

GRADUATE STUDENT ACADEMIC POLICIES AND PROCEDURES MANUAL



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

2017-2019

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

INTRODUCTION

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

Southern University is one of the first Historically Black Colleges and Universities (HBCUs) in the country to have offered an undergraduate degree in Speech Pathology and Audiology. From its inception in the late 1950s to today, the department has provided a safe, nurturing, and intellectually stimulating environment for students from all walks of life. In 1985, the department expanded its offerings and enrolled its first graduate students in the master's program in Communication Disorders. To date, over 1500 students have earned undergraduate and/or master's degrees in this discipline from Southern University. The master's degree program in speech-language pathology is one of the top five producers of master's degrees at Southern University, the top producer of African American speech-language pathologists in the State of Louisiana, and one of the top three producers of African Americans in this discipline in the United States.

Master of Science Program in Speech-Language Pathology

Dear Students:

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

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

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

PROGRAM POLICIES AND PROCEDURES

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

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

COLLEGE OF NURSING AND ALLIED HEALTH

VISION

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

MISSION

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

DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY GRADUATE PROGRAM

VISION

Our vision is to be a well-organized, highly effective program in which faculty take corporate responsibility for the curriculum through 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, evidenced based, clinical, independent services to individuals with communication disorders across the lifespan, from culturally and linguistically diverse backgrounds;
- 2) work independently and collaboratively with other professionals in various employment settings, including schools and other educational institutions, hospitals, rehabilitation centers, nursing homes, community clinics, industry, and private practice; and
- 3) educate the public and advocate for individuals with communication disorders and their families and assist them in acquiring the resources needed to enhance the quality of their lives.

The mission of the Speech-Language Pathology Program is aligned with the missions of the College of Nursing and Allied Health and Southern University. It is also linked to its overall goals and related learning outcomes which are designed to produce highly qualified speech-language pathologists through a curriculum that integrates academic rigor, clinical research opportunities, technology, and clinical skill development. Program Learning Outcomes are aligned with the latest edition (2014, updated 2016) of the ASHA Clinical Certification Standards.

PROGRAM GOALS

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

I. The program will prepare students to become highly qualified, licensed, certified speech-language pathologists who have the knowledge, skills, and disposition to provide professional services independently to individuals with communication impairments and differences.

II. The program will afford students an academically rigorous curriculum that emphasizes accountability in the application of theoretical perspectives, research principles, and evidence-based practice to ensure the effective clinical preparation of speech-language pathologists for service in a diverse society.

III. The program will provide students with opportunities to acquire the foundational and professional knowledge, and the clinical experiences needed to develop evaluation skills, intervention skills, interaction and personal qualities, oral and written communication skills, and professional and ethical behavior needed to work in all clinical settings with clients from culturally and linguistically diverse backgrounds across the lifespan.

STUDENT LEARNING OUTCOMES

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

I. A. Students who complete the master's degree program will demonstrate acquisition of the knowledge, skills, and qualities needed for independent professional practice by passing the national certification examination in speech-language pathology.

I. B. Students who complete the master's degree program will demonstrate acquisition of all ASHA Certification Standards by meeting these standards in targeted professional courses in the curriculum.

II. A. Students will document knowledge of sources of evidence-based practice by accessing major research data bases in speech-language pathology and evaluating the quality of available research.

II. B. Students will demonstrate the ability to use evidence-based practice to support clinical decision making by designing and implementing evidence-based practice interventions in their clinical assignments and passing the evidence-based practice portion of the departmental comprehensive examination.

III. Students will demonstrate acquisition of clinical skill standards for certification in speech-language pathology by constructing technical reports, diagnostic/ treatment reports, diagnostic/treatment plans, and professional correspondence.

GRADUATE FACULTY

The full-time and adjunct faculty members in the Speech-Language Pathology program are well-respected professionals in the discipline of speech-language-pathology and are known for their teaching, research, and service to students in the profession. All faculty hold the Certificate of Clinical Competence from the American Speech-Language-Hearing Association and faculty with clinic affiliations are licensed by the Louisiana Board of Examiners in Speech-Language-Pathology and Audiology. Faculty members present regularly at scholarly and professional meetings and publish in various journals and books in their respective areas of specialization.

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CRITERIA FOR ADMISSION

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

Southern University and A&M College
The Graduate School
500 Jesse Stone Avenue #9860
Baton Rouge, LA 70813
Phone: 225-771-5390

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

Admission Requirements for the Graduate School

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

Admission Requirements for the Graduate Program in Speech Language Pathology

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

Regular Admission

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

Conditional Admission

Bachelor's degree in speech-language pathology. Applicants who do not meet all admissions criteria for regular admission may be admitted for up to one academic year on a conditional basis, upon recommendation of the departmental admissions committee, provided additional evidence of capacity to do satisfactory work is presented.

To qualify for conditional admission status, applicants must have a 2.80 minimum cumulative GPA; a 3.00 minimum GPA in SLP courses; and all other non-GPA requirements for regular admission.

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

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

Provisional Admission

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

NOTE: Any level of admission to the graduate program in speech-language pathology requires a bachelor's degree in speech-language pathology, which must be completed by the date of projected enrollment. Upon acceptance, official transcript verification of the degree must be provided prior to beginning courses in the graduate program. If an applicant holds a bachelor's degree in another discipline, he/she is required to complete a second bachelor's degree in speech-language pathology prior to admission to the graduate program. Applicants with a second bachelor's degree must meet the same admissions requirements (stated above) as those with an initial degree.

Please see requirements for a second degree on the departmental website at www.subr.edu/speechpathology.

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

Admission Application Deadlines

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

Admission of Transfer Students

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

Admission of Students with Special Needs

Southern University does not discriminate on the basis of disability in the recruitment and admission of students, in the recruitment and employment of faculty and staff, or in the operation of any of its programs and activities. The Coordinator of Services to Students with Disabilities is located in 246 Augustus C. Blanks Hall. Students with special needs who have been officially admitted into the graduate program of study must report their disability to the Office for Services to Students with Disabilities in order to qualify for special accommodations.

