



**Southern Illinois University
Edwardsville**

**DEPARTMENT OF SPECIAL EDUCATION
AND COMMUNICATION DISORDERS**

**Undergraduate Program in
Speech-Language Pathology and
Audiology**

STUDENT HANDBOOK

Revised July, 2011



To Students in the Department of Special Education and Communication Disorders
Undergraduate Program in Speech-Language Pathology and Audiology

WELCOME!! To the ambitious and important field of speech-language pathology! You have chosen a major that is academically rigorous, clinically challenging, and inevitably promising. As you embrace the next two years of study, you will experience trials, tribulations, exhaustion, and exhilaration. We hope that you will celebrate your accomplishments and learn from your mistakes. Faculty and staff will be with you every step of the way to provide guidance and support.

We wish you each the best of luck as you progress toward completing your undergraduate degree and begin to pursue graduate study. The faculty is determined to provide you with the knowledge, skills, and support that are necessary for you to become an effective, empathetic, and efficient speech-language-pathologist with a continued quest for knowledge and inquiry. Please do not hesitate to ask questions, voice concerns, or hail praises as you advance toward your chosen field of study—speech-language pathology or audiology.

Dr. Steffany Chleboun
SPPA Program Director

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Dixie A. Engelman	Professor Emeritus
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Eugene O. Maag	Professor Emeritus
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Joyce S. Taylor	Professor Emeritus

UNDERGRADUATE STUDENT PROGRAM HANDBOOK - 2011

Introduction

The undergraduate program in Speech-Language Pathology and Audiology at SIUE seeks to provide study of human communication sciences and disorders within a culturally and linguistically diverse society. The program fosters respect for diversity and a commitment to serve individuals with communication problems. Students acquire sound knowledge of speech, language, human development and communications; learn to apply this understanding effectively in clinical decision-making and problem solving during their Senior Assignment project; and advance their knowledge through graduate study.

The Department of Special Education and Communication Disorders is one of seven departments in the School of Education at SIUE. The Department houses two distinct programs: Special Education and Speech-Language Pathology and Audiology. The Speech-Language Pathology and Audiology program is designed to meet the academic, clinical and professional training pre-requisites for graduate study that is specified by the American Speech-Language- Hearing Association (ASHA), the Illinois State Board of Education (ISBE), and the State of Illinois Division of Professional Regulations (IDPR).

The graduate program in Speech-Language Pathology is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). CAA is the accreditation body of ASHA. The program is also approved by ISBE to train students for working in the public schools. Upon graduation with a masters degree, students are eligible to apply for the Certificate of Clinical Competence (CCC-SLP) from ASHA, the Type 73 Certificate to work in the public schools, and for an Illinois license in Speech-Language Pathology.

We have prepared this handbook to acquaint you with the facility, faculty, curriculum, support services, rules, regulations, and requirements of the undergraduate program. Requirements, forms and procedures pertaining specifically to clinical training in the Speech- Language-Hearing Center are provided to undergraduate students during their mentored clinical experience during the spring semester of their senior year. You are reminded that the procedures in this handbook are in addition to those provided in the SIUE Undergraduate Catalog. Each student is responsible for all the material covered in the catalogs. Material in this handbook is subject to change and if necessary, you will receive updates to add to your handbook as you progress through your program. You are responsible for these changes as they represent the most current policy.

PART I

General Information

PROFESSIONAL ORGANIZATIONS

American Speech-Language-Hearing Association (ASHA) is the national professional organization and certifying agency for speech-language pathologists and audiologists. ASHA's efforts are directed toward ensuring that all people with speech, language and hearing difficulties receive quality services which help them communicate more effectively. Individuals are eligible for full membership after successful completion of the Master's degree, PRAXIS exam, and Clinical Fellowship Year (CFY).

2200 Research Blvd
Rockville, Maryland 20850
Telephone: (800) 498-2071
FAX (240) 333-4705
www.asha.org

The **National Student Speech Language Hearing Association (NSSLHA)** is a pre-professional membership association for students interested in the study of communication sciences and disorders. Students become affiliated with this organization when they join NSSLHA. Student member benefits include subscriptions to selected professional journals, professional growth opportunities at discounted rates, and discounts on ASHA products, dues, and convention fees. [National membership](#) is available to undergraduate, graduate, or doctoral students enrolled full- or part-time in a communication sciences program or related major.

