceremony, the student committee and a second-year student will review prior ceremonies and outline plan for ceremony (i.e., invited speakers, music, etc.)
3. Establish a committee to work on the Hooding Ceremony. (Fall)
4. Invite speakers, schedule musicians. (Fall)
5. Contact possible donors for flowers. (Fall)
6. Assign a student to develop an invitation. (Fall)
7. The committee will finalize plan with faculty advisor. (Spring)
8. The committee will select food for reception and arrange with the department secretary. (Spring)
9. The committee will assign students to set up stage and seating day of ceremony.

Students wishing to participate in either of these ceremonies should arrange to purchase or rent a cap, gown, and hood from the University Bookstore. Request a hood for a Master of Science.

ASHA EMPLOYER AND ALUMNI SURVEY

We will be requesting that you keep us updated of your correct email address after you have graduated. Approximately a year after you have finished the program, we will send you an Alumni and Employer survey. These are general questionnaires pertaining to your training here at SU. The information is used for our ASHA accreditation. We hope you will take the time to assist us in completing these questionnaires.

STUDENT GRIEVANCES

Occasionally students will have complaints about faculty members or about departmental procedures. Complaints about faculty may range from an assignment being too long, a test that is perceived to be too difficult, or a grade that is thought to be unfair. In most cases the complaints represent what amounts to a simple breakdown of communication between the faculty member and the student. Usually the parties involved resolve the problem satisfactorily without anyone else necessarily being aware that a problem existed. Very few complaints need to go any further for a solution.

If a student has a complaint concerning a faculty member that cannot be resolved in discussion with the faculty member or a problem that the student does not feel free to discuss with the faculty member, the student should come to the Department Chair or Graduate Program Director. If the student can present evidence demonstrating the possibility of a valid complaint against the faculty member, the Department Chair or Graduate Program Director will discuss the matter with the faculty member in an attempt to resolve

the problem. The Department Chair or Graduate Program Director may bring the student and faculty member together as part of this attempt. If the problem still cannot be resolved, the Department Chair could convene a grievance committee.

If a student has a complaint about a departmental procedure, this should also be discussed with the Department Chair or Graduate Program Director. If the Department Chair or Graduate Program Director feels that the complaint is legitimate, he/she will solicit input from other students and/or faculty members if appropriate, and alternatives may then be suggested and adopted. If the complaint does not appear justified, no change in procedures will be made. Again, a grievance committee could be convened. Information about Student Conduct, Rights and Responsibilities are included in the Graduate Catalog. Outside the university, students should follow the Complaint Procedure against Graduate Education Programs, which can be found at <http://caa.asha.org/programs/complaints/>.

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 in the link and also on the departmental website at 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: Graduate School Catalog. Students are responsible for becoming familiar with the policies and procedures in the Graduate catalog.

COLLEGE OF NURSING AND ALLIED HEALTH

VISION

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

MISSION

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

DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY

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 (2020) 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 h

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.

Stephen Enwefa, Ph.D., CCC-SLP, ND, CNHP, CMT, MFRT, MR, Dip. MS
Department Chairperson/Professor
Clinical Faculty

Regina Enwefa, PhD, CCC-SLP, ND, CNHP, MFRT, CMT, MR, Dip. NBS
Graduate Program Director
Professor/Clinical Faculty

Dr. Dawn Stanley, CCC-SLP
Assistant Professor/Clinical Faculty
Southern University Speech, Language, and Hearing Clinic

Dr. Lauren Riley, CCC-SLP
Adjunct Professor/Clinical Faculty

Ms. Brandi Wailes, M.S., CCC-SLP
Coordinator of Clinical Education and Clinical Services
Southern University Speech, Language, and Hearing Clinic

Ms. Andree Duhon, M.S., CCC-SLP
Clinical Instructor
Southern University Speech, Language, and Hearing Clinic

Dr. Lauren Riley., CCC-SLP
Adjunct Professor/Clinical Faculty
Southern University Speech, Language, and Hearing Clinic

Dr. Emily Mutter, CCC-A
Adjunct Professor/Audiology

Dr. Ashley Argrave
Adjunct Professor/Audiology/ASL

Dr. Lauren Ryan
Adjunct Professor/Audiology

Ms. Latoya Eby, M.S., CCC-SLP
Adjunct Professor/Clinical Faculty
Southern University Speech, Language, and Hearing Clinic

Ms. Kasy Lynch, M.S., CCC-SLP
Adjunct Professor/Clinical Faculty
Southern University Speech, Language, and Hearing Clinic

Mr. Warren Brown, M.S., CCC- SLP
Adjunct Professor/Clinical Faculty
Southern University Speech, Language, and Hearing Clinic

Ms. Gail Nichols, M.Ed., CCC-SLP
Clinical Instructor
Southern University Speech, Language, and Hearing Clinic

Ms. Cahronda Johnson-McKnight, M.ED, CCC-SLP
Adjunct Professor/Clinical Faculty
Southern University Speech, Language, and Hearing Clinic

Ms. Rose Pointer, M.ED, CCC-SLP
Clinical Faculty
Southern University Speech, Language, and Hearing Clinic

Ms. Marla Berlinger, CCC-SLP
Office of Alumni Affairs
Department of SLP Alumni Liaison

CRITERIA FOR ADMISSIONS

APPLICATION FOR ADMISSION

Application to the M.S. in Speech-Language Pathology program must be made through CSDCAS. Applications are accepted on an annual basis at the fall of each cohort year class via CSDCAS. Prospective students are urged to apply for admission as early as possible.

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. The following requirements apply to admission to the graduate program in speech-language pathology:

Regular Admission Only

NOTE: 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. The required GPA for the Master's Program is a 3.2. 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 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

Students can only be admitted to the master's degree program in Speech-Language Pathology in the fall semester **only**. The deadline for submitting applications is March 15 for admission to the fall semester only.

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.

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.

ACADEMIC DISHONESTY AND MISCONDUCT

Academic dishonesty includes plagiarism (representing someone else's ideas as if they are one's own), unauthorized collaboration on out-of-class projects, cheating on in-class exams, unauthorized advance access to an exam, fraudulent alterations of academic materials, and knowing cooperation with another person in an academically dishonest undertaking. Dishonesty will not be tolerated. Appropriate disciplinary action is at the discretion of the instructor and could include: a substitute assignment or exam, a grade of "zero" or "F" for the assignment or exam, a reduced grade for the exam, assignment or course, a grade of "F" for the course or recommendation of probation, suspension or expulsion. Whenever disciplinary action is taken, this must be communicated in writing within 10 working days to the: (1) student; (2) student's advisor; (3) instructor's department chair; and (4) student's academic dean.

Students have the right to appeal any allegations or actions. Academic misconduct involves obtaining undeserved academic credit or advantage, but the intent to defraud is not present. The instructor consults with the student and can require the student to complete a substitute assignment or exam. No further notification of university officials is required. Further details regarding the policy are available in the SU Graduate Catalog.

CERTIFICATE OF CLINICAL COMPETENCE: SLP

To practice as a Speech-Language Pathologist or Audiologist, you must obtain the Certificate of Clinical Competence offered by the American Speech-Language-Hearing Association. In order to receive the certificate, you must complete a Clinical Fellowship and achieve a passing score (200) in your major area on the National Examination in Speech-Language Pathology. Guidelines and procedures for certification and information concerning the Clinical Fellowship are contained in the ASHA Membership and Certification Handbook.

ASHA CERTIFICATION REQUIREMENTS

ASHA's certification requirements for audiology and speech-language pathology reflect a trend in health care training programs nationally. These competencies are required to be acquired during your participation in the graduate experience. It includes course and clinical hour requirements, as well as competencies that can be achieved outside of these formats (e.g., invited workshops, internet tutorials, and presentations). Your participation in these alternative formats will be mandatory as these extra workshops may be the only time these competencies can be met. In other words, check with faculty before scheduling trips or commitments on open Fridays during the semester (including Summer) to avoid missing critical workshops. The competencies have been given to us by ASHA in a form called the Knowledge and Skills Acquisition (KASA) document. The department will have a meeting early in the semester to inform you about how to use the KASA and other paperwork requirements for tracking your progress in achieving the competencies. Advisement sessions will be held to update the KASA form every semester after the first semester. (See Appendix E.). These competencies are also tracked in Calipso.

ASHA CODE OF ETHICS

The faculty at SU is dedicated to demonstrating and facilitating the standards of professional and ethical conduct. As part of that commitment to professional competence, the faculty emphasizes student understanding of the Code of Ethics of the American Speech-Language-Hearing Association. Upon successful completion of your graduate program, you should be ready to begin your Clinical Fellowship with full understanding of the importance of preserving the standards and principles of the Code of Ethics and with the ability to adhere strictly to those principles throughout your career.

GRADUATE ASSISTANTSHIPS/AWARDS

All graduate assistantships/fellowship are awarded on a 9-month basis, except in special cases where students are expected to work for more than nine months. In those special cases, such students must be compensated for the additional months proportionately. For doctoral assistantships and fellowships, an academic year (nine months) stipend of up to \$13,500 and \$3,000 during the summer (if employed during the summer) for a maximum of four academic years. Doctoral assistantship and fellowship amounts may possibly vary in certain disciplines depending on the qualifications of the student, complexity of assignments, etc. In such cases, justification should be provided. Recipients must pay in-state tuition and fees out of the above amounts.

For assistantships at the master's degree level, an academic year stipend of up to \$9,000 and \$2,000 during the summer (if employed during the summer) for a maximum of two academic years for master's students. In exceptional cases, graduate assistants can be paid more than the above stipulated amount, provided that justification can be provided based on reasons such as the qualifications of a student and the complexity of the assignment. Students are expected to pay in-state tuition and fees out of assistantship amount.

For tuition scholarships, full tuition waiver for two academic years for master's students and four academic years for doctoral students.

Support in the form of regular graduate assistantships/ fellowships may be provided, upon petition, for students who are making satisfactory progress toward a graduate degree but whose respective programs extend beyond two academic years or doctoral programs extend beyond four academic years.

CATEGORIES OF ASSISTANTSHIPS

Graduate Teaching Assistant (GTA)

Graduate teaching assistants are assigned to a graduate faculty member in his or her particular area. Assistants are responsible for preparing lesson plans, teaching from specific course outlines, keeping student records, grading, and being available for outside classroom tutoring of students in the particular subject matter. Graduate assistants will be closely supervised and evaluated by the faculty member.

Graduate teaching assistants who have primary responsibility for teaching a course for credit and/or for assigning final grades for such courses, and who do not possess a terminal degree in their respective disciplines, must have earned at least 18 graduate semester hours in their teaching discipline and a master's degree; be under the direct supervision of a faculty member experienced in the teaching discipline; receive regular in-service training; and be evaluated regularly.