DISABILITY STATEMENT/POLICY

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

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Southern University and A & M College is committed to providing reasonable academic accommodation to students with disabilities. The Office of Disability Services (ODS) provides university academic support services and specialized assistance to students with disabilities.

Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact The Office of Disability Services (ODS), to discuss specific accommodations for which they have received authorization.

Students needing accommodation due to a disability, but have not registered with The Office of Disability Services (ODS) please call 225-771-3546 or email ods@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, a course syllabus can be made available in alternative forms. The student should submit supporting material to the instructor which includes accommodations and modifications as outlined by the Office of Disability Services-ODS at Southern University, Baton Rouge, LA. Students with disabilities should inform the instructor within one week after class begins of the nature and requirements so that suitable arrangements can be made to facilitate course completion.

STATUTE OF LIMITATIONS FOR MASTER'S DEGREE PROGRAM

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

MASTER OF SCIENCE DEGREE PROGRAM IN SPEECH-LANGUAGE PATHOLOGY

Program of Study: Three Options

Two-Year Program of Study: for students who are admitted with Regular Admission Status and who will be involved in the program on a full-time basis (fewer than 20 hours of outside employment per week). Students with Provisional Admission Status also may enroll in the two- year program with the provision that they obtain regular admission status by the end of their first semester of enrollment in accordance with the requirements of this admission status. Advisement by the assigned faculty advisor is required at least once each semester prior to registration

Three-Year Program of Study: *Required* for students who are admitted with Conditional Admission Status and/or who work more than twenty hours per week. These full-time students will be limited to nine credit hours per semester and must follow the sequence of courses in the three-year program of study. Advisement by the assigned faculty advisor is required at least once each semester prior to registration **and** immediately following the submission of mid-term grades by faculty.

Four-Year Part-Time Program of Study for students who have other full-time obligations such as work, family obligations, etc., or who choose to take a slower pace in the program for other personal reasons. Students admitted with Regular, Provisional, or Conditional, Status may choose to enroll in the program on a part-time basis. In addition, there may be cases where the faculty advisor, graduate program director, or departmental chair may advise a student to choose this option based on the student's progress in the program. Advisement by the assigned faculty advisor is required at least once each semester prior to registration **and for students of conditional status,** immediately following the submission of mid-term grades by faculty.

NOTE: These different programs of study have been designed very carefully to reflect the sequence of knowledge and skills needed to be successful in each course and in the program. Hence, if a course is offered in the Fall of the first year, it is very likely that this course is needed for success in a course that is offered in a subsequent semester. Pre-requisite courses are identified in the programs of study because they address foundation knowledge and skills needed for success in higher level, identified courses. **Please note that only students with Regular Admission Status are eligible for clinic placement assignments.**

Master of Science Degree in Speech-Language Pathology
Two-Year Program of Study
Sequence of Courses for Full-time Students with Regular Admission Status
(Effective for students entering Fall 2017 or any prior term by choice)

YEAR ONE

First Fall Semester

SECD 558 Neurogenic Dis. of Sp./Lang. (3)
SECD 528 Clinical/Diag. Methods (3)
SECD 566 Lang. Disorder/Assess. (3)
SECD 500 Research Methods (3)

First Spring Semester

SECD 530 Phonological Disorders (3)
SECD 559 Aphasia (3) Preq SECD 558
SECD 610 Seminar in Lang. Dis. (3) Preq 566
SECD 560 Stuttering-Diag./Mgmt. (3)
SECD 567, 568, 569, 571 Adv. Clin. Prac. (3)
Preq SECD 528

First Summer Term

SECD 555 Funct/Org Voice Dis.(3) Preq 558
SECD 599-03 Special Populations (3) Preq 558
SECD 567, 568, 569, 571 Adv. Clin. Prac. (3) Preq SECD 528

YEAR TWO

Second Fall Semester

SECD 584 Aug./Alt. Comm. (3)
SECD 583 Adv. Aural Rehabilitation (3)
SECD 667 Dysphagia (3) Preq 558, 559
SECD 567, 568, 569, 571 Adv. Clin. Prac. (3)
Preq SECD 528

Second Spring Semester

SECD 504 Sociolinguistics (3)
SECD 599-01 PRAXIS Prep (3)
SECD 567, 568, 569, 571 Adv. Clin. Prac. (3)
Preq SECD 528
SECD 601 Departmental Comprehensive
Examination (0)

Second Summer Term (if needed)

SECD 567, 568, 569, 571 Adv. Clin. Prac. (3) Preq SECD 528
SECD 601 Departmental Comprehensive Examination (0)

Prior to enrolling in any Advanced Clinical Practicum, students must complete a minimum of twenty-five documented clinical observation hours. In addition, a grade of “B” or better must be achieved in a disorder area and verification of standards having been met in each of the following courses: SECD 528, 530, 555, 559, 566, 560, 583, 584, 599-03, and 667 prior to enrolling in a related clinic. Only students with Regular Admission Status may enroll in clinic.

SECD 558, as a prerequisite to SECD 555, 559, 599-03, and 667, must be completed with a grade of “B” or better.