Networking opportunities
Scholarly Journals
Student support and information
Liaison to other related professional organizations
Healthcare reform and other important issues
Access to resources

ASHA
2200 Research Blvd #450
Rockville, MD 20850
www.nsslha.org
Telephone: (800)498-2071

The **SIUE Chapter** of the **National Student Speech-Language-Hearing Association** is a student organization that allows classmates of various levels to participate in learning experiences outside of a formal classroom setting in order to facilitate professional development and growth. Students are encouraged to join the SIUE chapter. The SIUE Chapter of NSSLHA can be contacted at nsslhasiue@yahoo.com

Illinois Speech-Language- Hearing Association (ISHA) is the state professional organization which aims to insure and foster the practice and growth of quality speech, language, and hearing services in Illinois. Student member benefits include reduced convention and workshop fees and subscription to the newsletter. For more information, visit the Illinois Speech-Language-Hearing Association website at www.ishail.org/isha/

Illinois Speech-Language-Hearing Association
35 East Wacker Dr.
Suite 850
Chicago, Illinois 60601-2106
Phone: 312-644-0828
Fax: 312-644-8557
Email: membership@ishail.org

Southwestern Illinois Speech-Language-Hearing Association (SWISHA) is the local area group of ISHA. Student membership is encouraged. Benefits include reduced workshop fees and subscription to the newsletter. SWISHA sponsors a scholarship. The \$1,000.00 Madie Landers scholarship is given each May to a full-time student attending an Illinois or St. Louis area university with permanent residency within the Illinois counties of St. Clair, Madison, Monroe, Randolph, Washington, Clinton, Jersey, Bond, Macoupin and Montgomery. An applicant must be a student at least through the fall semester following presentation of the award and must have a GPA of at least 3.0 on a 4.0 scale. Other requirements are noted on the application.

Scholarship, membership and other pertinent information may be found on the SWISHA website at www.swisha.org.

Missouri Speech-Language-Hearing Association (MSHA) is the Missouri state professional organization. Many faculty are members of both ISHA and MSHA and hold licensure in both states. The MSHA organization offers students discount rates and opportunities to present at their state meetings. For further information, visit www.showmemsha.org

MSHA Central Office
2000 E. Broadway, PMB 296
Columbia, MO 65201-6092
Toll Free: 1.888.729.6742
Fax: 888.729.3489
MSHA@showmemsha.org

STUDENTS RIGHTS AND GRIEVANCES

Student rights and responsibilities are outlined in the booklet Student Conduct and Student Grievances: Rights and Responsibilities which is available to students. A copy may be obtained from the office of the Vice Chancellor for Student Affairs, the Office of the Provost, and the office of Admissions and Records. In the event that the individual student is experiencing difficulty with a faculty member or supervisor, the student's initial contact should begin with that person. If the problem is not resolved at that level, the student should see the program director. Additional contacts, if necessary, would be the departmental chair and the Dean of the School for Education, in that order. Consult the student's rights handbook for additional information at www.siue.edu/policies/3c3.shtml.

CLASS POLICIES AND PROFESSIONALISM

In addition to the student rights and responsibilities outlined in the booklet; Student Conduct and Students Grievances: Rights and Responsibilities, students are expected to follow class policies and conduct themselves in a professional manner in keeping with the *Scope and Practice of Speech-Language Pathology* (<http://www.asha.org/docs/pdf/SP2007-00283.pdf>) and the *Code of Ethics* (<http://www.asha.org/docs/pdf/ET2010-00309.pdf>) outlined by ASHA. Program policies of class conduct and professionalism are outlined below.

It is the policy of the speech-language pathology program that students and faculty abide by the policies and procedures outlined by the University. This includes policies related to attendance, plagiarism, cheating, disruptions in class, acts of misconduct and student rights. A complete list of university policies and procedures may be found at <http://www.siue.edu/policies/toc.shtml>.

SPPA Program Attendance Policy

According to the university attendance policy (*Student Academic Standards and Performance; Class Attendance Policy 119*)

“Upon registration, students accept the responsibility for attending classes and completing course work. It is the responsibility of students to ascertain the policies of instructors with regard to absence from class and to make arrangements satisfactory to instructors with regard to missed course work”.

Faculty reserve the right to establish an attendance policy and to expect that students will follow this policy as it is outlined in the syllabus. Faculty in the speech-language pathology program believe that regular attendance, class participation, and coming to class on time reflect standards of the profession and indicate an eagerness to learn, a willingness to accept responsibility, and a commitment to your chosen profession.

Faculty expect students to attend class, come to class on time, remain in class for the duration of the class session, and participate in class activities and discussions. That being said, faculty also understand that the unexpected happens and that it may be

necessary for students to be absent from class.

Because faculty expect students to attend class, they do not give students permission to be absent from class. Students who are absent more than once from any class in the SPPA program during fall, spring, and summer semesters will have their final grade reduced by 2% for each subsequent absence. Faculty are more than willing to work with students under extenuating circumstances or hardships such as an extended illness or a hospitalization. In accordance to University policy, students are responsible to meet with faculty to discuss any difficulties in attending class and should be prepared to provide proper documentation for their absences.