Graduate Research Assistant (GRA)

Graduate Research Assistants usually work under the supervision of a principal investigator on a funded research project. Assistants are responsible for performing laboratory research techniques, sample collection, and the supervision of undergraduate research students. Stipends are generally paid through a research grant. Graduate assistants will be closely supervised and evaluated by the principal investigator.

Graduate Administrative Assistant (GAA)

Graduate Administrative Assistants are usually assigned to work in the Graduate School or other University business offices. Assistants are responsible for performing clerical duties such as word processing, filing, telephone answering, and laboratory supervision, etc. Assistants may also be requested to perform special in-house duties. They will be monitored closely and evaluated by their immediate supervisor.

Graduate Library Assistant (GLA)

Graduate Library Assistants work under the direct supervision of the Director of Libraries. Their duties include performance of procedures to circulate books, documents, and other instructional materials; operating microfilming equipment; conducting seminars on the use of books; and performing on-line catalog and bibliographic data searches; operating films, film strips, cassette tapes, and recordings. Assistants are closely supervised and evaluated by the Director of Libraries or the director's designee.

Graduate Assistantships

1. Students must register for a minimum of 9 units in Fall and Spring semesters and 6 units for Summer.
2. Receives a monthly stipend.
3. Must maintain a 3.0 GPA.
4. Appointments are from August 15 through May 15, you are responsible to your assigned faculty member for your work hours during that time. You must make arrangements to make up your hours with your faculty member if you will not be on campus during that time.
5. For SLP students: While your appointment is for 2 years, you must renew your appointment for the second year at the end of the first year. Announcements for renewal will be posted in the department and you must complete a form to renew your assistantship for the second year.

The Graduate School

Non-Resident Fees

Students who are recipients of assistantships, fellowships, and scholarships from the Graduate School, or a department/division of the University are usually exempted from paying out-of-state fees. Students who are recipients of such awards from departments/divisions of Southern University (other than the Graduate School) must submit a request for out-of-state fee waiver through their department chair to the Graduate School. They must be submitted by the published University deadlines (April 1, for the Summer term; July 1 for the Fall semester; and October 1 for the Spring semester). A full-signed Personnel Action Form (PAF) must accompany the request with the appropriate budget number for the award.

Board of Regents Graduate Fellowship Program

The Louisiana Educational Quality Support Fund provides Board of Regents' Graduate Fellowships for exceptionally qualified master's and doctoral students. These awards are valued at \$12,000 to \$17,000 per year for up to four years. Academic departments eligible for these awards vary from year to year. Most major areas—including the humanities, social sciences, basic sciences, education, agriculture, and engineering—are included annually.

Interested students should submit scores on the verbal and quantitative portions of the Graduate Record Examination, official transcripts of all previous college-level work, a one-page narrative of educational goals, and three letters of recommendation. Applications must be submitted through the candidate's department.

SUBSTANCE ABUSE POLICY

Students at Southern University who have chosen to prepare for a career in clinical and rehabilitative health have placed themselves into a relationship where there is special concern relative to the possession or use of alcohol, drugs or controlled substances. Therefore, the use, possession, distribution, sale or manufacturing of alcoholic beverages or public intoxication on property owned or controlled by the University; at a university-sponsored event; on property owned or controlled by an affiliated clinical site or in violation of any term of the SU Drug and Alcohol Prevention Program.

Required Courses for the MS Degree in SLP

STUDENT

DATE

		Semester
REQUIRED COURSES (51 Credits)		
SECD 558	Neurodegen Dis Spch & Lang	Fall
SECD 528	Clin & Diag Methods	Fall
SECD 500	Research Methods in CDIS	Fall
SECD 504	Sociolinguistics	Spring
SECD 560	Stuttering-Diag/Mgmt	Spring
SECD 566	Lang & Assess/Intervention in Schools	Fall
SECD 530	Phonological Disorders	Spring
SECD 555	Funct/Organic Voice Disorders	Fall
SECD 559	Seminar in Aphasia	Spring
SECD 583	Advanced Aural Rehabilitation	Fall
SECD 584	Seminar in Augmentative/Alt Commun	Fall
SECD 599-03	Special Populations	Spring
SECD 667	Dysphagia	Fall
SECD 610	Seminar in Language Disorders	Spring
SECD 599-01	Praxis Prep	Spring
SECD 567, 568, 569, 571	Advanced Clinical Practicum	Fall/Spring/Summer
SECD 601-01	Dept Comp Exam (EBP Research Project)	Fall/Spring

Completed

CLINIC COURSES (9 HOURS; ONE EACH TERM FOR FULL TIME STUDENTS)		
SECD 567, 568, 569, 571	Advanced Clinical Practicum- (On Campus Clinic)	Fall/Spring/Su
SECD 571-01, 02	Externship: SLP (3 hours each) School, Hospital, Medical	Fall/Spring/Su
	ASHA PREREQUISITES	
	Biological Science (3 hours)	
	Physics or Chemistry (3 hours)	
	Physical Science (3 hours)	
	Statistics (3 hours)	
	Chemistry or Physics (3 hours)	
	Basic Communication (15 hours)	

APPLICATION FOR COMPREHENSIVE EXAMINATION

Southern University and A & M College

Department of and Speech-Language Pathology and Audiology

Name: _____

Graduate GPA: _____ Clinical Practicum GPA: _____ Current Semester: _____

Proposed Advisory Committee Chair: _____

Proposed Advisory Committee Members: _____

Indicate completion of the following:	GRADE
SECD 504 Sociolinguistics	_____
SECD 560 Stuttering Diag/Mgmt	_____
SECD 528 Clin Diag Methods	_____
SECD 566/610 Language Disorder in Children	_____
SECD 530 Phonological Disorders	_____
SECD 559 Aphasia	_____
SECD 610 Seminar in Language Disorders	_____
SECD 558 Neurodegen. Dis Spch & Lang	_____
SECD 667 Dysphagia	_____
SECD 555 Voice Disorders	_____
SECD 500 Research Methods	_____
SECD 599-03 Special Populations	_____
SECD 584 Adv Aural Rehab	_____
SECD 584 Sem in Aug Alt Comm	_____
SECD 599-01 PRAXIS Prep	_____
SECD 567, 568, 569, 571-01, 571-02 Adv Cline Prac	_____
SECD 601 Departmental Comp Exam (EBP Project)	_____

Anticipated Graduation Date: _____

Student Signature

Date

Graduate Program Director/Committee Chair Signature

Date

Approval by Graduate Faculty:

Department Chairperson Signature

Date

Prerequisite Course Content Areas Related to SLP Certification Standards

The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) is the council that carefully writes the rules and regulations for certification in audiology and speech-language pathology (SLP). The CFCC revised the SLP Standards for Certification, which outline exactly what is needed to receive the Certificate of Clinical Competence (CCC), a voluntary certification showing that you have met rigorous academic and professional standards, and have the knowledge, skills, and expertise to provide high quality clinical services. These requirements must be met by all applicants, whether educated in the United States or internationally. The Certification Department at ASHA ensures that all standards are equally applied to, and met by, all applicants.

In November 2017, the CFCC announced changes to the SLP certification standards, including a modification to Standard IV-A, in which the physical science requirement must be met by completing coursework in the areas of either chemistry or physics. This change pertains only to applicants who apply under the 2020 SLP standards.

Academic Coursework Requirements

All courses and classes listed in **Standards IV-A through IV-C must be completed—and passed—at the undergraduate or graduate level** at an accredited institution and must appear on your undergraduate or graduate transcripts. **Classes taken at the high school level are not eligible to meet this requirement, with the exception of advanced placement (AP) courses that appear for credit on your college/university transcript.**

Coursework in the areas of biological sciences, physical sciences, social/behavioral sciences, and statistics *cannot* be related to speech-language pathology, audiology, communication sciences, hearing sciences, or logopedia unless they fulfill a university general education requirement and are available to students who are not majoring in communication sciences and disorders (CSD). **Beginning January 1, 2020: applicants' coursework in physical science must include content in either physics or chemistry.**

Program directors should carefully consider the content of the prerequisite coursework rather than the course title, ID number, and/or college in which the course was taken. Program directors must evaluate course descriptions or syllabi of courses that were completed prior to students entering their programs in order to determine if the content provides foundational knowledge in physics or chemistry. Program directors from programs accredited by the Council for Academic Accreditation in Audiology and Speech-Language Pathology (CAA) have the authority to accept or reject previously completed coursework.

Coursework from massive open online courses (MOOCs) are not accepted. Examples of MOOCs include, but are not limited to: Educause, MOOC.org, edX, Coursera, and Khan Academy.

The following prerequisite course content information is provided as a guide to suggest areas of content in addressing the basic sciences requirements listed in Standard IV-A.

Biological Sciences

Biology

What is biology? The study and characterization of living organisms and the investigation of the science behind living things. Broad areas include: anatomy, biology, cell and molecular biology, computational biology, ecology and evolution, environmental biology, forensic biology, genetics, marine biology, microbiology, molecular biosciences, natural science, neurobiology, neurology, physiology, and zoology.

Internationally-educated applicants: Classes evaluated by your credential evaluation agency as the equivalent of U.S. high school *will not be accepted*. All basic science classes must appear on your undergraduate or graduate academic transcript(s) and credential evaluation reports.

Possible Content Areas for General Biology

- General biology
- Cellular biology: the basic structural and functional unit of all organisms; they may exist as independent units of life (as in monads) or may form colonies or tissues as in higher plants and animals
- Cybernetics biology: the field of science concerned with processes of communication and control (especially the comparison of these processes in biological and artificial systems)
- Bioscience, life science: any of the branches of natural science dealing with the structure and behavior of living organisms
- Ecology: the branch of biology concerned with the relations between organisms and their environment
- Cytology: the branch of biology that studies the structure and function of cells
- Embryology: the branch of biology that studies the formation and early development of living organisms
- Evolutionism, theory of evolution, Theory of organic evolution: a scientific theory of the origin of species of plants and animals
- Genetic science, genetics: the branch of biology that studies heredity and variation in organisms
- Microbiology: the branch of biology that studies microorganisms and their effects on humans
- Molecular biology: the branch of biology that studies the structure and activity of macromolecules essential to life (and especially with their genetic role)
- Morphology: the branch of biology that deals with the structure of animals and plants
- Neurobiology: the branch of biology that deals with the anatomy and physiology and pathology of the nervous system
- Physiology: the branch of the biological sciences dealing with the functioning of organisms
- Radiobiology: the branch of biology that studies the effects of radiation on living organisms
- Sociobiology: the branch of biology that conducts comparative studies of the social organization of animals, including human beings, with regard to its evolutionary history

Physical Sciences

Program directors must evaluate course descriptions or syllabi to determine if the content provides foundational knowledge in physics or chemistry. Physical science must be met through chemistry or physics only, as a broad understanding of principles in both chemistry and physics is directly applicable to many clinical domains in speech-language pathology. Program directors from programs accredited by the CAA have the authority to accept or reject any previously completed coursework.