**Master of Science Degree in Speech-Language Pathology
Three-Year Program of Study**

*Sequence of Courses for Full-time Students with Conditional Admission Status
and/or students working more than 20 hours a week
(Effective for students entering Fall 2017 or any prior term by choice)*

YEAR ONE

First Fall Semester

SECD 528 Clinical/Diag. Methods (3)
SECD 500 Research Methods (3)*
SECD 566 Lang. Disorder/Assess.(3)
OR SECD 558 Neurogenic Dis. of Sp./Lang. (3)*
*Must have undergrad prerequisite, if conditional

First Spring Semester

Undergraduate statistics or neuroscience
OR SECD 560 Stuttering-Diag./Mgmt. (3)
SECD 530 Phonological Disorders (3)
SECD 610 Seminar in Lang. Dis. (3) Preq 566
OR SECD 559 Aphasia (3) Preq. SECD 558

First Summer Term

SECD 567, 568, 569, 571 Adv. Clin. Prac. (3-6), Preq SECD 528

YEAR TWO

Second Fall Semester

SECD 566 Lang. Disorder/Assess.(3)
OR SECD 558 Neurogenic Dis. of Sp./Lang. (3)
SECD 500 Research Methods (3)
OR SECD 584 Aug./Alt. Comm. (3)
SECD 567, 568, 569, 571 Adv. Clin. Prac. (3)
Preq SECD 528

Second Spring Semester

SECD 610 Seminar in Lang. Dis. (3) Preq 566
OR SECD 559 Aphasia (3) Preq. SECD 558
SECD 560 Stuttering-Diag./Mgmt. (3)
OR SECD 504 Sociolinguistics (3)
SECD 567, 568, 569, 571 Adv. Clin. Prac. (3)
Preq SECD 528

Second Summer Term

SECD 555 Funct/Org Voice Dis.(3) Preq 558
SECD 599-03 Special Populations (3) Preq 558

YEAR THREE

Third Fall Semester

SECD 584 Aug./Alt. Comm. (3)
OR SECD 567, 568, 569, 571 Adv. Clin. Prac (3)
Preq SECD 528
SECD 667 Dysphagia (3) Preq 558, 559
SECD 583 Adv. Aural Rehabilitation (3)

Third Spring Semester

SECD 599-01 PRAXIS Prep (3)
SECD 504 Sociolinguistics (3)
OR SECD 567, 568, 569, 571 Adv. Clin. Prac. (3)
Preq SECD 528
SECD 567, 568, 569, 571 Adv. Clin. Prac. (3), Preq SECD 528
SECD 601 Departmental Comprehensive Examination (0)

Third Summer Term (if needed)

SECD 567, 568, 569, or 571 Adv. Clinical Practicum, Preq SECD 528
SECD 601 Departmental Comprehensive Examination (0)

To facilitate academic success, students with Conditional Admission Status are additionally required to complete undergraduate neuroscience prior to taking SECD 558 and undergraduate statistics prior to taking SECD 500.

Prior to enrolling in any Advanced Clinical Practicum, students must complete a minimum of twenty-five documented clinical observation hours. In addition, a grade of "B" or better must be achieved in a disorder area and verification of standards having been met in each of the following courses: SECD 528, 530, 555, 559, 566, 560, 583, 584, 599-03, and 667 prior to enrolling in a related clinic. Only students with Regular Admission Status may enroll in clinic.

SECD 558, as a prerequisite to SECD 555, 559, 599-03, and 667, must be completed with a grade of "B" or better.

Master of Science Degree in Speech-Language Pathology
Four-Year Part-time Program of Study
Sequence of Courses for Part-Time Students (Effective for students entering Fall 2017)

YEAR ONE

First Fall Semester

SECD 500 Research Methods (3)*
OR SECD 558 Neurogenic Dis. of Sp./Lang. (3)*
SECD 528 Clinical/Diag. Methods (3)
*Must have undergrad prerequisite, if conditional

First Spring Semester

SECD 530 Phonological Disorders (3)
SECD 560 Stuttering-Diag./Mgmt.(3)
OR SECD 559 Aphasia (3) Preq. SECD 558
OR Undergraduate Statistics (3)
OR Undergraduate Neuroscience (3)

First Summer Term

SECD 567, 568, 569, 571 Adv. Clin. Prac. (3), Preq SECD 528

YEAR TWO

Second Fall Semester

SECD 500 Research Methods (3)
OR SECD 558 Neurogenic Dis. of Sp./Lang. (3)
SECD 566 Lang. Disorder/Assess.(3)
OR SECD 584 Aug./Alt. Comm. (3)

Second Summer Term

SECD 599-03 Special Populations (3) Preq 558
SECD 555 Funct./Org. Voice Dis.(3) Preq. SECD 558

Second Spring Semester

SECD 559 Aphasia (3)* Preq. SECD 558
OR SECD 560 Stuttering-Diag./Mgmt.(3)
SECD 610 Seminar in Lang. Dis. (3) Preq. SECD 566

YEAR THREE

Second Fall Semester

SECD 500 Research Methods (3)
OR SECD 558 Neurogenic Dis. of Sp./Lang. (3)

Third Fall Semester

SECD 667 Dysphagia (3) Preq 558, 559
SECD 583 Adv. Aural Rehabilitation (3)
SECD 528

Third Summer Term

SECD 567, 568, 569, 571 Adv. Clin. Prac. (3), Preq SECD 528

Second Spring Semester

SECD 559 Aphasia (3)* Preq. SECD 558
OR SECD 560 Stuttering-Diag./Mgmt

Third Spring Semester

SECD 504 Sociolinguistics (3)
SECD 567, 568, 569, 571 Adv. Clin Prac. (3), Preq

YEAR FOUR

Fourth Fall Semester

SECD 584 Aug./Alt. Comm. (3)
SECD 567, 568, 569, 571 Advan. Clin. Prac. (3)
Preq. SECD 528

Fourth Spring Semester

SECD 599-01 PRAXIS Prep (3)
SECD 567, 568, 569, 571 Advan. Clin. Prac. (3; if needed)
Preq. SECD 528
SECD 601 Departmental Comprehensive Examination (0)

To facilitate academic success, students with Conditional Admission Status are additionally required to complete undergraduate neuroscience prior to taking SECD 558 and undergraduate statistics prior to taking SECD 500.