Class attendance on exam days is a specific course requirement. Make-up exams will only be permitted for absences that are accompanied by proper documentation submitted to the instructor. In order to be eligible for a make-up exam, proper documentation must be submitted to the instructor **by the end of the next regularly scheduled class period.** If such documentation is not submitted according to this time requirement, students will automatically earn a score of 0 on that exam. Once documentation is received, the student will be permitted to make up a missed exam. Make-up exams may not be of the same format of those exams given during class.

Students must attend class to participate and receive credit for any in-class activities. Students have the right to appeal any faculty decision in regards to this attendance policy. Students must follow the policy and procedures outlined in *Student Rights and Conduct; Student Grievance Code – 3C3* (<http://www.siu.edu/policies/3c3.shtml>).

SPPA Policies of Classroom Practice

The Speech-Language Pathology Program abides by the University's policies and codes for ethics, instruction, and student rights and conduct. The Student Conduct Code may be found at <http://www.siu.edu/policies/3c1.shtml>.

“Southern Illinois University Edwardsville (SIUE) is dedicated to the traditional academic pursuits of instruction, scholarship and public service. The University assigns first priority to excellence in education. Further, the University values a humane, safe, and supportive environment to aid students in their pursuit of knowledge. Therefore, the President, under the authority of the Board of Trustees, has approved a code of behavior to govern student conduct while enrolled at SIUE. This code shall be known as the Student Conduct Code. The Student Conduct Code assures that student rights to due process are respected and exercised. The Student Conduct Code may be amended periodically. Responsibility for the enforcement of regulations associated with the Student Conduct Code rests with the Chancellor or the Chancellor's designee. Immediate responsibility rests with the Vice Chancellor for Student Affairs or designee. The Vice Chancellor for Student Affairs may develop policies and procedures for the administration of the Student Conduct Code which are consistent with the provision of this Code.”

In addition, the Program believes that students learn best in a positive environment that is

respectful, open, intellectually challenging, and honest. The highest quality of learning occurs when students are prepared for class, free from distractions, focused on learning, and have a sense of loyalty to the profession and when faculty are prepared, knowledgeable, current, respectful, accessible and foster intellectual curiosity. A professional presence is expected of all students and faculty in the Program. Below is a list of classroom rules for students and faculty in the Speech-Language Pathology Program:

1. **Cell Phones** – Cell phones are to be turned off and out of sight. Cell phones disrupt class and distract students from learning.
2. **Laptops** – Laptops are not to be used to access Facebook, the Internet, email, instant messaging, and other inappropriate uses that distract from learning. Faculty reserve the right not to permit laptops in their classrooms or during any portion of class.
3. **Talking** – Talking during lectures and student presentations is rude, unprofessional, disruptive, and not permitted. If you have a question or need clarification, your instructor will be happy to help you and other students who may need the same clarification.
4. **Eating and Drinking** – No eating is permitted in the classroom. Students may bring in drinks that are contained in cups with secure lids.
5. **Accommodations** – The instructor is more than happy to accommodate any student with a visual, hearing, physical, learning or other needs. Please contact the instructor as early as possible so that accommodations can be made early in the semester. Additional resource support is available through Disability Support Services on Campus www.siue.edu/dss.

Both students and faculty contribute to the learning process. Consequently, students can expect that faculty abide by a Code of Ethic of Instructions. The following is a partial list of expectations of University faculty in carrying out their teaching assignments. A complete list of responsibilities may be found in the Faculty Handbook; *Ethics of Instruction* (<http://www.siue.edu/policies/1q2.shtml>).

1. “To inform students early in the term, by means of syllabi or other written statements, of the grading policy to be used, including a description of the relative weight to be assigned to different activities and of attendance requirements, if any.
2. To inform students early in the term, by means of syllabi or other written statements, of planned course coverage, required textbooks, and an approximate schedule of assignments.
3. To announce and adhere to a schedule of office hours which permits and encourages students to meet with the instructor in his/her office and to be available for special conferences as needed.
4. To attend promptly and fully each class meeting; to obtain permission from the chair in advance when class must be missed (except in cases of emergency); and when possible to provide an alternate instructor who has been given directions

- concerning planned class activities).
5. Not to reschedule class meetings without the permission of the dean or chair and the consent of the students enrolled. Not to reschedule final examinations without the permission of the dean, the Provost, and the consent of the students enrolled.
 6. To return student work promptly except when announcement has been made to the class that work will not be returned (although such work should be available for student examination) and to retain any unreturned student work for at least one term.
 7. To provide the student at his/her request with appropriate and helpful written and/or oral explanations for assigned grades and other evaluated work.
 8. To provide teaching and learning experiences that are free of favoritism, prejudice, discrimination, or harassment.
 9. To remain abreast of new developments in the subject field and to incorporate this new knowledge in course instruction.
 10. Not to become involved in amorous or sexual relationships with any student for whom the instructor currently has any teaching responsibility, including counseling and advising, supervision of independent studies, research, theses, and dissertation”.
 11. To come to class prepared and organized ready to respond to questions, stimulate discussion, and provide content.