Physics

What is physics? The science that deals with matter, energy, motion, and force. A broad survey of physics principles to enable students to appreciate the role of physics in everyday experiences in today's society and technology.

Internationally educated applicants: Classes evaluated by your credential evaluation agency as the equivalent of U.S. high school *will not be accepted*. All basic science classes must appear on your undergraduate or graduate academic transcript(s) and credential evaluation reports.

Possible Content Areas for General Physics

- Basic principles of physics for non-majors
- Basic principles of mechanics
- Basic principles of sound
- Basic principles of thermodynamics and statistical mechanics
- Basic principles of electricity and magnetism
- Basic principles of energy

Chemistry

What is chemistry? Chemistry is the scientific study of substances and compounds composed of atoms and molecules, and their structure, properties, behavior, and the changes that occur during reactions with other compounds.

Internationally-educated applicants: Classes evaluated by your credential evaluation agency as the equivalent of U.S. high school *will not be accepted*. All basic science classes must appear on your undergraduate or graduate academic transcript(s) and credential evaluation reports.

Possible Content Areas for Chemistry

- Functional groups and important biological molecules
- Chemical principles in human or animal physiology (i.e., organic chemistry)
- Atomic structure
- Chemical bonding
- Radioactivity
- Behavior of gases and solutions
- Behavior of acid and bases
- Hydrocarbons

Statistics

What is statistics? As defined by the American Statistical Association (ASA), statistics is "the science of learning from data, and of measuring, controlling, and communicating uncertainty; and it thereby provides the navigation essential for controlling the course of scientific and societal advances."

A stand-alone course in statistics is required. Courses not accepted:

- any directly related to CSD
- any research methods coursework taught in lieu of, or in the absence of, basic statistics (If statistics and research methods courses were taught in conjunction with each other, you must submit a course description showing a clear delineation between the two in order for them to be accepted.)

Internationally-educated applicants: Classes evaluated by your credential evaluation agency as the equivalent of U.S. high school *will not be accepted*. All basic science classes must appear on your undergraduate or graduate academic transcript(s) and credential evaluation reports.

Social Sciences and Behavioral Sciences

What are social sciences and behavioral sciences? The systematic analysis and investigation of human and animal behavior through controlled and naturalistic observation and disciplined scientific experimentation. These areas of study attempt to accomplish legitimate, objective conclusions through rigorous formulations and observation.

Possible Content Areas for Social Sciences

- Anthropology
- Ethnic and cultural studies
- Archaeology
- Area studies
- Economics
- Gender and sexuality studies
- Geography organizational studies
- Political science

Possible Content Areas for Behavioral Sciences

- Psychology
- Psychobiology
- Criminology and cognitive science

Internationally-educated applicants: Classes evaluated by your credential evaluation agency as the equivalent of U.S. high school *will not be accepted*. All basic science classes must appear on your undergraduate or graduate academic transcript(s) and credential evaluation reports.

Coursework Deficiencies

If you are found to be deficient in any coursework, including the above-listed prerequisite courses, that coursework must be completed at an accredited college or university program prior to beginning your clinical fellowship (CF). Time spent in your CF before completing these courses will not count toward your total (1,260) CF hours.

Once the prerequisite coursework has been completed, you must (1) obtain an official transcript showing completion of these courses

Internationally-educated applicants: Once you have completed the prerequisite coursework, you must (1) obtain an official transcript showing that the courses are complete and (2) submit this transcript with your application for ASHA certification.

Options for Completing Prerequisite Coursework

- accredited colleges or universities (in-person/ live classes or distance learning)
- local community colleges
- accredited online colleges or universities
- "Examination for Credit" options: Several accredited universities offer this option. These are acceptable if the examination is through an accredited university program that issues an official transcript showing college course credit.

- College Level Examination Program (CLEP)
 - CLEP exams test mastery of college-level material.
 - CLEP exam scores are accepted by many US institutions in lieu of completing coursework.
 - CLEP exam scores must be submitted to and accepted by your college or university program.
 - You must submit an official letter or transcript showing that your college or university has accepted your CLEP exam scores in lieu of coursework. Coursework or CLEP scores that do not appear on an academic transcript will not be accepted.

University policies and procedures must be followed when considering the acceptance of CLEP or credit by examination options. In most cases, universities will award credit and it will appear on the official university transcript.

2020 ASHA CERTIFICATION STANDARDS

Standard I: Degree

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

Standard II: Education Program

All graduate coursework and graduate clinical experience required in speech-language pathology must have been initiated and completed in a CAA-accredited program or in a program with CAA candidacy status.

Implementation: The applicant’s program director or official designee must complete and submit a program director verification form. Applicants must submit an official graduate transcript or a letter from the registrar that verifies the date on which the graduate degree was awarded. The official graduate transcript or letter from the registrar must be received by the ASHA National Office no later than one (1) year from the date on which the application was received. Verification of the applicant’s graduate degree is required before the CCC-SLP can be awarded.

Applicants educated outside the United States or its territories must submit documentation that coursework was completed in an institution of higher education that is regionally accredited or recognized by the appropriate regulatory authority for that country. In addition, applicants outside the United States or its territories must meet each of the standards that follow.

Standard III: Program of Study

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

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

Standard IV: Knowledge Outcomes

Standard IV-A

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

Implementation: Coursework in statistics as well as in biological, physical, and social/behavioral sciences that is specifically related to communication sciences and disorders (CSD) may not be applied for certification purposes to this category unless the course fulfills a general the university requirement in the statistics, biology, physical science, or chemistry areas.

Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Chemistry and physics are important for the foundational understanding of the profession of speech-language pathology. For all applicants who apply beginning January 1, 2020, courses that meet the physical science requirement must be in physics or chemistry. Program directors must evaluate the course descriptions or syllabi of any courses completed prior to students entering their programs to determine if the content provides foundational knowledge in physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Coursework in research methodology in the absence of basic statistics cannot be used to fulfill this requirement.

Standard IV-B

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

Standard IV-C

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

- Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification
- Fluency and fluency disorders
- Voice and resonance, including respiration and phonation
- Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing
- Hearing, including the impact on speech and language
- Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span

- Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning
- Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities
- Augmentative and alternative communication modalities

Implementation: It is expected that coursework addressing the professional knowledge specified in this standard will occur primarily at the graduate level.

Standard IV-D

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

Standard IV-E

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

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

Standard IV-F

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

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

Standard IV-G

The applicant must have demonstrated knowledge of contemporary professional issues.

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

Standard IV-H

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

Standard V: Skills Outcomes

Standard V-A

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

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

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

Standard V-B

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

1. Evaluation

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

2. Intervention

- a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
- b. Implement intervention plans that involve clients/patients and relevant others in the intervention process.
- c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
- d. Measure and evaluate clients'/patients' performance and progress.
- e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
- f. Complete administrative and reporting functions necessary to support intervention.
- g. Identify and refer clients/patients for services, as appropriate.

3. Interaction and Personal Qualities

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

Implementation: The applicant must have acquired the skills listed in this standard and must have applied them across the nine major areas listed in Standard IV-C. These skills may be developed and demonstrated through direct clinical contact with individuals receiving services in clinical experiences, academic coursework, labs, simulations, and examinations, as well as through the completion of independent projects.

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

These experiences allow students to:

- interpret, integrate, and synthesize core concepts and knowledge;
- demonstrate appropriate professional and clinical skills; and
- incorporate critical thinking and decision-making skills while engaged in prevention, identification, evaluation, diagnosis, planning, implementation, and/or intervention.

Supervised clinical experiences should include interprofessional education and interprofessional collaborative practice and should include experiences with related professionals that enhance the student's knowledge and skills in an interdisciplinary, team-based, comprehensive service delivery model.

Clinical simulations (CS) may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). These supervised experiences can be synchronous simulations (real-time) or asynchronous (not concurrent in time) simulations.

Clinical educators of clinical experiences must hold current ASHA certification in the appropriate area of practice during the time of supervision. The supervised activities must be within the ASHA Scope of Practice in Speech-Language Pathology in order to count toward the student's ASHA certification requirements.

Standard V-C

The applicant must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in guided clinical observation, and 375 hours must be spent in direct client/patient contact.

Implementation: Guided clinical observation hours generally precede direct contact with clients/patients. Examples of guided observations may include but are not limited to the following activities: debriefing of a video recording with a clinical educator who holds the CCC-SLP, discussion of therapy or evaluation procedures that had been observed, debriefings of observations that meet course requirements, or written records of the observations. It is important to confirm that there was communication between the clinical educator and observer, rather than passive experiences where the student views sessions and/or videos. It is encouraged that the student observes live and recorded sessions across settings with individuals receiving services with a variety of disorders and completes debriefing activities as described above.

The observation and direct client/patient contact hours must be within the ASHA Scope of Practice in Speech-Language Pathology and must be under the supervision of a qualified professional who holds a current ASHA certification in the appropriate practice area. Guided clinical supervision may occur simultaneously during the student's observation or afterwards through review and approval of the student's written reports or summaries. Students may use video recordings of client services for observation purposes.

Applicants should be assigned practicum only after they have acquired a base of knowledge sufficient to qualify for such experience. Only direct contact (e.g., the individual receiving services must be present) with the individual or the individual's family in assessment, intervention, and/or counseling can be counted toward practicum. When counting clinical practicum hours for purposes of ASHA certification, only the actual time spent in sessions can be counted, and the time spent cannot be rounded up to the nearest 15-minute interval.

Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through CS methods. Only the time spent in active engagement with CS may be counted. CS may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included as clinical clock hours.

Although several students may observe a clinical session at one time, clinical practicum hours should be assigned only to the student who provides direct services to the individual receiving services or the individual's family. Typically, only one student at a time should be working with a client in order to count the practicum hours. Several students working as a team may receive credit for the same session, depending on the specific responsibilities that each student is assigned when working directly with the individual receiving services. The applicant must maintain documentation of their time spent in supervised practicum, and this documentation must be verified by the program in accordance with Standards III and IV.

Standard V-D

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

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

Standard V-E

Supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession, who has the equivalent of a minimum of 9 months of full-time clinical experience, and who has completed a minimum of 2 hours of professional development in clinical instruction/supervision after being awarded ASHA certification.

The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience; must not be less than 25% of the student's total contact with each client/patient; and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the individual receiving services.

Implementation: Effective January 1, 2020, supervisors for ASHA certification must complete 2 hours of professional development/continuing education in clinical instruction/supervision. The professional development/continuing education must be completed after being awarded ASHA certification and prior to the supervision of a student. Direct supervision must be in real time. A clinical educator must be available and on site to consult with a student who is providing clinical services to the clinical educator's client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition of essential clinical skills.