Prior to enrolling in any Advanced Clinical Practicum, students must complete a minimum of twenty-five documented clinical observation hours. In addition, a grade of "B" or better must be achieved in a disorder area and verification of standards having been met in each of the following courses: SECD 528, 530, 555, 559, 566, 560, 583, 584, 599-03, and 667 prior to enrolling in a related clinic. Only students with Regular Admission Status may enroll in clinic.

SECD 558, as a prerequisite to SECD 555, 559, 599-03, and 667, must be completed with a grade of "B" or better.

**Additional Undergraduate Pre-requisites for all
above Three Master's Program Options**

In addition to the graduate level pre-requisites cited next to courses above, the following graduate courses have undergraduate pre-requisites:

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, 559-03, 555 and 667 (Pre-req: Graduate or Undergraduate course in anatomy and physiology of the speech/hearing mechanism with a grade of "B" or better)
5. SECD 559-03 and 555 (Pre-req: Graduate or Undergraduate course in voice science with a grade of "B" or better)

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

Anat./Phys. Speech/Hearing Mech.*

Voice Science (Preq to Voice Disorders)

Phonetics

Speech and Language Development

Aural Rehabilitation

Articulation Disorders*

Introduction to Audiology*

***Note: Needed for ASHA Certification.**

In addition to the above requirements, students are expected to complete the courses listed below (minimum of 3 credits each) to meet ASHA Certification Standard IV-A. These courses are normally taken at the undergraduate level and may be completed with a grade of "C" or better. If not, the courses must be taken prior to graduation.

Biological Sciences

Physical Sciences (Physics or Chemistry)

Statistics

Social/Behavioral Sciences

COURSE SUBSTITUTIONS AND CROSS REGISTRATION

Any student seeking to substitute a course for any required course in the curriculum or cross register for a course at another university, 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

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

Graduate Academic Advisor/Advisee assignments for all graduate students are according to first letter of the last name:

All Students A-J:

Dr. Donna Fitzgerald-DeJean
Telephone: 771-2450;
donna_dejean@subr.edu; Office 126 Blanks Hall

All Students K-S:

Dr. Terrilynn Jenkins Gillis
Telephone: 771-2534;
terrilynn_gillis@subr.edu; Office 256 Blanks Hall

All Students T-Z:

Dr. Elaine Lewnau
Telephone: 771-2550; elewnau@aol.com;
elaine_lewnau@subr.edu; Office 238 Blanks Hall

Clinical Advisor for all students enrolled in clinic:

Ms. Leigh Anne Baker
leigh_baker@subr.edu; Telephone: 771-2564
Office 117 Blanks Hall

ACADEMIC DISCIPLINARY ACTIONS

Academic Standards of the Graduate School

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

Probation

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

Suspension

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

Academic Appeals Process for Suspension

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

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

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

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

Expulsion

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

TRANSFER OF CREDITS

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

REQUIRED ACADEMIC AVERAGE

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

REQUIRED GRADUATE STUDENT WRITING STYLE

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

HYPOTHETICAL STUDENT
Guide to the Student Tracking System
CFCC-ASHA STANDARDS BY COURSE
For Certification in Speech-Language Pathology
Southern University and A&M College
(Latest Revision September, 2017)

Introduction

The *2014, updated 2016 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology* can be found on the ASHA website at www.asha.org. This 2014, updated 2016 version of the *Hypothetical Student* replaces any previous version of this document. The standards were developed by the Council for Clinical Certification (CFCC) of the American Speech-Language-Hearing Association (ASHA) and are consistent with the content of the 2014, updated 2016 redesigned PRAXIS examination in Speech-Language Pathology. They include the seven categories of Standards which applicants for the ASHA Certificate of Clinical Competence (CCC) must meet for certification and continue to maintain once certified. Of the eight standards, the following having the greatest impact on the graduate program of study in speech-language pathology:

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

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

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

- Providing a report each semester to the students, student advisors and the Program Director showing the status of each student regarding each standard in each course in which the student was enrolled the previous semester, that is, whether the standard was met or not met

Formative Assessment: Tracking and Documenting the Standards

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

Curriculum Map

A Curriculum Map provided in the **Appendix** (at the end of the handbook) which illustrates the projected progression of standards across courses using the 2 Year Program of Studies as an example. Students will use this document to electronically track their grades and acquisition of academic Standards IV and V. During mandatory advisement each semester, the student will provide their updated Curriculum Map illustrating their progress toward attainment of all necessary standards. Once the student has attained all necessary standards the Program Director will sign the document titled ***2014 Standards for Clinical Certification in Speech-Language Pathology Verification by Program Director*** that is needed for program completion and eventual certification by the American Speech-Language-Hearing Association. The complete standards may be accessed at www.asha.org/certification/slp_standards.

CFCC Tracking Form

This document is a guide for how the **CFCC Student Tracking Forms** may be filled out by a "hypothetical" student following a typical graduate program in speech-language pathology at **Southern University and A&M College**. Under each knowledge and skill requirement is the course(s) and/or clinical experience where a required knowledge or skill is taught, assessed, and tracked. The syllabus for each course in the graduate

curriculum cites the **certification** knowledge and/or skill(s) addressed in that course. Each is stated as a **learning outcome(s)** with an **assessment** so that the student is clear about what he/she will **know and be able to do** upon successful completion of the course. The program has adopted the course syllabus format that was created by Special Interest Group 10: Issues in Higher Education – ASHA as the official syllabus format for all courses in the graduate curriculum and each course in the undergraduate program where certification standards are met.

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

For each course where certification standards are **tracked**, there must be a written plan for intervention/remediation when a certification standard is not met by a student enrolled in the course. Minimally, the intervention/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 intervention/remediation. No grade change is made in the calculation of the final grade for the course.