SPPA Program Policy of Academic Integrity

Academic Integrity stands for honesty and responsibility in scholarship. It means that professors and students obey the rules of honest scholarship and are respectful of the tenets that underlie the meaning of academic integrity.

“Southern Illinois University Edwardsville is dedicated to learning and research, and hence is committed to truth and accuracy. Integrity and intellectual honesty in scholarship and scientific investigation are of paramount importance. The faculty, staff, and students are responsible for maintaining high ethical standards of professional integrity”. (University Policy on Academic Integrity http://www.siu.edu/graduate/policies.shtml#gsp11_acint)

Academic Misconduct violates these basic tenets of scholarship and research and creates a climate in which “no university can exist”. It destroys the mutual trust between professor and student, is unfair to students who rightfully earn their academic achievements, and goes against the intended spirit of knowledge and learning. Academic Misconduct is not just about breaking the rules.

The SIUE Academic Misconduct Code (<http://www.siu.edu/policies/1q5.shtml>) describes academic misconduct, evaluates the results of these acts, and explains student rights and

responsibilities. Academic Misconduct includes acts of cheating, plagiarism, improper and unauthorized collaboration, unauthorized resubmission of work, and acts of fabrication.

Cheating

Tests evaluate how well the student has learned. Therefore, unless the professor specifies otherwise, all tests are to be completed by the student alone, without extra or outside assistance of any kind. That means no help is to be given to or received from other persons during the test; no books, notes, calculators, electronics or other materials of any kind are to be consulted. If the professor permits an exception to any part of these rules, the exception applies only as far as specified by the professor and only for a specified situation. *Never presume that an exception is permitted based on a prior exception.*

Improper Collaboration

Collaboration means working together. Some professors will permit collaboration so that students can work together to discuss and exchange ideas. The rules of whether collaboration is permitted on a given assignment will depend on the learning goals and the expectations of the professor. Collaboration does not automatically give students permission to violate the code of academic integrity by presenting another student's work as your own. Unless the professor indicates otherwise, all work that is submitted for a grade in group assignment is the result of the student's own knowledge and understanding of the assignment and the material. *If more than one student submits work that is identical or very similar, it is reasonable for the professor to infer that academic misconduct has occurred.*

Unauthorized Collaboration

Unauthorized Collaboration means that working together is not permitted. This includes working out answers to homework assignments with others, working on take-home work with others, checking home work answers with others, having someone else help or re-write a paper. This is cheating and it is **wrong**. Generally professors expect students to submit work that is their own and reflects their own understanding, knowledge and achievement. **Collaboration is not permitted unless the professor has authorized it. If you are unclear about the assignment, it is your responsibility to seek clarification from the professor. Remember that even if a professor authorizes collaborative work, it is considered improper collaboration to copy someone else's work or let them copy yours. This is academic misconduct.**

The rules of collaboration change according to the assignment and vary from course to course and from professor to professor. The rules do not mean that students cannot study together or in groups or on Facebook. Study groups are designed to help each other better understand concepts and course material. The rules apply to assignments that will be submitted for a grade.

Unauthorized Resubmission of an Assignment

A student who submits the same assignment for another class violates Academic Integrity and is bound by sanctions outlined in university policy. It is a form of cheating, denies student learning and growth, and is unfair to students who rightfully earn their grades and academic achievements.

Plagiarism

Plagiarism means using the work and words of another without providing proper citation or acknowledgment. Using someone else's words as your own is **wrong**. SIUE believes that plagiarism violates all that a university stands for and normally brings a sanction of a grade of F in the course.

"The University recognizes plagiarism as a serious academic offense. Plagiarism, the act of representing the work of another as one's own, may take two forms. It may consist of copying, paraphrasing or otherwise using the written or oral work of another without acknowledging the source, or it may consist of presenting oral or written course work prepared by another as one's own."
(<http://www.siu.edu/policies/i6.shtml>).

The website of Lovejoy Library

<http://www.siu.edu/lovejoylibrary/services/instruction/plagiarism.shtml> lists excellent resources describing plagiarism and provides important information regarding how to avoid plagiarism. Below is information taken from this website:

1. Use your own ideas. The focus of the paper should be based on your own ideas.
2. Use the ideas of others sparingly--as support or reinforcement of your own ideas.
3. When taking notes, include complete citation information for each item you use.
4. Use quotation marks when directly stating another person's words.
5. A good strategy is to take time and write a short draft of your paper without using any notes. This will assist you in focusing on the content of your paper and help prevent your being too dependent upon your sources.