In the case of CS, asynchronous supervision must include debriefing activities that are commensurate with a minimum of 25% of the clock hours earned for each simulated individual receiving services.

Standard V-F

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

Implementation: The applicant must demonstrate direct clinical experiences with individuals in both assessment and intervention across the lifespan from the range of disorders and differences named in Standard IV-C.

Standard VI: Assessment

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

Implementation: Results of the Praxis® Examination in Speech-Language Pathology must be submitted directly to ASHA from the Educational Testing Service (ETS). The certification standards require that a passing exam score be earned no earlier than 5 years prior to the submission of the application and no later than 2 years following receipt of the application. If the exam is not successfully passed and reported within the 2-year application period, the applicant's certification file will be closed. If the exam is passed or reported at a later date, then the applicant will be required to reapply for certification under the standards in effect at that time.

Standard VII: Speech-Language Pathology Clinical Fellowship

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

Implementation: The CF experience may be initiated only after completion of all graduate credit hours, academic coursework, and clinical experiences required to meet the knowledge and skills delineated in Standards IV and V. The CF experience must be initiated within 24 months of the date on which the application for certification is received. Once the CF has been initiated, it must be completed within 48 months of the initiation date. For applicants completing multiple CFs, all CF experiences related to the application must be completed within 48 months of the date on which the first CF was initiated. Applications will be closed for CFs that are not completed within the 48-month timeframe or that are not submitted to ASHA within 90 days after the 48-month timeframe. The Clinical Fellow will be required to reapply for certification and must meet the standards in effect at the time of re-application. CF experiences more than 5 years old at the time of application will not be accepted.

The CF must be completed under the mentorship of a clinician who held the CCC-SLP throughout the duration of the fellowship and must meet the qualifications described in Standard VII-B. It is the Clinical Fellow's responsibility to identify a CF mentor who meets ASHA's certification standards. Should the certification status of the mentoring SLP change during the CF experience, the Clinical Fellow will be awarded credit only for that portion of time during which the mentoring SLP held certification. It is incumbent upon the Clinical Fellow to verify the mentoring SLP's status periodically throughout the CF experience. Family members or individuals related in any way to the Clinical Fellow may not serve as mentoring SLPs to that Clinical Fellow.

Standard VII-A: Clinical Fellowship Experience

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

Implementation: At least 80% of the Clinical Fellow's major responsibilities during the CF experience must be in direct, in-person client/patient contact (e.g., assessment, diagnosis, evaluation, screening, treatment, clinical research activities, family/client consultations, recordkeeping, report writing, and/or counseling) related to the management process for individuals who exhibit communication and/or swallowing disabilities.

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

Standard VII-B: Clinical Fellowship Mentorship

The Clinical Fellow must receive ongoing mentoring and formal evaluations by the CF mentor. Mentorship must be provided by a clinician who holds the CCC-SLP, who has the equivalent of a minimum of 9 months of full-time clinical experience, and who has completed a minimum of 2 hours of professional development/continuing education in clinical instruction/supervision after being awarded the CCC-SLP.

Implementation: Effective January 1, 2020, CF mentors for ASHA certification must complete 2 hours of professional development/continuing education in clinical instruction/supervision after being awarded the CCC-SLP and prior to mentoring the Clinical Fellow.

Direct observation must be in real time. A mentor must be available to consult with the Clinical Fellow who is providing clinical services. Direct observation of clinical practicum is intended to provide guidance and feedback and to facilitate the Clinical Fellow's independent use of essential clinical skills

Mentoring must include on-site, in-person observations and other monitoring activities, which may be executed by correspondence, review of video and/or audio recordings, evaluation of written reports, telephone conferences with the Clinical Fellow, or evaluations by professional colleagues with whom the Clinical Fellow works. The CF mentor and the Clinical Fellow must participate in regularly scheduled formal evaluations of the Clinical Fellow's progress during the CF experience. The Clinical Fellow must receive ongoing mentoring and formal evaluations by the CF mentor.

The amount of direct supervision provided by the CF mentor must be commensurate with the Clinical Fellow's knowledge, skills, and experience, and must not be less than the minimum required direct contact hours. Supervision must be sufficient to ensure the welfare of the individual(s) receiving services.

The mentoring SLP must engage in no fewer than 36 supervisory activities during the CF experience and must include 18 on-site observations of direct client contact at the Clinical Fellow's work site (1 hour = 1 on-site observation; a maximum of six on-site observations may be accrued in 1 day). At least six on-site observations must be conducted during each third of the CF experience. On-site observations must consist of the Clinical Fellow engaging in screening, evaluation, assessment, and/or habilitation/rehabilitation activities. Mentoring must include on-site, in-person observations; however, the use of real-time, interactive video and audio-conferencing technology may be permitted as a form of observation, for which pre-approval must be obtained

Additionally, supervision must include 18 other monitoring activities. *Other monitoring activities* are defined as the evaluation of reports written by the Clinical Fellow, conferences between the CF mentor and the Clinical Fellow, discussions with professional colleagues of the Clinical Fellow, and so forth, and may be executed by correspondence, telephone, or reviewing of video and/or audio tapes. At least six other monitoring activities must be conducted during each third of the CF experience.

If the Clinical Fellow and their CF mentor want to use supervisory mechanisms other than those outlined above, they may submit a written request to the CFCC prior to initiating the CF. Written requests may be emailed to cfcc@asha.org or mailed to: CFCC, c/o ASHA Certification, 2200 Research Blvd. #313, Rockville, MD 20850. Requests must include the reason for the alternative supervision and a detailed description of the supervision that would be provided (i.e., type, length, frequency, etc.), and the request must be co-signed by both the Clinical Fellow and the CF mentor. On a case-by-case basis, the CFCC will review the circumstances and may or may not approve the supervisory process to be conducted in other ways. Additional information may be requested by the CFCC prior to approving any request.

Standard VII-C: Clinical Fellowship Outcomes

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

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

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

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

The CF mentor must document and verify a Clinical Fellow's clinical skills using the *Clinical Fellowship Report and Rating Form*, which includes the *Clinical Fellowship Skills Inventory* (CFSI), as soon as the Clinical Fellow successfully completes the CF experience. This report must be signed by both the Clinical Fellow and CF mentor.

Standard VIII: Maintenance of Certification

Certificate holders must demonstrate continued professional development for maintenance of the CCC-SLP.

Implementation: Clinicians who hold the CCC-SLP must accumulate and report 30 Certification Maintenance Hours (CMHs) (or 3.0 ASHA continuing education units [CEUs]) of professional development, which must include a minimum of 1 CMH (or 0.1 ASHA CEU) in ethics during every 3-year certification maintenance interval beginning with the 2020–2022 maintenance interval.

Intervals are continuous and begin January 1 of the year following the initial awarding of certification or the reinstatement of certification. Random audits of compliance are conducted.

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

If maintenance of certification is not accomplished within the 3-year interval, then certification will expire. Those who wish to regain certification must submit a reinstatement application and meet the standards in effect at the time the reinstatement application is submitted.

ADVANCED CLINICAL PRACTICUM POLICIES AND PROCEDURES FOR ON-CAMPUS AND OFF CAMPUS SITES

SELF-EVALUATION

Periodically students will be asked to complete a self-evaluation (a self-assessment). This process will allow student clinicians to analyze their strengths, weakness and to identify their comfort level with clinical skills. These assessments are used to make appropriate changes based upon their own reflections and the feedback given from other supervisors and preceptors.

EARNING, RECORDING, AND APPROVAL OF CLINICAL HOURS FOR ON CAMPUS and OFF CAMPUS SITES

CALIPSO is a web-based application that manages key aspects of academic and clinical education designed specifically and exclusively for speech-language pathology and audiology training programs.

Since 2018 fall semester, our department has used Calipso for clinic administration and tracking of SLP clinical education. Students pay a one-time fee that covers their use of the program across their entire graduate program. Students receive initial training on Calipso during Clinic Orientation.

1. The student must maintain a record of all clock hours earned in clinic practicum. Clock hours include observations, speech screenings, hearing screenings, and clinic experiences. After every clinic session, the student is to log into CALIPSO to document the following: a) Supervisor, Site, Semester, Clinical setting type, Completion month & year, Clinic, Date, Course #, and Training Level b) Type of clinical activity for which hours were earned for each client (e.g., child ABR, adult audiological evaluation), c) Hours/Length of time earned for each session d) Hours for which this information is not provided will not be counted.

2. Clinical clock hours must be reviewed and approved by on campus and off campus clinical supervisors at mid-term and final. Clinical Clock hours earned during the semester are to be recorded on an ongoing basis. The expectation is that students will record hours within the CALIPSO management system. Students should follow the CALIPSO instructions in order for students to complete this process. This form in CALIPSO is designed to assist students in categorizing and keeping track of clinical clock hours. Hours must be reviewed by on campus and off campus site supervisors weekly to monitor accuracy. The student is then responsible for completing documentation of hours in CALIPSO by submitting clock hours in CALIPSO for approval at mid-term and final by on campus and off campus supervisors. The on campus and off campus supervisors then receives an email that is generated from CALIPSO stating that the student clock hours are pending their approval. The on campus and off campus supervisors goes into CALIPSO to approve the student's clock hours submitted into CALIPSO at mid-term and final. The Clinic Coordinator monitors on campus clinic with students and supervisors to make sure all is going well with the student's progress and clinical clock hours and answer questions from students and supervisors. The External Placement Coordinator either makes a site visit and/or virtual meeting with the off campus supervisors to follow-up and to make sure everything is going well with the student's progress, and to check the clock hours the student has earned to date and to answer any questions from the off campus supervisor or the student related to the experience and/or the paperwork. We also want to take the opportunity to thank supervisors personally for working with the students during their education at Southern University. On campus and off campus supervisors are recognized at our annual pinning ceremony.

3. Prior to submitting the form, the student must be certain that: a) the hours recorded accurately reflect the hours earned, b) the student has recorded practicum hours in increments no smaller than a quarter of an hour (e.g., 15 min = 0.25 hrs. 30 min = 0.50 hrs. 45 min = 0.75 hrs. 60 min = 1.0 hrs.) c) the student has accurately answered all required information.

4. All clinic and observation hours must be submitted to their supervisor for approval at the end of each week and no later than 7 days following the clinical activity. Screening hours are required to be submitted within 7 days of a screening. Failure to record and to submit all clock hours as required will result in the student receiving an "I" (Incomplete) in any Clinic Practicum course and may result in a loss of those clinic hours.