Certification Standards and Formative Assessment

Knowledge and Skills Standards IV and V are assessed throughout the program of graduate study. In general, this **Formative assessment** is conducted in each designated course. As can be seen from the “Hypothetical Student” Guide, a single standard may be addressed in more than one course. For example, Standard IV-D: Knowledge of the Principles and Methods of Prevention, Assessment, and Intervention of **Receptive and Expressive Language**, will be met in SECD 566 Language Disorders and Assessment and SECD 559 Aphasia. Students must meet the standard in each course for the standard to be considered met. As each standard is met and verified by the course instructor, the student should maintain documentation of this verification in their Curriculum Map throughout the student’s enrollment in the graduate program. This is the major means by which the student may document acquisition of the knowledge and skills. If a standard is tracked in three different courses, the instructor for each course must verify that the standard has been met. Generally speaking, knowledge standards are acquired in academic courses and clinical skills are acquired in clinical experiences. However, where appropriate and where designed by the instructor, clinical skills “may be demonstrated through successful performance on academic coursework and examinations, independent projects, or other appropriate alternative methods.” When academic courses include clinical skill outcomes, these outcomes must be written into the course syllabus with the identifying standard, learning outcome, assessment, and remediation plan.

Post-graduate Certification Standards

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

A complete copy of the certification standards may be accessed at the ASHA website www.asha.org.

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

CERTIFICATION STANDARDS BY COURSE

Where are the standards met in the curriculum?

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

STANDARD IV: KNOWLEDGE OUTCOMES

Standard IV-A. The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences:

Biological Sciences: (3 credit hours required with grade of C or better)

- Biological science courses emphasizing content areas related to human or animal sciences (e.g. biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science)
- **NOTE:** Courses in the biological sciences specifically related to communication sciences and disorders cannot be applied in this category.

Physical Sciences: (3 credit hours required with grade of C or better)

- Physical science courses related to chemistry and physics.
- **NOTE:** Courses in the physical sciences specifically related to communication sciences and disorders cannot be applied in this category.

Statistics: (3 credit hours required with grade of C or better)

- A stand-alone course in statistics is required.
- **NOTE:** Research methodology courses in communication sciences and disorders may not be applied in this category.

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

- Acceptable Social/Behavioral Sciences courses should include psychology, sociology, anthropology, or public health.

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

Basic Human Communication Processes

Biological:

- SECD 555 Functional and Organic Voice Disorders
- SECD 558 Neurogenic Disorders of Speech and Language*
- SECD 667 Dysphagia Assessment and Intervention
- SECD 599-03 Special Populations

Neurological:

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

Acoustic:

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

Psychological:

- SECD 566 Language Assessment and Disorders*
- SECD 558 Neurogenic Disorders of Speech and Language
- SECD 559 Aphasia
- SECD 560 Stuttering Diagnosis and Management
- SECD 599-03 Special Populations
- SECD 667 Dysphagia Assessment and Intervention

Developmental/Lifespan:

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

Linguistic:

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

Cultural:

- SECD 504 Sociolinguistics*
- SECD 555 Functional and Organic Voice Disorders
- SECD 558 Neurogenic Disorders of Speech and Language
- SECD 559 Aphasia
- SECD 566 Language Disorders and Assessment
- SECD 599-03 Special Populations
- SECD 610 Seminar in Language Disorders

Swallowing Processes:

- Biological
- Neurological
- Acoustic
- Psychological
- Developmental/Lifespan
- Linguistic
- Cultural
- SECD 558 Neurogenic Disorders of Speech and Language
- SECD 599-03 Special Populations
- SECD 667 Dysphagia Assessment and Intervention*

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 Neurogenic Disorders of Speech and Language
- SECD 599-03 Special Populations

Fluency:

- SECD 560 Stuttering Diagnosis and Management*

Voice and resonance, including respiration and phonation

- SECD 555 Functional and Organic Voice Disorders*
- SECD 599-03 Special Populations

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

- SECD 504 Sociolinguistics
- SECD 530 Phonological Disorders
- SECD 558 Neurogenic Disorders of Speech and Language
- SECD 566 Language Disorders and Assessment*
- SECD 559 Aphasia*
- SECD 584 Augmentative and Alternative Communication
- SECD 599-03 Special Populations
- SECD 610 Seminar in Language Disorders*

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 599-03 Special Populations
- SECD 667 Dysphagia Assessment and Intervention *

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

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

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

- SECD 566 Language Disorders and Assessment
- SECD 584 Augmentative and Alternative Communication
- SECD 558 Neurogenic Disorders of Speech and Language
- SECD 559 Aphasia
- SECD 599-03 Special Populations*
- SECD 610 Seminar in Language Disorders*

Augmentative and Alternative Communication Modalities:

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

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

Articulation: Prevention, Assessment, Intervention

- SECD 528 Clinical and Diagnostic Methods
- SECD 530 Phonological Disorders*
- SECD 599-03 Special Populations

Fluency: Prevention, Assessment, Intervention

- SECD 560 Stuttering Diagnosis and Management*

Voice and Resonance: Prevention, Assessment, Intervention

- SECD 555 Functional and Organic Voice Disorders*
- SECD 599-03 Special Populations

Receptive and Expressive Language: Prevention, Assessment, Intervention

- SECD 528 Clinical and Diagnostic Methods
- SECD 558 Neurogenic Disorders of Speech and Language
- SECD 566 Language Disorders and Assessment*
- SECD 559 Aphasia*
- SECD 584 Augmentative and Alternative Communication
- SECD 599-03 Special Populations
- SECD 610 Seminar in Language Disorders*

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

- SECD 583 Advanced Aural Rehabilitation*

Swallowing: Prevention, Assessment, Intervention

- SECD 599-03 Special Populations
- SECD 667 Dysphagia Assessment and Intervention*