Plagiarism Resources and Bibliography

- Avoiding Plagiarism – Purdue University Online Writing Lab (http://owl.english.purdue.edu/handouts/research/r_plagiar.html)
- Center for Academic Integrity
- Center for Excellence in Teaching & Learning
- Council of Writing Program Administrators
- Defining and Avoiding Plagiarism – WPA Statement
- How to Recognize Plagiarism (<https://www.indiana.edu/~istd/practice3a.html>)
- Plagiarism and cyber-plagiarism: A guide to selected resources on the Web
- Plagiarism and How to Avoid It
- Resource Guide for Promoting Academic Honesty

Fabrication

Fabrication means presenting information as fact that is untrue, forged, or invented. Fabrication could include acts such as altering data, timeframes, records or creating data, reports, labs, lessons, credentials, results of any kind. Fabrication is fraudulent and brings serious charges of academic misconduct and in some cases professional and legal ramifications.

Claiming ignorance is never an acceptable excuse. So when in doubt, ask a professor. It is your responsibility to know and understand the rules.

Students who violate Academic Integrity at SIUE will be subject to procedures and policy outlined in the Student Conduct Code. The Student Conduct Code can be found at <http://www.siue.edu/policies/3c2.shtml>.

Students have the right to appeal any faculty decision in regards to Academic Misconduct. Students must follow the policy and procedures outlined in Student Rights and Conduct; Student Grievance Code – 3C3 (<http://www.siue.edu/policies/3c3.shtml>).

Classroom Policies and Professionalism - Information was adapted from the following websites:

Center for Academic Integrity <http://www.academicintegrity.org/>

SIUE Website <http://www.siue.edu/>

SIUE Department of Psychology Website
<http://www.siue.edu/education/psychology/index.shtml>

University of Oklahoma Website <http://www.ou.edu/provost/integrity/>



Department of Special Education and Communication Disorders
Speech-Language Pathology Program

SPPA Code of Honor

Our Code of Academic Integrity is grounded in SIUE policy and the ASHA Code of Ethics. Our obligations to academic integrity are paramount in reflecting our personal integrity, as well as that of our program, and our school. We are dedicated to academic honesty, to fostering critical thinking skills in our students and to encouraging independent thinking. This is integral to our academic evolution and our preparedness in entering our fields.

SPPA CODE OF HONOR

I am H.E.R.E.

- Honest***
- Ethical***
- Responsible***
- Empathetic***

In accordance with our dedication to upholding our own personal integrity, as well as honoring the ASHA Code of Ethics, we recognize these traits as necessary characteristics for students and professionals in the Speech-Language Pathology field. Honesty, ethics, responsibility, and empathy are the foundations of integrity.

(Developed jointly by Senior Students and Faculty in the Speech-Language Pathology and Audiology Program in collaboration with Dr. Victoria Scott, Assistant Provost for Academic Innovation and Effectiveness, Office of the Provost, 2009)

Part II Program Information

MAJOR IN SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY

Undergraduate courses in speech-language pathology and audiology provide students with a scientific and clinical background for understanding communication disorders. Students acquire knowledge in speech science and hearing science, normal processes and the development of speech, language and hearing. Students also study disorders of speech, language and hearing, review assessment methods and procedures in communication disorders and engage in clinical practicum.

A degree in speech-language pathology and audiology provides pre-professional training for students wishing to enter graduate school and pursue a career as a speech-language pathologist or audiologist. To meet the standards established by CAA and the State of Illinois, the student pursuing a career in speech-language pathology must complete a master's degree. The program at SIUE offers pre-professional training leading to certification and license in speech-language pathology and offers pre-professional work in audiology, but does not offer a clinical doctorate in audiology. Students also are prepared for a variety of other career options.

Career Opportunities

Students must complete graduate training to begin a career as a speech-language pathologist or audiologist. Students completing a graduate program in speech-language pathology are eligible for an IL license in speech-language pathology, a type 73 certificate to work in the public schools and certification from the American Speech-Language-Hearing Association. Certified speech-language pathologists and audiologists serve more than 20 million Americans with disordered communication. Their responsibilities include the identification and evaluation of persons with communication disorders and the remediation of these disorders. They also work toward the prevention of disorders of speech, language and hearing through public education, early identification of risk factors, and research into the causes and treatment of disorders. (See *Scope of Practice* <http://www.asha.org/docs/pdf/SP2007-00283.pdf>).