Off-Campus Clinical Practicum

Off-campus clinical practicum typically begins during the 2nd year of graduate education. In off-campus practicum, teaching time is significantly reduced with less intensive direct teaching, while patient contact time is increased (compared to the On-Campus Practicum). Off placement assignments occur 2-5 days/week, with placements changing each term so that students experience a variety of different settings and services. All SLP students are required to complete *at least* one adult and one pediatric off-campus clinical practicum during their graduate program each of which includes a 3-4 day/week experience. Most SLP students participate in School Practicum as one of their pediatric outplacement experiences. In off-campus practicum, students are expected to demonstrate basic level knowledge of clinical processes and to apply information learned in academic coursework. Clinical Instructors help students better understand the intricacies of service delivery in their setting with a range of different patients. The Department of Speech-

Language Pathology has clinical affiliations with an extensive collection of agencies throughout the region (Louisiana, Mississippi and Texas), providing students with a vast range of possible SLP experiences. Settings include public schools, early intervention sites, acute care hospitals, rehabilitation centers, community hospitals, home-based services and skilled nursing facilities.

SLP master's students complete a 9-month Clinical Fellowship (CF) experience as their first professional position after they graduate with their master's degree. The CF position for SLP students is arranged by the student through application & interview processes.

Development & Measurement of Clinical Skills

The basic areas of clinical education focus on facilitating the acquisition of knowledge, skills, and professional attributes needed for professional practice. While participating in clinic practicum, the following broad competency areas are targeted:

- Evaluation
- Intervention
- Interaction/Personal Qualities
- Oral and Written Communication
- Evidence-Based Practice/Ethics/Preparedness/Prevention

Within each of the above areas a collection of sub-skills is included on the clinical evaluation forms. The focus of competencies in the clinical education program was developed based on the current standards and ASHA Scope of Practice guidelines. A copy of the current **clinical skills evaluation form** is contained in the supplemental materials section of this manual and is administered through Calipso. **Clinical evaluation forms &/or grading systems maybe modified or changed during the duration of the student's enrollment in the program.** Students will be informed of any changes made.

Measurement of student performance on clinical competencies is determined using a scoring system developed to provide a method of formative assessment for describing and tracking acquisition of clinical competencies from the first term of clinical education to the end of graduate education.

COMPETENCY PERFORMANCE CRITERIA

Performance Scale	%	Competency Performance Criteria
5= Independent	90-100	Exceeds performance expectations; skill well-developed and consistent; requires guidance and/or consultation only
4= Refining	80-89	Meets performance expectations/minimal support; skill developed but needs refinement and/or consistency; requires infrequent supervisory monitoring
3= Developing	70-79	Moderately acceptable performance/moderate support: skill present but needs further development; requires frequent supervisory monitoring
2= Emerging	60-69	Needs improvement in performance/maximum support; skill emerging; requires frequent supervisory instruction/input
1= Not Evident	50-59	Unacceptable performance; skill not evident; requires constant supervisory modeling/intervention
NA		Not Applicable

Feedback on Clinical Performance

The purpose of clinical feedback is to monitor progress towards attainment of clinical competencies. Clinical scores on clinical evaluation forms provide a continuous record of student performance across the graduate program and allow students to track their progress on meeting ASHA & department clinical competencies. Students will be formally evaluated at least (in writing and in an oral conference) twice per semester: at mid-term and at the end of each semester. Mid-term grading provides a mechanism for identifying student strengths and areas to improve. They also provide a structure for setting up learning goals for the remainder of the term. A student's actual grade for the term is based on performance at the end of the semester as measured across the last 3-4 weeks of the grading period. According to academic guidelines set forth by the University and the department, successful completion of a practicum requires a grade of "B" or better. Neither the credit, nor the contact hours obtained from a failing practicum (grade less than "B") experience may be counted toward the degree or ASHA requirements. A student receiving a failing grade may be required to successfully complete an on-campus placement before participating in off-campus training. A Clinic Remediation plan will be developed by the student, clinical instructor and Coordinator of Clinical Education to help the student work towards improving areas of concern. A failing grade may also be assigned if required paperwork is not completed, or if there is a serious breach in professionalism. **Students who earn a failing grade in two practicum experiences will no longer be permitted to participate in practicum education.**

Formative Assessment of Clinical Competency

In addition to documentation of hours, measures will be completed at midterm and end of term for each practicum experience to provide formative measures of student progress on developing clinical competencies. The **Clinical Skills Evaluation Form** is used to provide formal written feedback. Each student is also responsible for tracking acquisition of clinical skills and knowledge required by the CAA standards. This will be done via Calipso and via the ASHA Knowledge and Skills Acquisition (KASA) document.

GRADING POLICIES AND PROCEDURES FOR ADVANCED CLINICAL PRACTICUM FOR ON CAMPUS and OFF CAMPUS SITES

Grading Policy

Our program is using a web-based program called CALIPSO to manage clinical course grades and hours. Students receive a midterm and final grade for clinic. According to university and program policy and procedures, practicum site supervisors recommend letter grades for students and the program faculty reviews in order to validate the level of competency. Competency is evaluated by program faculty and not determined by practicum site supervisors in the external site (agency) because they are not employees of the university. Grades are determined by the instructor on record based on the competency performance criteria below. Students may refer to the performance scale to identify which skills are evaluated and what performance level is expected. Students are graded as compared to peers on the same clinical experience scale. The grading form is based on a five-point scale, with scores for each graded item ranging from 1-5. Students earn points for each item on the form. Students receive a number grade as well as a list of their clinical and professional strengths and weaknesses. Supervisors may use the items listed on the grading form as strengths and weakness, or they may generate comments based on their own feedback to the student. Supervisors recommend the grade and once it is validated by program faculty for the level of competency then the form in CALIPSO is shared with the students. The student and supervisor can then discuss the student's growth as the semester continues as needed.

COMPETENCY PERFORMANCE CRITERIA

Performance Scale	%	Competency Performance Criteria
5= Independent	90-100	Exceeds performance expectations; skill well-developed and consistent; requires guidance and/or consultation only
4= Refining	80-89	Meets performance expectations/minimal support ; skill developed but needs refinement and/or consistency; requires infrequent supervisory monitoring
3= Developing	70-79	Moderately acceptable performance/moderate support ; skill present but needs further development; requires frequent supervisory monitoring
2= Emerging	60-69	Needs improvement in performance/maximum support; skill emerging ; requires frequent supervisory instruction/input
1= Not Evident	50-59	Unacceptable performance; skill not evident ; requires constant supervisory modeling/intervention
NA		Not Applicable

As part of students' clinical matriculation, they may be assigned to more than one clinical placement over the course of a semester. For grading purposes, the following guidelines are used:

- 1) If the student is rotating through two new clinics (never completed rotation in the clinics before), the clinic grades will be averaged.
- 2) If the student is rotating through one new clinic site and returning to a site previously completed successfully, the grade obtained in the new clinical site will be used.

Measurement and Tracking of Clinical Competencies

Calipso is used to administer the formative assessments of student clinician performance at midterm and end of semester. Clinical instructors access the appropriate forms via the web, and student's access self-evaluation forms via their Calipso home page. Across a student's program, their self-evaluations and clinical instructor's evaluation forms are housed in Calipso allowing students to monitor their progress across the program on key clinical skills. It is the student's responsibility to make sure that they meet all required competencies (as listed on the clinical skills evaluation form) and to communicate with the Clinic Coordinator of Clinical Education if they need specific clinical experiences to fill in gaps in their clinical education. At **midterm**, clinical instructors and students hold a midterm meeting to discuss student progress and skill level up to that point in the term. Another goal of the midterm evaluation is to define goals for the remainder of the semester. Note that clinical instructors are required to independently score the student's performance prior to the midterm meeting; students are required to complete the self-evaluation prior to the meeting. They should each bring a hard copy of the form to the meeting to share with one another. Students are scored only on clinical competencies that they have had a chance to implement a few times across the last 3-4 weeks of the grading period; competencies not implemented should not be rated. At the **end of the term**, the instructor and student will again use the appropriate **clinical skills evaluation form** assessment to complete an end of term evaluation/self-evaluation. The clinical instructor and student will meet for a discussion of the student's performance.

- Graduate or Undergraduate Summary of Hours Form (Completed by student, signed by instructor)
- Clinic Clock Hour Record Form (completed by student, signed by instructor)

- Final Clinical Skills Evaluation Form (completed by instructor)
- Midterm Clinical Skills Evaluation form (completed by instructor)
- Final Daily Clinical Skills Form (completed by instructor)
- Midterm Daily Clinical Skills form (completed by instructor)
- Evidence-based practice assignment (completed by student)
- Evaluation of instructor (completed by student in Calipso)
- Evaluation of site (completed by student in Calipso)
- Guide to Self-Evaluation
(Completed by the student in Calipso, at beginning of semester, midterm and final)
- Student Contract (signed by student, instructor and Clinic Coordinator of Clinical Education)
- Student Confidentiality Form (signed by student and Clinic Coordinator of Clinical Education)
- Writing Log
- Diagnostic Log
- On-Campus documents for on-campus practicum only (*NO CLIENT IDENTIFICATION*):
 - Initial Case Summary
 - Last SOAP note
 - Last Lesson plan
 - Final Case Summary

Students should ALWAYS make copies of any clinic paperwork turned in for their own files. Occasionally items get lost, and it is the student's responsibility to have copies at all times.

Practicum grades will not be submitted by the instructor on record until all required paperwork has been turned in. Copies of midterm paperwork may also be retained when there are concerns about a student's performance in practicum. Note that all hour logs (contact time and observation time) must be written in ink, NOT PENCIL, as these are legal documents. Note that at the end of the graduate program students will attach a summary of the competencies information to their KASA form to provide evidence of the clinical skills participated in across the graduate program

Calipso Administration Tools

Clinical Site Directory & Clinical Instructor Directory: Calipso provides the department with a current data base of our Clinical Instructors and Clinical Sites. You will use these two directories both when you submit a request form for practicum and when you are scheduled for a new placement. It is important to review the content in Calipso to determine if the site has requirements that you need to take care of prior to beginning the placement (e.g., return forms; secure badge; drug screening, complete HIPAA training). The *Clinical Instructor Directory* will provide you with the contact information to confirm your placement with a new instructor.

In terms of other Calipso features used frequently by students, Calipso provides a vehicle for conducting a variety of survey instruments including the following (in addition to the Clinical Skills Evaluation Form):

- To request a Clinic Placement for an upcoming term
- To evaluate clinical instructors (*Evaluation of Clinical Supervisor* form)
- To evaluate school and medical sites (*Evaluation of School-Based Clinical Practicum*, *Evaluation of Medical-Based Clinical Practicum*)
- To complete required Self-Evaluations of clinical performance two times each term

Students receive an email from the Coordinator of Clinical Education telling them when each of these tasks should be done along with the deadline for completion. Students access the appropriate form through the Calipso home page:

- To hit the "submit" button immediately after completing the form – otherwise the data entered will not be saved
- To print a hardcopy of the form immediately after submitting it. For some surveys, students cannot re-access the tool once they have left the window after submitting the form.

AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION

CODE OF ETHICS

Reference this material as: American Speech-Language-Hearing Association. (2016). Code of ethics [Ethics]. Available from www.asha.org/policy/.

Available from <http://www.asha.org/Code-of-Ethics/>

Preamble

The American Speech-Language-Hearing Association (ASHA; hereafter, also known as "The Association") has been committed to a framework of common principles and standards of practice since ASHA's inception in 1925. This commitment was formalized in 1952 as the Association's first Code of Ethics. This Code has been modified and adapted as society and the professions have changed. The Code of Ethics reflects what we value as professionals and establishes expectations for our scientific and clinical practice based on principles of duty, accountability, fairness, and responsibility. The ASHA Code of Ethics is intended to ensure the welfare of the consumer and to protect the reputation and integrity of the professions.

The ASHA Code of Ethics is a framework and focused guide for professionals in support of day-to-day decision making related to professional conduct. The Code is partly obligatory and disciplinary and partly aspirational and descriptive in that it defines the professional's role. The Code educates professionals in the discipline, as well as students, other professionals, and the public, regarding ethical principles and standards that direct professional conduct.

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by audiologists, speech-language pathologists, and speech, language, and hearing scientists who serve as clinicians, educators, mentors, researchers, supervisors, and administrators. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose and is applicable to the following individuals:

- a member of the American Speech-Language-Hearing Association holding the Certificate of Clinical Competence (CCC)
- a member of the Association not holding the Certificate of Clinical Competence (CCC)
- a nonmember of the Association holding the Certificate of Clinical Competence (CCC)
- an applicant for certification, or for membership and certification

By holding ASHA certification or membership, or through application for such, all individuals are automatically subject to the jurisdiction of the Board of Ethics for ethics complaint adjudication. Individuals who provide clinical services and who also desire membership in the Association must hold the CCC.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics. The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas: (I) responsibility to persons served professionally and to research participants, both human and animal; (II) responsibility for one's professional competence; (III) responsibility to the public; and (IV) responsibility for professional relationships. Individuals shall honor and abide by these Principles as affirmative obligations under all conditions of applicable professional activity. Rules of Ethics are specific statements of minimally acceptable as well as unacceptable professional conduct.

The Code is designed to provide guidance to members, applicants, and certified individuals as they make professional decisions. Because the Code is not intended to address specific situations and is not inclusive of all possible ethical dilemmas, professionals are expected to follow the written provisions and to uphold the spirit and purpose of the Code. Adherence to the Code of Ethics and its enforcement results in respect for the professions and positive outcomes for individuals who benefit from the work of audiologists, speech-language pathologists, and speech, language, and hearing scientists.

Terminology

ASHA Standards and Ethics

The mailing address for self-reporting in writing is American Speech-Language-Hearing Association, Standards and Ethics, 2200 Research Blvd., #313, Rockville, MD 20850.

advertising

Any form of communication with the public about services, therapies, products, or publications.

conflict of interest

An opposition between the private interests and the official or professional responsibilities of a person in a position of trust, power, and/or authority.

crime

Any felony; or any misdemeanor involving dishonesty, physical harm to the person or property of another, or a threat of physical harm to the person or property of another. For more details, see the "Disclosure Information" section of applications for ASHA certification found on www.asha.org/certification/AudCertification/ and www.asha.org/certification/SLPCertification/.

diminished decision-making ability

Any condition that renders a person unable to form the specific intent necessary to determine a reasonable course of action.

fraud

Any act, expression, omission, or concealment—the intent of which is either actual or constructive—calculated to deceive others to their disadvantage.

impaired practitioner

An individual whose professional practice is adversely affected by addiction, substance abuse, or health-related and/or mental health-related conditions.

individuals

Members and/or certificate holders, including applicants for certification.

informed consent

May be verbal, unless written consent is required; constitutes consent by persons served, research participants engaged, or parents and/or guardians of persons served to a proposed course of action after the communication of adequate information regarding expected outcomes and potential risks.

jurisdiction

The "personal jurisdiction" and authority of the ASHA Board of Ethics over an individual holding ASHA certification and/or membership, regardless of the individual's geographic location.

know, known, or knowingly

Having or reflecting knowledge.

may vs. shall

May denotes an allowance for discretion; *shall* denotes no discretion.

misrepresentation

Any statement by words or other conduct that, under the circumstances, amounts to an assertion that is false or erroneous (i.e., not in accordance with the facts); any statement made with conscious ignorance or a reckless disregard for the truth.

negligence

Breaching of a duty owed to another, which occurs because of a failure to conform to a requirement, and this failure has caused harm to another individual, which led to damages to this person(s); failure to exercise the care toward others that a reasonable or prudent person would take in the circumstances, or taking actions that such a reasonable person would not.

nolo contendere

No contest.

plagiarism

False representation of another person's idea, research, presentation, result, or product as one's own through irresponsible citation, attribution, or paraphrasing; ethical misconduct does not include honest error or differences of opinion.

publicly sanctioned

A formal disciplinary action of public record, excluding actions due to insufficient continuing education, checks returned for insufficient funds, or late payment of fees not resulting in unlicensed practice.

reasonable or reasonably

Supported or justified by fact or circumstance and being in accordance with reason, fairness, duty, or prudence.

self-report

A professional obligation of self-disclosure that requires (a) notifying ASHA Standards and Ethics and (b) mailing a hard copy of a certified document to ASHA Standards and Ethics (see term above). All self-

reports are subject to a separate ASHA Certification review process, which, depending on the seriousness of the self-reported information, takes additional processing time.

shall vs. may

Shall denotes no discretion; *may* denotes an allowance for discretion.

support personnel

Those providing support to audiologists, speech-language pathologists, or speech, language, and hearing scientists (e.g., technician, paraprofessional, aide, or assistant in audiology, speech-language pathology, or communication sciences and disorders). For more information, read the Issues in Ethics Statements on [Audiology Assistants](#) and/or [Speech-Language Pathology Assistants](#).

telepractice, teletherapy

Application of telecommunications technology to the delivery of audiology and speech-language pathology professional services at a distance by linking clinician to client/patient or clinician to clinician for assessment, intervention, and/or consultation. The quality of the service should be equivalent to in-person service. For more information, [see the telepractice section](#) on the ASHA Practice Portal.

written

Encompasses both electronic and hard-copy writings or communications.

Principle of Ethics I

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

Rules of Ethics

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

to aides, assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.

- G. Individuals who hold the Certificate of Clinical Competence may delegate to students' tasks related to the provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- H. Individuals shall obtain informed consent from the persons they serve about the nature and possible risks and effects of services provided, technology employed, and products dispensed. This obligation also includes informing persons served about possible effects of not engaging in treatment or not following clinical recommendations. If diminished decision-making ability of persons served is suspected, individuals should seek appropriate authorization for services, such as authorization from a spouse, other family member, or legally authorized/appointed representative.
- I. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if participation is voluntary, without coercion, and with informed consent.
- J. Individuals shall accurately represent the intended purpose of a service, product, or research endeavor and shall abide by established guidelines for clinical practice and the responsible conduct of research.
- K. Individuals who hold the Certificate of Clinical Competence shall evaluate the effectiveness of services provided, technology employed, and products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.
- L. Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.
- M. Individuals who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.
- N. Individuals who hold the Certificate of Clinical Competence shall not provide clinical services solely by correspondence, but may provide services via telepractice consistent with professional standards and state and federal regulations.
- O. Individuals shall protect the confidentiality and security of records of professional services provided, research and scholarly activities conducted, and products dispensed. Access to these records shall be allowed only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.
- P. Individuals shall protect the confidentiality of any professional or personal information about persons served professionally or participants involved in research and scholarly activities and may disclose confidential information only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.
- Q. Individuals shall maintain timely records and accurately record and bill for services provided and products dispensed and shall not misrepresent services provided, products dispensed, or research and scholarly activities conducted.
- R. Individuals whose professional practice is adversely affected by substance abuse, addiction, or other health-related conditions are impaired practitioners and shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.

- S. Individuals who have knowledge that a colleague is unable to provide professional services with reasonable skill and safety shall report this information to the appropriate authority, internally if a mechanism exists and, otherwise, externally.
- T. Individuals shall provide reasonable notice and information about alternatives for obtaining care in the event that they can no longer provide professional services.

Principle of Ethics II

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

Rules of Ethics

- A. Individuals who hold the Certificate of Clinical Competence shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their certification status, education, training, and experience.
- B. Members who do not hold the Certificate of Clinical Competence may not engage in the provision of clinical services; however, individuals who are in the certification application process may engage in the provision of clinical services consistent with current local and state laws and regulations and with ASHA certification requirements.
- C. Individuals who engage in research shall comply with all institutional, state, and federal regulations that address any aspects of research, including those that involve human participants and animals.
- D. Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.
- E. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's certification status, competence, education, training, and experience.
- F. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct clinical activities that compromise the staff member's independent and objective professional judgment.
- G. Individuals shall make use of technology and instrumentation consistent with accepted professional guidelines in their areas of practice. When such technology is not available, an appropriate referral may be made.
- H. Individuals shall ensure that all technology and instrumentation used to provide services or to conduct research and scholarly activities are in proper working order and are properly calibrated.

Principle of Ethics III

Individuals shall honor their responsibility to the public when advocating for the unmet communication and swallowing needs of the public and shall provide accurate information involving any aspect of the professions.

Rules of Ethics

- A. Individuals shall not misrepresent their credentials, competence, education, training, experience, and scholarly contributions.

- B. Individuals shall avoid engaging in conflicts of interest whereby personal, financial, or other considerations have the potential to influence or compromise professional judgment and objectivity.
- C. Individuals shall not misrepresent research and scholarly activities, diagnostic information, services provided, results of services provided, products dispensed, or the effects of products dispensed.
- D. Individuals shall not defraud through intent, ignorance, or negligence or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants and contracts for services provided, research conducted, or products dispensed.
- E. Individuals' statements to the public shall provide accurate and complete information about the nature and management of communication disorders, about the professions, about professional services, about products for sale, and about research and scholarly activities.
- F. Individuals' statements to the public shall adhere to prevailing professional norms and shall not contain misrepresentations when advertising, announcing, and promoting their professional services and products and when reporting research results.
- G. Individuals shall not knowingly make false financial or nonfinancial statements and shall complete all materials honestly and without omission.

Principle of Ethics IV

Individuals shall uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.

Rules of Ethics

- A. Individuals shall work collaboratively, when appropriate, with members of one's own profession and/or members of other professions to deliver the highest quality of care.
- B. Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative mandate, referral source, or prescription prevents keeping the welfare of persons served paramount.
- C. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
- D. Individuals shall not engage in any form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
- E. Individuals shall not engage in dishonesty, negligence, fraud, deceit, or misrepresentation.
- F. Applicants for certification or membership, and individuals making disclosures, shall not knowingly make false statements and shall complete all application and disclosure materials honestly and without omission.
- G. Individuals shall not engage in any form of harassment, power abuse, or sexual harassment.
- H. Individuals shall not engage in sexual activities with individuals (other than a spouse or other individual with whom a prior consensual relationship exists) over whom they exercise professional

authority or power, including persons receiving services, assistants, students, or research participants.