Cognitive Aspects of Communication: Prevention, Assessment, Intervention

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

Social Aspects of Communication: Prevention, Assessment, Intervention

- SECD 555 Functional and Organic Voice Disorders
- SECD 559 Aphasia
- SECD 566 Language Disorders and Assessment*
- SECD 584 Augmentative and Alternative Communication
- SECD 599-03 Special Populations
- SECD 610 Seminar in Language Disorders*

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

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

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 500 Research Methods*
- SECD 528 Clinical and Diagnostic Methods*
- SECD 530 Phonological Disorders*
- SECD 555 Functional and Organic Voice Disorders*
- SECD 558 Neurogenic Disorders of Speech & Language*
- SECD 559 Aphasia*
- SECD 560 Stuttering Diagnosis and Management*
- SECD 566 Language Disorders and Assessment*
- SECD 583 Advanced Aural Rehabilitation
- SECD 584 Augmentative and Alternative Communication*

- SECD 599-03 Special Populations*
- SECD 610 Seminar in Language Disorders*
- SECD 667 Dysphagia Assessment and Intervention*
- SECD 567, 568, 569, and 571 Advanced Clinical Practicum*

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

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

- All professional courses listed in IV-F above.
- SECD 599 Special Project-01: PRAXIS Preparation*
- Professional Workshops. Students will attend regularly scheduled professional workshops offered through the Speech, Language, and Hearing Clinic. Information regarding contemporary professional issues will be addressed.

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

- SECD 599-01 Special Project: PRAXIS Preparation*
- Professional Workshops. Students will attend regularly scheduled professional workshops offered through the Speech-Language and Hearing Clinic. Information regarding professional practice, Academic Program Accreditation Standards, Clinical Certification Standards, Louisiana State License, ASHA Practice Policies and Guidelines, etc., will be addressed.

STANDARD V: SKILLS OUTCOMES

Skills outcomes are acquired through enrollment in Advanced Clinical Practicum courses. Students are required to follow the sequence of courses in the Course Sequence document, including the pre-requisite courses as stipulated. Students must complete course work (with a grade of **B** or better and documentation of having achieved the ASHA certification standards in the course) in a disorder **prior** to doing a clinic in that disorder. For example, prior to doing a clinic in Dysphagia, the student must have completed SECD 667 Dysphagia with a grade of **B** or better. In addition, the student must bring their Curriculum Map illustrating the courses which they have passed and

standards attained. **No clinic placements will be made unless the students has achieved the academic standards necessary for a practicum in the disordered area.**

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

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

- SECD 500 Research Methods*
- SECD 528 Diagnostic and Clinical Methods*
- SECD 530 Phonological Disorders
- SECD 555 Functional and Organic Voice Disorders
- SECD 558 Neurogenic Disorders of Speech and Language
- SECD 559 Aphasia
- SECD 560 Stuttering Diagnosis and Management
- SECD 566 Language Disorders and Assessment
- SECD 583 Advanced Aural Rehabilitation
- SECD 584 Augmentative and Alternative Communication
- SECD 667 Dysphagia Assessment and Intervention
- SECD 599-01 Special Project: PRAXIS Preparation
- SECD 599-03 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.

Standard VI: Assessment

During their final projected spring semester, students will enroll in SECD 599-01, Praxis Prep Course in which they will actively participate in individual and group Praxis preparation activities to enhance successful examination completion. During that semester or the last projected semester of graduate school, the students are strongly encouraged to take the Praxis Examination to facilitate pursuit of the ASHA Certificate of Clinical Competence in Speech Language Pathology following graduation.

In the final semester which is projected to end with graduation, students will register for SECD 601 Departmental Comprehensive. Over the course of the semester, they will prepare, then, successfully present their oral/written EPB clinical case presentation.

Effective Spring, 2019, 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.

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 Intervention Activities

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

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

INTERVENTION/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 ASHA SLP certification standards.
- 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 intervention procedures for any unmet knowledge or skill outcomes.
- 4). the clinical program component has specific protocols and intervention/remediation procedures that are provided to students upon entry into clinical practicum. It is the student's responsibility to respond to the on-going feedback provided by clinical instructors in order to remediate skills as identified in clinical practicum.
- 5). By the end of each semester, students will be notified by the Clinic Director if they have met the clinical certification standards for clinics in which they are enrolled.

Clinical supervisors will provide this information to the Clinic Director, the department's online assessment reporting system. The Clinic Director will provide a report on the status of each student to the Program Director.

6). A student who fails to meet certification standards will not be recommended for application to earn the Certificate of Clinical Competence. The goal of the program is to facilitate student success.

COMPUTER USAGE, SECURITY, LEARNING RESOURCES

Speech-Language Pathology Computer Lab

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

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

SUBR Speech, Language, and Hearing Clinic

The clinic is an integral part of the educational program in speech-language pathology. Please see the clinic manual for a completion description. It can be found on 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 masters degree in speech language pathology. The digital video system for swallowing allow students and clinicians to record videofluoroscopic swallow exams. Students are able to playback two examinations simultaneously side by side for a comparative analysis.

Computerized Speech Lab

Multi Speech Voice Science Analysis Lab

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

Media Resource Room

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

E-mail and Moodle Account for the Department

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

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

The department will provide important announcements and information to students via email and the Moodle 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 SmartLinks technology provides direct links to publishers' content.

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

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

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

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

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

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

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

ProQuest Nursing & Allied Health Source (ProQuest) -Nursing, Allied Health: Journals, Magazines, and Dissertations. Find complete, full-text information from leading nursing, allied

health, and related publications. Designed to meet the needs of researchers at health-care facilities as well as students enrolled in nursing and allied health programs at academic institutions.

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

Reference/Information: 225 771-2841

Dr. Charlotte Henderson

Charlotte.Henderson@subr.edu

225 771-0071

Assistant University Librarian for
Collections and Resource Development

John B. Cade Library

Southern University

Baton Rouge, LA 70813

John B. Cade Library <http://www.lib.subr.edu>

Library Hours for Fall/Spring

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

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

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

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

To access the online catalog:

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

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

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

To access electronic books:

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

To access electronic periodicals:

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

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

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

You will be prompted to login to LOUIS Licensed Databases.