Certified speech-language pathologists and audiologists find employment in a variety of settings, including hospitals, community clinics, colleges and universities, state and federal agencies, industry, rehabilitation centers, and nursing homes. Some certified speech-language pathologists and audiologists enter public-school settings, where state and federal legislation has required service delivery to all children with communication disorders. Other certified speech-language pathologists and audiologists establish private practices or become affiliated with physicians. Employment possibilities are plentiful.

Career options also are available for students with a bachelor's degree in speech-language pathology and audiology. They include speech aide, speech assistant, or speech implementer. Some students with a bachelor's degree have found careers in medical sales, medical publications or rehabilitation administration. Others have pursued master's degrees in other areas including special education, other health-care fields, and some

have entered medical school.

Entrance Requirements

Students must be declared majors to be admitted to the program. Admission to the program is a competitive process and not all applicants will be admitted. Declared majors must have a 3.0 GPA, have completed 42 hours of college level course work and have been approved for admission by the program. To be approved for admission, students must submit the following information to the program: a 200-word self-statement, a one page resume, transcripts from all colleges and universities attended, and an *Application for Admission Form*

(<http://www.siue.edu/education/secd/undergrad/pdf/slpa-undergrad-ap.pdf>).

Applications are accepted twice a year. Complete applications must be submitted by the January 30th of spring semester or by June 1st of summer semester for the following fall declaration.

Retention Requirements

Students must maintain a 3.0 GPA to remain in the program. In addition, students must receive a B or better in SPPA 201 and grades of C or higher in all other course work required for the major including 12 hours in related areas: child development, biological science, physical science, and statistics.

Students seeking more information about the major should contact the Speech-Language Pathology and Audiology undergraduate adviser in the Office of Clinical Experiences, Certification and Advisement (618) 650-3490 or the program director for Speech-Language Pathology and Audiology, (618) 650-5423.

Degree Requirements

Bachelor of Science Degree

Speech-Language Pathology and Audiology

<i>General Education Requirement</i>	<i>42-45 hours</i>
<i>Requirements in Speech Pathology and Audiology</i>	<i>44 hours</i>
<i>Basic courses: SPPA 201, 231, 312, 320, 321, 322</i>	<i>18 hours</i>
<i>Speech-language pathology courses: SPPA 441, 442, 444, 446, 452, 499</i>	<i>17 hours</i>
<i>Audiology courses: SPPA 461, 471</i>	<i>6 hours</i>
<i>Clinical Practicum: SPPA 449</i>	<i>3 hours</i>
<i>Requirements in related areas: STAT 107 or Psych 211, Biology, Physical Science, Psych 111, 201 (May satisfy some general education requirements)</i>	<i>15 hours</i>
<i>Approved Electives</i>	<i>20-23 hours.</i>
TOTAL	124 hours required

Eight hours of foreign language are required for the Bachelor of Arts option.

Advisement

Students are advised by Pamela Feters in the Office of Clinical Experience, Certification, and Advisement. This office is located in Founders Hall, room 1110. Ms. Feters may be reached at 618-650-2399 or by email at pfetter@siue.edu. Curriculum Guides for the undergraduate program may be found at <http://www.siue.edu/education/secd/undergrad/speech-path-audio-under-curriculum.shtml>

Exit Requirements

In addition to meeting all program requirements, students must also satisfactorily complete a culminating project in SPPA 499: *Senior Assignment*. Students involved in the Undergraduate Research and Creative Activities (URCA) program, *with faculty approval*, may use their research project to satisfy exit requirements in the Senior Assignment.

Admission	Retention	Program Completion
<p>Application Requirement:</p> <ul style="list-style-type: none"> • Minimum 3.0 G.P.A. • 42 hours of college level course work • Grade of B or better in SPPA 201: <i>Introduction to Human Communication and its Disorders</i> (or concurrent enrollment) <p>Application includes:</p> <ol style="list-style-type: none"> 1. 200 word self statement 2. 1 page resume 3. transcripts 4. completed application <p>Admission into the program is competitive and complete application does not ensure admission into the program.</p>	<p>3.00 G.P.A. – monitored by undergraduate advisor in OCECA Office</p> <p>Grades of C or better in all other course work required for major including:</p> <ol style="list-style-type: none"> 1. Child Development Course 2. Biological Science 3. Physical Science 4. Statistics 	<p>Pass Senior Assignment with 3.0 rating or better on learning objectives</p> <p>Pass the Ethics and Professional Issues Examination with 76% or better</p> <p>Maintain a 3.0 G.P.A.</p>

Second Degree Seeking Students

Students wishing to pursue a Masters Degree in Speech-Language Pathology, but who have not completed an undergraduate degree in the discipline, must complete 13 undergraduate pre-requisites prior to applying to the graduate program. Students must be admitted to the University as a second degree seeking student and formally declare their major as Speech-Language Pathology and Audiology. Students may declare their major as Speech-Language Pathology and Audiology if they have been admitted to the program. Students must follow the same procedures outlined under “Entrance Requirements” in this section of the Handbook.