- I. Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.
- J. Individuals shall assign credit only to those who have contributed to a publication, presentation, process, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
- K. Individuals shall reference the source when using other persons' ideas, research, presentations, results, or products in written, oral, or any other media presentation or summary. To do otherwise constitutes plagiarism.
- L. Individuals shall not discriminate in their relationships with colleagues, assistants, students, support personnel, and members of other professions and disciplines on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, dialect, or socioeconomic status.
- M. Individuals with evidence that the Code of Ethics may have been violated have the responsibility to work collaboratively to resolve the situation where possible or to inform the Board of Ethics through its established procedures.
- N. Individuals shall report members of other professions who they know have violated standards of care to the appropriate professional licensing authority or board, other professional regulatory body, or professional association when such violation compromises the welfare of persons served and/or research participants.
- O. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation; the Code of Ethics shall not be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.
- P. Individuals making and responding to complaints shall comply fully with the policies of the Board of Ethics in its consideration, adjudication, and resolution of complaints of alleged violations of the Code of Ethics.
- Q. Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.
- R. Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice, research ethics, and the responsible conduct of research.
- S. Individuals who have been convicted; been found guilty; or entered a plea of guilty or nolo contendere to (1) any misdemeanor involving dishonesty, physical harm—or the threat of physical harm—to the person or property of another, or (2) any felony, shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the conviction, plea, or finding of guilt. Individuals shall also provide a certified copy of the conviction, plea, nolo contendere record, or docket entry to ASHA Standards and Ethics within 30 days of self-reporting.
- T. Individuals who have been publicly sanctioned or denied a license or a professional credential by any professional association, professional licensing authority or board, or other professional regulatory body shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the final action or disposition. Individuals shall also

provide a certified copy of the final action, sanction, or disposition to ASHA Standards and Ethics within 30 days of self-reporting.

Issues in Ethics Statements

From time to time, the Board of Ethics determines that members and certificate holders can benefit from additional analysis and instruction concerning a specific issue of ethical conduct. Issues in Ethics statements are intended to heighten sensitivity and increase awareness. They are illustrative of the Code of Ethics and are intended to promote thoughtful consideration of ethical issues. They may assist members and certificate holders in engaging in self-guided ethical decision making. These statements do not absolutely prohibit or require specific activity. The facts and circumstances surrounding a matter of concern will determine whether the activity is ethical.

Consent to Drug/Alcohol Testing

Statement of Acknowledgment and Understanding Release of Liability

I, am enrolled in the health-related program at Southern University and A & M College. I acknowledge receipt and understanding of the institutional policy with regard to drug and alcohol testing, and the potential disciplinary sanctions which may be imposed for violation of such policy as stated in the respective program handbook.

I understand the purpose of this policy is to provide a safe working and learning environment for patients, students, clinical and institutional staff and property. Accordingly, I understand that prior to participation in the clinical experience, I may be required to undergo drug/alcohol testing of my blood or urine. I further understand that I am also subject to testing based on reasonable suspicion that I am using or am under the influence of drugs or alcohol.

I acknowledge and understand the intention to test for drugs and/or alcohol and agree to be bound by this policy. I hereby consent to such testing and understand that refusal to submit to testing or a positive result of the testing may affect my ability to participate in a clinical experience and may also result in disciplinary action up to and including dismissal Southern University and A & M College.

If I am a licensed health professional, I understand that the state licensing agency will be contacted if I refuse to submit to testing or if my test result is positive. Full reinstatement of my license would be required for unrestricted return to my professional field of study.

My signature below indicates that:

1. I consent to drug/alcohol testing as required by clinical agencies or as directed by the Office of Student Affairs and/or the Dean of the College of Nursing and Allied Health.
2. I authorize the release of all information and records, including test results related to the screening or testing of my blood/urine specimen, to the Department of Speech-Language Pathology and Audiology, Office of Student Affairs and/or the Dean of the College of Nursing and Allied Health, the chair and program director of the program and others deemed to have a need to know.
3. I understand that I am subject to the terms of the general regulations on student conduct and disciplinary sanctions of Southern University and the Drug-and Alcohol Prevention Program as well as federal, state and local laws regarding drugs and alcohol.
4. I hereby release and agree to hold harmless Southern University and A & M College and the Louisiana Board of Regents, their officers, employees and agents from any and all action, claim, demand, damages or costs arising from such test(s), in connection with, but not limited to the testing procedure, analysis, the accuracy of the analysis and the disclosure of the results.

My signature indicates that I have read and understand this consent and release, and that I have signed it voluntarily in consideration of enrollment in the program.

Student's Signature

Date

SPEECH-LANGUAGE PATHOLOGY GRADUATE ADVISING CONTACTS

Type of Advising

Contact

Academic Advising

Dr. Regina Enwefa-regina.enwefa@sus.edu

Clinical advising/Clinical Placements

Ms. Brandi Wailes-brandi.wailes@sus.edu

Clinical Advising/Clinical Placements

Ms. DedraStevenson-dedra_stevenson@subr.edu

KASA Coursework Advising

Dr. Regina Enwefa-regina_enwefa@subr.edu

KASA Clinical Advising

Ms. Brandi Wailes-brandi.wailes@sus.edu

Student Signature Page Certifying Proper Review of Graduate Handbook

The Graduate Handbook includes important information that is designed to help you the understand policies related to advising, organizations, culminating experience, and student grievances. Please read all information carefully and sign below to indicate your understanding of an agreement to follow these guidelines.

I have read the Graduate Handbook of Speech-Language Pathology and Audiology Program. I understand the information and will do my best to adhere to the policies and procedures.

Signature of Student

Date

Graduate Program Director

Date

Please make a copy for yourself and return the form to the Graduate Program Director. This form will be placed in your academic folder

PROGRAM OF STUDY

2019-2024

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

Sequence of Courses for Full-time Students with Regular Admission

(Revised Spring 2019) (5 Semesters)

YEAR ONE

First Fall Semester

SECD 558 Neurodegenerative Dis. of Sp./Lang. (3)
SECD 555 Functional/Organic Voice Disorders (3)
SECD 528 Clinical/Diag. Methods (3)
SECD 566 Language Disorders/Assessment in Schools (3)
SECD 500 Research Methods EBP Practice (3)

First Spring Semester

SECD 530 Phonological Disorders (3)
SECD 559 Seminar in Aphasia (3)
SECD 599-02 Special Populations (3)
SECD 610 Sem. in Lang. Dis. (3)

SECD 567, 568, 569, 571 Adv Clin Practicum (3)

GLOBAL STUDY ABROAD PROGRAM SECD 571-05 IPE Study Abroad (May of each year for two weeks)

First Summer Term

SECD 568-01(various sections) and SECD 571-02 Advanced Clinical Practicum (Clinical Simulation) (3)

SECD 567, 568, 569, 571 01 & 02 (Off Campus clinics only) can be repeated Advanced Clinical Practicum (3)

YEAR TWO

Second Fall Semester

SECD 667 Dysphagia (Prereq. 558, 559) (3)

SECD 583 Adv. Aural Rehabilitation (3)
SECD 584 Seminar in Aug./Alt. Comm. (3)
SECD 567, 568, 569, 571 Adv Clin Prac (3)

Second Spring Semester

SECD 599 Special Project-01 PRAXIS (3)

SECD 504- Sociolinguistics (3)

SECD 567, 568, 569, 571 Adv Clin Prac (3)

Second Summer Term (if needed)

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

Adv Clinical Practicum Clinical Simulation SECD 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 all disorder areas, including SECD 528 (or undergraduate equivalent) 566, 667, 555, 558, 571, 559, 610, and SPAU 460) prior to enrolling in a related clinic.

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.

ASHA Prerequisites

Biological Sciences (3 hours)

Physical Sciences (3 hours)

Physics or Chemistry (3 hours)

Statistics (3 hours)

Social/Behavioral Sciences (6 hours)

Basic Communication (15 hours)

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, and 555** (*Pre-req:* Graduate **or** Undergraduate course in anatomy and physiology of the speech/hearing mechanism with a grade of “B” or better)

ADVISEMENT

Students are required to meet regularly (at least once per semester) with the graduate program director 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). 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: All students are advised by the Graduate Program Director per semester.

Dr. Regina Enwefa

Telephone: 771-2546; Email: regina_enwefa@subr.edu; Office: 243 Blanks Hall

Clinical Advisors: Ms. Brandi Wailes

Ms. Brandi Wailes is the Coordinator of Clinical Services and Clinical Advisor for all students. Telephone: 771-2564; Email: brandi.wailes@sus.edu; Office 117 Blanks Hall, Suite A.

NOTE: Please make an appointment with the clinical advisors (Clinic Needs) and graduate program director (Academic/Clinic) to develop your individual plan of study within the timeframe provided by your advisor(s).

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 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 graduate program director 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 and department. 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 complete and submit the *Verification by Program Director* form in Calipso it is signed by the departmental program director to verify that the applicant has met all of the Standards and placed in student's academic file. Courses in the program of study are designed to meet each of these standards. 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).

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 Graduate Program Director 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.

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**. This is also assessed and tracked in Calipso.

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. 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.