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

To search:

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

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

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

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

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

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 AND RESOURCES

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

Web Resources

American Speech-Language-Hearing Association (ASHA)

<http://www.asha.org>

Louisiana Speech-Language-Hearing Association (LSHA)

www.lsha.org

Council for Exceptional Children (CEC)

<http://www.cec.sped.org>

HIPAA

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

Advance Magazine for Speech-Language Pathologists and Audiologists
www.advanceweb.com

National Student Speech-Language-Hearing Association (NSSLHA) SU 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. 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.

Praxis Examination in Speech-Language Pathology

As mentioned earlier, the Speech-Language Pathology Test administered by the Educational Testing Services (ETS) is one of the requirements for obtaining the Certificate of Clinical Competence in Speech-Language Pathology. Students in the graduate program are required to take a preparatory course for the PRAXIS examination in Speech-Language Pathology. A **passing score of 162** on the examination is required. The examination is given 5 times per year and should be taken until a passing score of 162 is obtained. Please go to www.asha.org, and www.ets.org for tips on preparing for the examination.

During their final projected spring semester, students will enroll in SECD 599-01, the Praxis Prep Course in which they will actively participate in individual and group Praxis preparation activities to enhance successful examination completion. During that semester or the last projected semester of graduate school, the students are strongly encouraged to take the Praxis Examination to facilitate pursuit of the ASHA Certificate of Clinical Competence in Speech Language Pathology following graduation. **Beginning in the Spring of 2019, the Praxis Exam in Speech-Language Pathology will become a component of the Departmental Comprehensive Exam.**

THE DEPARTMENTAL COMPREHENSIVE EXAMINATION

Preparation

For students entering the SLP Program prior to Summer, 2017: In the final semester in which graduation is projected, students will register for SECD 601 Departmental Comprehensive. In the beginning of the semester, students will meet with the Graduate Program Director and Chair of the Department to review criteria for the Departmental Oral/Written Evidenced Based Practice Clinical Project which serves as the Departmental Comprehensive Examination. Specifically, students will be given guidelines (with timelines) for: identification of clinical cases, consultation with their advisors/clinical faculty, development of critical components of clinical cases, development of oral and written presentations, and submission/dissemination. Additionally, students will be requested to send Praxis Exam results to the department for tracking purposes.

For students entering the program in the Summer of 2017 or after, 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

Course. In the beginning of the semester, students will meet with the Graduate Program Director and Chair of the Department to discuss timelines for preparation and taking the Praxis Exam, as well as, to review criteria for the Departmental Oral/Written Evidenced Based Practice Clinical Project. Students will be given guidelines (with timelines) for: identification of clinical cases, consultation with their advisors/clinical faculty, development of critical components of clinical cases, development of oral and written presentations, and submission/dissemination.

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 Departmental Oral/Written Evidenced Based Practice Clinical Project by the graduate program director or the department chair. A copy will be placed in the student's file approximately two weeks after taking the examination and the graduate school will be notified immediately thereafter.

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

STUDENT KNOWLEDGE OF GENERAL REGULATIONS

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

RECORDS OF STUDENTS

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

without charge. A written request, along with \$2 in the form of a cashier's check or money order from the student must be submitted for each additional transcript.

Regulations Governing Student Records

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

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

Course Substitutions

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

Incomplete Grades

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

A grade of "I" becomes a grade of "F" if not removed by the end of the first six weeks of the following semester. The grade of "I" shall not be calculated in the cumulative grade point average for retention purposes.

PREPARATION FOR GRADUATION

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

Candidates for graduation must complete the Application for Graduation with the Graduate School during the semester in which graduation is anticipated within the deadline established by the Graduate School. This should be done during your advisement time

with your advisor. **Do not wait until the last minute to do this since doing so may delay your graduation.**

The Candidate's application form must be signed by the advisor and chairperson of the department and accompanied by a completed and approved "Plan of Study".

Candidates must inscribe name on the application form as it would appear on the diploma and in the commencement program.

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

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

GRIEVANCE PROCEDURES FOR GRADUATE STUDENTS

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

Student Academic Grievance Procedures

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

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

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

PROCEDURES FOR COMPLAINTS AGAINST GRADUATE EDUCATION PROGRAMS

Council on Academic Accreditation (CAA) Contact

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

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

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

Criteria for Complaints:

Complaints about programs must:

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

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

IMMUNIZATION POLICY

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

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

IDENTIFICATION CARDS

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

CAMPUS SAFETY

Weapon Policy

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

Drug-free Zone Sale or Use of Illegal Drugs

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

Smoke-free Zone

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

Sale or Use of Alcoholic Beverages

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

Sexual Assault

Threatening to use force to inflict bodily harm upon any persons on University owned or controlled property (i.e., knowingly causing a person to believe that the offender will cause serious physical harm to one or one's property) is prohibited. Such behavior, which includes rape, sexual assault, or sexually threatening actions is prohibited. Such actions constitute a serious crime and could be a felony under Section 14:42 of the Louisiana Law. If you are a victim of sexual assault off campus, contact the Rape Crisis Center at 225-383-7273, the Baton Rouge Police Department or the East Baton Rouge Sheriff's Office. If an assault occurs on campus and/or if you are enrolled in the University when any assault occurs, please contact the University Police at 225-771-2770.