Once admitted to the program, students have the option to complete the 13 pre-requisite courses within a “Fast Track” format (*Appendix A*). This format will permit the student to complete the required courses within two semesters. Students enrolled in the “Fast Track” curriculum must attend Senior Assignment when enrolled in *SPPA 449: Clinical Practicum in Speech-Language Pathology*. Students meet with the program director for initial advisement. Subsequent advisement is completed in collaboration with the academic adviser in the OCECA Office.

PROGRAM GOALS AND OBJECTIVES OF UNDERGRADUATE STUDENT LEARNING

The mission of the undergraduate program in Speech-Language Pathology and Audiology is to provide students with a solid foundation and the necessary pre-requisites for success in a graduate program in speech-language pathology. The Program has identified five goals and 16 learning objectives to help students meet this mission. Below is a description of these goals and objectives:

Program Goal I: The student demonstrates breadth and depth of knowledge in the discipline sufficient for entry into graduate study

Learning Objective A:

Student is able to describe the acoustic, psychological, developmental, linguistic and cultural considerations for their client.

Learning Objective B:

Student is able to describe the nature of their client’s speech, language and/or hearing disorder including etiologies and characteristics.

Learning Objective C:

Student is able to explain the rationale for the evaluation procedures and the chosen treatment for their client.

Program Goal II: The student exhibits best practices, values and ethics of the profession sufficient for entry into graduate study

Learning Objectives D:

Student is able to explain ethical conduct within the clinical setting and protection of their client's confidentiality within the parameters of the assignment.

Learning Objective E:

Student is able to describe universal precautions to be observed within the clinical setting.

Learning Objectives F:

Student is able to explain the role of the SLPA, SLP and audiologist as it is related to a team approach with their assigned client.

Learning Objective G:

Student is able to explain the educational and licensing requirements for an SLPA, an SLP and an audiologist.

Learning Objectives H:

Student is able to identify research that supports the assessment procedures and treatment approach used for the assigned client.

Learning Objective I:

Student is able to describe a study in detail that supports the treatment approach used for the assigned client.

Program Goal III: The student demonstrates ability for analytical thinking in the discipline sufficient for entry into graduate study

Learning Objective J:

Student is able to describe treatment effectiveness with supportive data for the assigned client.

Learning Objective K:

Student is able to identify strengths and weakness of their clinical skills, interactions with the client and their family, and personal goals to improve their clinical competence.

Program Goal IV: The student effectively communicates knowledge in the discipline in a written format sufficient for entry into graduate study

Learning Objective L:

Student is able to write using professional language, correct spelling, correct grammar, correct punctuation, and correct APA citations.

Learning Objective M:

Student is able to write in a coherent manner that smoothly transitions from one topic to the next.

Learning Objective N:

Student is able to organize information with a professional appearance and quality.

Program Goal V: The student effectively communicates knowledge in the discipline in an oral format sufficient for entry into graduate study

Learning Objective O:

Student is able to sufficiently answer questions pertaining to their assigned client.

Learning Objective P:

Student is able to adequately speak with professional language and clarity for their audience.

SENIOR ASSIGNMENT

Students enroll in *SPPA 499: Senior Assignment Seminar* to complete their degree requirements in speech-language pathology and audiology. The Senior Assignment in the Speech Pathology and Audiology undergraduate program is a capstone project designed to assess student learning of the five program goals and 16 program objectives described above. The program uses the Senior Assignment project and an examination to measure student learning.

a. Description of the Examination

The examination follows class time devoted to the topic of ethics and professional conduct. Students are provided with these resources to supplement class material. The examination is an objective assessment of this material and must be passed in order to pass the class. This examination assesses objectives *D, E, F, and G* listed above.

b. Description of Senior Assignment Project

The Senior Assignment project is a clinically-based poster that is formally presentation by pairs of seniors and evaluated by pairs of faculty using an evaluation rubric. An example of the rubric is attached in Appendix B. The poster presentation assesses the remaining learning objectives.

The project requires that pairs of students present a clinical case study in a poster presentation. The clinical case study is based on the students' assigned client from the SIUE Speech, Language and Hearing Center. Students must observe, assist and assume clinical responsibilities of their assigned client within this mentored environment.