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
- SECD 504 Sociolinguistics
- SECD 599-02 Special Populations

Neurological:

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

Acoustic:

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

Psychological:

- SECD 566 Language Assessment/Disorders *
- SECD 558 Neurodegenerative Disorders of Speech and Language
- SECD 559 Aphasia

- SECD 667 Dysphagia
- SECD 555 Functional and Organic Voice Disorders

Developmental/Lifespan:

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

Linguistic:

- SECD 559 Aphasia
- SECD 566 Language Disorders/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/Assessment
- SECD 610 Seminar in Language Disorders

Swallowing Processes:

- Biological
- Neurological
- Acoustic
- Psychological
- Developmental/Lifespan
- Linguistic
- Cultural
- SECD 667 Dysphagia *
- SECD 504 Sociolinguistics
- 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

Fluency:

- SECD 555 Functional and Organic Voice Disorders*

Voice and resonance, including respiration and phonation

- SECD 555 Functional and Organic Voice Disorders*
SECD 504 Sociolinguistics
SECD 667 Dysphagia

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/Assessment *
- SECD 559 Aphasia*
- SECD 504 Sociolinguistics
- SECD 610 Seminar in Language Disorders*
- SECD 599-02 Special Populations
- 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 504 Sociolinguistics

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/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/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 Populations*

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*

Fluency: Prevention, Assessment, Intervention

- SECD 555 Functional and Organic Voice Disorders

Voice and Resonance: Prevention, Assessment, Intervention

- SECD 555 Functional and Organic Voice Disorders*
- SECD 504 Sociolinguistics
- SECD 667 Dysphagia

Receptive and Expressive Language: Prevention, Assessment, Intervention

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

- SECD 610 Seminar in Language Disorders*
- SECD 599-02 Special Populations
- 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 *
- SECD 504 Sociolinguistics

Cognitive Aspects of Communication: Prevention, Assessment, Intervention

- SECD 558 Neurodegenerative Disorders of Speech and Language*
- SECD 559 Seminar in Aphasia
- SECD 566 Language Disorders/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/Assessment *
- SECD 558 Neurodegenerative Disorders of Speech and Language
- SECD 610 Seminar in Language Disorders*
- SECD 599-02 Special Populations
- SECD 584 Augmentative and Alternative Communication
- SECD 658 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 566 Language Disorders/Assessment *
- SECD 584 Augmentative and Alternative Communication*
- SECD 667 Dysphagia *
- SEC 504 Sociolinguistics
- 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 599-01 PRAXIS Prep
- 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/Assessment *
- SECD 583 Advanced Aural Rehabilitation
- SECD584 Augmentative and Alternative Communication
- SECD 667 Dysphagia
- SECD 528 Diagnostic and Clinical Methods*
- SECD 500 Research Methods*
- SECD 599-01 Special Project: PRAXIS Preparation
- SECD 599-02 Special Populations
- 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. Clinical Simulation
3. Complete an additional supervised experience
4. Re-take an examination
5. Complete supervised clinical observations
6. Write a paper on a topic
7. Observe other student clinicians conducting therapy/assessment
8. Videotape yourself and self-evaluate
9. Videotape a peer with consent of client for further study of therapy techniques, assessment, rapport building, interviewing/counseling, etc.
10. Conduct an independent study on a chosen topic
11. Participate in a professional development experience (conference, seminar, workshop)
12. 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 Coordinator if they have passed the clinical certification standards for clinics in which they are enrolled. Clinical supervisors will provide this information to the Clinic Coordinator through Calipso, the University's online assessment reporting system. The Clinic Coordinator 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/).

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. The 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 MOODLE and on the departmental website at 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 master's 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 MOODLE Account for the Department

All students are required to have university email and Moodle 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.

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 Smart Links 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

225 771-0071

Assistant University Librarian for
Collections and Resource Development

John B. Cade Library

Southern University

Baton Rouge, LA 7081

John B. Cade Library

Library Hours for Fall/Spring

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

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

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

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

To access the online catalog:

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

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

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

To access electronic books:

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

To access electronic periodicals:

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

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

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

You will be prompted to login to LOUIS Licensed Databases.

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

To search:

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

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

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

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

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

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: 2nd floor Smith-Brown Memorial Union

Office Hours: 8AM - 5PM M-F

Phone: 225-771-2608

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

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

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

PROFESSIONAL ORGANIZATIONS

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

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

NATIONAL STUDENT SPEECH-LANGUAGE-HEARING ASSOCIATION (NSSLHA) SUBR CHAPTER_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.
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.

DEPARTMENTAL COMPREHENSIVE EXAMINATION Preparation

The Departmental Comprehensive Examination will be expanded to entail successful completion of both: The Praxis Examination and the Departmental Oral/Written Evidenced Based Practice Clinical Project. This expansion will provide increased faculty/peer support to the student during their final semester to facilitate positive student outcomes in these important requirements for graduation, as well as, pursuit of the ASHA Certificate of Clinical Competence in Speech Language Pathology. Specifically, students must register for the SECD 601 Departmental Comprehensive Examination in the semester in which they are projected to graduate. Additionally, if the student is finishing in the spring, they will also take **SECD 559-01 the Praxis Prep**.

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.

Administration/Completion

The graduate faculty in the Speech-Language Pathology program are responsible for setting the dates of the departmental comprehensive examination. Early in the semester, special dates will be identified for students to schedule to present their Oral/Written Evidenced Based Practice Clinical Projects for their departmental comprehensive examination. Any student who fails the presentation must retake it within the same semester. Students entering the SLP program in the Summer of 2017 or after must pass both components, the Praxis Examination and EBP clinical case presentations, during their last semester in order to graduate. Students will schedule their Praxis exam in accordance with guidelines provided early in the semester which will afford enough time for a retake (if necessary) prior to graduation.

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 ensures students' access to their educational records maintained by the University and prohibits the release of personally identifiable information except as specified by law.

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. /P/ grades (COVID-10) will not be accepted in the M.S. Program in SLP.

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.

STUDENT COMPLAINT PROCESS

STUDENT PROCEDURES FOR FILING A COMPLAINT

The policies and procedures for filing student complaints is established to provide an appropriate framework and method to resolve student complaints. This policy is specifically designed to maintain the integrity of the academic environment and program to ensure that the rights of students in such matters are clearly ensured and protected. At Southern University and A & M College, students have certain rights and responsibilities as stated in the University policies and procedures and in the Student Code of Conduct. Pursuant to these rights and responsibilities, the following policy sets forth procedures for students in the Department of Speech-Language Pathology and Audiology to follow in order to receive a fair hearing and equity in the resolution of complaints related to their affiliation with the department. To expedite a resolution, the procedure is designed to be initiated at the level closest to the issue. For example, instructor level (academic or clinic). In many instances, the student will achieve this resolution through communication with a faculty member or an advisor. There may be other that might be levels may be incrementally involved to assist the student. To assure that a problem is fully explored, complaints that reach the Department Chair level are entered into a log and tracked through final disposition. Students must complete the **Student Complaint Form** at the level of occurrence to begin the process.

Level I: Faculty Member/Instructor/Advisor

The appeal must be made in writing.

Seek resolution of a concern or complaint at the level of occurrence. (Example: A course-related complaint [e.g., assignment, activity, attendance, or grade] must be discussed with the instructor prior to requesting intervention by the Department Chair.)

Level II: Department Chair

The appeal must be made in writing using the **Student Complaint Form**. Consider an initial resolution of a complaint at a level above the level of occurrence when there is concern with the potential for reprisal if resolution is attempted at the level of occurrence. (Example: If the student wishes clarification of his/her rights and fears reprisal if approaching the instructor directly with the complaint, initial inquiry can be made to the Department Chair.)

Consider appealing the resolution to the complaint rendered at the level of occurrence. (Example: A student can provide documentation or information that significantly questions the appropriateness of the resolution at the level of occurrence and believes the complaint requires involvement of a neutral, third party. In example #1 above, the student would appeal the decision made by the faculty member, instructor or advisor to the Department Chair.)

Level III: College Level –Dean of the College

For an appeal to be addressed at this level, it must be accompanied by the completed Student Complaint Form, signed by the Department Chair. At the College of Nursing and Allied Health level, the final appeal resides with the Office of the Dean.

Consider an appeal to the Office of the Dean when documentation and factual information the student can provide directly contradict the appropriateness of the resolution of the complaint at the previous level (Department Chair). The Dean of the College with the concurrence of the Department Chair may resolve the complaint or request that the complaint be referred to the College Grievance Committee. (Example: The Dean of the College will review the appeal and enter into fact-finding before rendering a final decision or referring the appeal to the College Grievance Committee. Decisions of the College Grievance Committee will be conveyed to the student by the Dean of the College.)

Level IV: University Level-Senior Associate Vice Chancellor, Executive Vice President, Vice Chancellor

If the fairness of the action is still viewed by the student as unacceptable, the issue may, in most instances, be directed to the Senior Associate Vice Chancellor and/or Executive Vice President/Vice Chancellor.

STUDENT COMPLAINT FORM
Southern University and A & M College
Department of Speech-Language Pathology and Audiology
College of Nursing and Allied Health

Date: _____ Student ID: _____

Name: _____

Telephone: _____ Email: _____

Address: _____ City: _____ State: _____ Zip: _____

Course: _____

Faculty Member/Instructor/Clinical Supervisor: _____ Meeting Date: _____

Department Chairperson: _____ Meeting Date: _____

1. If this complaint involves an instructor or supervisor have you sought resolution with that individual?

___ I have _____ I have not

2. Detailed description of the complaint (use a second page, if necessary):

Graduate Clinician Signature: _____ Date: _____

DEPARTMENT LEVEL

Department Chair Signature _____ Date: _____

Student Complaint Process at the Departmental Level

Students in the Department of Speech-Language Pathology and Audiology are encouraged to follow the University's recommended sequence for addressing problems and complaints. The student is advised to consult with individuals in the order listed below; that is, they should consult the first person on the list and move to the next person or office on the list if the problem is not resolved to their satisfaction. Students must complete the **Student Complaint Form** at the level of occurrence to begin the process.

- 1) Class Instructor or Direct Clinical Supervisor
- 2) Academic Advisor or Clinic Coordinator or External Placement Coordinator
- 3) Graduate Program Director
- 4) Chair of the Department of Speech-Language Pathology and Audiology
- 5) Dean of the College of Nursing and Allied Health
- 6) Office of Academic Affairs

CONTACTING COUNCIL ON ACADEMIC ACCREDITATION IN AUDIOLOGY AND SPEECH LANGUAGE PATHOLOGY (CAA)

ASHA's Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA) is obligated by federal regulations to review complaints it receives about any accredited program or program in candidacy status. A complaint process is also in place for considering complaints filed against the CAA. Below please find an overview of the options available to students with concerns. Please visit the CAA website for detailed information and instructions regarding filing a complaint.

If students have major concerns or complaints about the Department of Speech-Language Pathology and Audiology graduate program, they may file them with the CAA. Complaints must relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology or Speech-Language Pathology in effect at the time the conduct for the complaint occurred. CAA does not accept complaints over the phone, so all complaints must be submitted in writing using the CAA's official Complaint Form, and mailed to the following address:

Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850

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- 2071(ASHA).

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>).

Complaints Against the CAA

The CAA also has a process in place for complaints to be filed against the CAA. Before filing a complaint, it is strongly recommended that you read Chapter XIII: Complaints in the Accreditation Handbook. Complaints against the CAA must be filed within 1 year of the date the conduct being complained about occurred, and must relate to the content or the application of the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech-Language Pathology, or the policies, procedures, and operations that were in use by the CAA at the time the conduct being complained about occurred. There is no formal complaint form for filing complaints against the CAA. However, the complaint must address all the required criteria and be submitted in writing to:

Vice Presidents for Academic Affairs ("Vice Presidents")
American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850

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:

Akai Smith, 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
1st Floor, T.H. Harris Hall

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

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

Academic Affairs: 225-771-2360
3rd Floor, J.S. Clark Administration Building

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

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

STATUTE OF LIMITATIONS FOR MASTER'S DEGREE PROGRAM

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

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.