POLICY ON ETHNIC, RELIGION OR SEXUAL HARRASSMENT

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

AMERICAN WITH DISABILITIES ACT/DISCRIMINATION GRIEVANCE PROCEDURES

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

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

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

IMPORTANT OFFICES AND TELEPHONE NUMBERS

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

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

Campus Information: 225-771-4500

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

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

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

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

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

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

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

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

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

APPENDIX A

(<http://www.asha.org/uploadedFiles/2014-SLP-CCC-Application-Standards.pdf>)



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

American Speech-Language-Hearing Association
PO Box 1160 #313, Rockville, MD 20849

Name of Applicant: _____ (please print)

2014 Standards for Clinical Certification in Speech-Language Pathology Verification by Program Director

Please respond to each statement. The applicant must have met each standard in order to be awarded certification.*

- | | | |
|------------------------------|-----------------------------|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Has a master's, doctoral, or other recognized post-baccalaureate degree. (Std. I) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Initiated and completed all graduate course work and graduate clinical practicum in an institution whose program was accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). (Std. II) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic course work and supervised clinical experience sufficient in depth and breadth to achieve the knowledge and skills outcomes. (Std. III) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Has demonstrated knowledge of the biological sciences, physical sciences, statistics, and social/behavior sciences. (Std. IV. A.) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Has demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. Has demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span. (Std. IV. B.) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Has 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 nine areas noted in the standard. (Std. IV. C.) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Has demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders. (Std. IV. D.) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Has demonstrated knowledge of standards of ethical conduct. (Std. IV. E.) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Has demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice. (Std. IV. F.) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Has demonstrated knowledge of professional contemporary issues. (Std. IV. G.) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Has 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. (Std. IV. H.) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Has demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice. (Std. V. A.) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Has completed a program of study that included experiences sufficient in breadth and depth to achieve the skills outcomes of evaluation, intervention, and interaction and personal qualities. (Std. V. B.) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Has completed a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology, including 25 hours in clinical observation and 375 hours in direct client/patient contact. (Std. V. C.) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Has completed at least 325 of the 400 clock hours while engaged in graduate study. (Std. V. D.) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Has been supervised by individuals holding a current ASHA Certificate of Clinical Competence in the appropriate profession for the minimum number of required clinical practicum hours. The amount of direct supervision was commensurate with the student's level of knowledge, skills, and experience, not less than 25% of the student's total contact with each client/patient, took place periodically through the practicum, and was sufficient to ensure the welfare of the client/patient. (Std. V. E.) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Supervised practicum included experience with individuals from culturally/linguistically diverse backgrounds and with client/patient populations across the life span. (Std. V. F.) |

***Attach an explanation for any statements above for which you checked "no."**

The program director or designee verifies that the student met each standard and has successfully met the academic program's requirements. *Photocopies or stamped signatures will not be accepted.*

Name of Program Director _____ Title _____
(Please print)

Signature _____ Date ____/____/____

Date course work and clinical practicum requirements for ASHA certification were completed ____/____/____

ASHA 2014 SLP Standards for Clinical Certification

Revised 7/2016

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APPENDIX B: CURRICULUM MAP

Assessment of Student Learning Outcomes

The graduate program in Speech Language Pathology curriculum prepares students to achieve the expected student learning outcomes identified by the CFCY and CAA of ASHA. Across the curriculum, student learning outcomes are: introduced; reinforced with opportunities to practice; practiced until mastered; and evaluated to determine if assessment evidence reflects that standards have been met. The following table illustrates the specific courses selected by SUBR graduate faculty to track, document and report on collection and evaluation of each standard. Evidence is demonstrated by a score of 80% or greater in each assessment activity for the course. Students successfully completing the course with a final grade of 80% or better must also attain an initial passing score on each course assessment activity or when afforded an opportunity for remediation. The purpose of this map is to provide students in the 2 year program with an overview of the standards which must be successfully completed by the specific course to ensure that the master's degree in Speech-Language Pathology and the standards for Certification of Clinical Competence are completed. For more specific information, please refer to the Hypothetical Student on the program website.

CURRICULUM MAP KEY: 2 Year SLP Master's Degree

Academic Courses		Clinical Courses
U=Typically attained during undergraduate coursework.	FA, SP, or SU/Year= Semester/Year of SLP graduate program	X= Generally, taken from SP1 through SP2.

Directions: Indicate date course/standards completed & grade next to course number & shade boxes of standards.

2014 ASHA STANDARDS for CCC	IV Knowledge Outcomes								V Skills Outcomes						VI Assessment
REQUIRED COURSES	IV-A	IV-B	IV-C	IV-D	IV-E	IV-F	G	H	A	B	C	D	E	F	
Biological Sciences (3 hrs.)	U														
Physical Sciences (3 hrs.)	U														
Statistics (3 hrs.)	U														
Social/ Behavioral Sciences (3 hrs.)	U														

FA 1: SECD 500						FA/1			FA/1						
SECD 528					FA/1	FA/1			FA/1						
SECD 558		FA/1	FA/ 1			FA/1									
SECD 566		FA/1	FA/ 1	FA/ 1		FA/1									
SP 1: SECD 530			SP/1	SP/1		SP/1									
SECD 559			SP/1	SP/1		SP/1									
SECD 560			SP/1	SP/1		SP/1									
SECD 610			SP/1	SP/1		SP/1			SP/1						
SU 1: SECD 555		SP/1	SP/1	SP/1		SP/1									
SECD 599-03			SU/1			SU/1									
FA 2: SECD 583			FA/ 2	FA/ 2											
SECD 584		FA/2	FA/ 2	FA/ 2		FA/2									
SECD 667		FA/2	FA/ 2	FA/ 2		FA/2									
SP 2: SECD 504		SP/2													
SECD 599-01							SP/2	SP/2							SP/2
Practicums:SECD 567					X	X			X	X	X	X	X	X	
SECD 568					X	X			X	X	X	X	X	X	
SECD 569					X	X			X	X	X	X	X	X	
SECD 571					X	X			X	X	X	X	X	X	
SECD 601: Dept Comp Exam: A. EBP Oral/Written Pres															SP/2
B. Praxis Exam															SP/2

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