The poster presentation must include an introduction, clinical methods, results, and a discussion. The introduction includes a description of their client's etiology (including anatomy and physiology), the diagnosis (including characteristics and prognosis), and the course of treatment progress. The clinical methods describe the treatment approaches used, the clinical objectives and supportive information from the literature. The results describe client progress and treatment outcomes. The discussion evaluates treatment effectiveness including interactions with the client and family and identifies improvement areas for the client as well as for the student. The poster should clearly reflect best practices through the use of evidence-based clinical treatment and diagnosis.

Throughout the spring semester, seniors work directly with the faculty teaching the class as well as the clinical supervisor. This relationship is most critical as it is specific to understanding the clinical process, the integration of previous coursework and knowledge specific to their client. Class periods include discussions, lectures, working groups, and on-going informal evaluations. Outside of the classroom, seniors are encouraged to meet with the faculty member or clinical supervisor as needed. Once in the clinic, seniors have more contact with a clinical supervisor specific to their client. At the end of the semester, seniors are evaluated during their poster presentation by members of the speech-language, and hearing faculty.

The poster is displayed by pairs of students and evaluated by pairs of faculty members during a formal presentation the last week of spring semester. The faculty members evaluate the poster. The students' responses and quality of their written and oral work are rated using a rubric that is further used for primary trait analysis (*see Appendix B*).

c. *Criteria for passing*

Students must receive at least a 2.0/3.0 rating on the learning objectives assessed by the Senior Assignment project. They must also receive at least 76% accuracy on the learning objectives assessed by an examination.

All of the learning objectives are formally assessed spring semester of the student's senior year during the Senior Assignment. However, students must maintain a 3.0 G.P.A. to remain in the major. This G.P.A. is monitored by the undergraduate advisor in the OCECA Office.

Students who complete a project as an associate within the Undergraduate Research and Creative Activities (URCA) project may present his/her project in lieu of the senior assignment project. Students who complete a URCA project as an assistant will require his/her faculty mentor's approval to use their URCA project in lieu of the senior assignment project. Faculty mentors will consider the student's investment into the project, understanding of the research, scope of the project, and evidence-based practice when determining approval. The evaluation procedure for students presenting their URCA project is the same as for those students presenting

a senior assignment project.

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY (SPPA) COURSES

201-3 Human Communication and Its Disorders —An introduction to speech, language and swallowing disorders in people of all ages including assessment and treatment techniques.

231-3 Phonetics —Basic orientation to speech sounds, including their individual differences, descriptions and transcriptions of typical and disordered speech. **DECLARED MAJORS ONLY.**

290-3 Language Development and Acquisition for Educators — Developmental milestones and theory of communication development in both typically developing children and in children with disabilities. Identification and characteristics of developmental and acquired communication disorders. Prerequisite: SPE 400 or consent of instructor.

312-3 Normal Language and Speech Acquisition —Typical development of language, theory and milestones including phonology, morphology, syntax, semantics, and pragmatics. Prerequisite: SPPA 231.

320-3 Anatomy and Physiology of the Speech and Hearing Mechanism — Structure and function of normal communication system. **DECLARED MAJORS ONLY.**

321-3 Hearing Science — Study of the properties of sound, including theories related to auditory physiology and perception. Prerequisite: SPPA 320.

322-3 Speech Science — Basic orientation to the physiological components underlying the propagation, acoustics, and perception of the speech signal in normal human communication. Prerequisite: SPPA 231, 320.

351-3 Communication Disorders Associated with Genetic Syndromes — This course will describe the characteristics of the speech, language and hearing disorders associated with a number of genetic syndromes. **Not for graduate credit.** Prerequisite: BIOL 111 or equivalent.

400-1 to 3 Independent Study In Speech Pathology and Audiology — Investigative consideration of relevant topics not covered extensively in regular curriculum. May be repeated to a maximum of 9 hours. Prerequisite: consent of instructor.

441-3 Disorders of Articulation and Phonology —Factors influencing atypical development of the phonological system including articulation characteristics, assessment and intervention of articulation and phonological disorders. Prerequisites: 231, 320.

442-3 Voice and Fluency Disorders — Characteristics of voice and fluency disorders including basic diagnostic and intervention strategies. **Not for graduate credit.** Prerequisite: SPPA 320.

444-3 Language Disorders Across the Life Span —Etiology, assessment, and intervention with individuals from infancy through adulthood with language disorders. **Not for graduate credit.** Prerequisites: 312, 320.

445-3 Language Disorders of Adults — Etiology, assessment, and intervention of individuals with acquired communication disorders. Prerequisites: 312, 320.

446-3 Clinical Observation and Procedures in Communication Disorders — Basic orientation to clinical procedures in obtaining, recording and evaluating assessment information;

procedures for therapeutic intervention; and supervised clinical observations. **Not for graduate credit.** Prerequisites: SPPA 231, 312, 320, 441, 444, prior or concurrent enrollment.

449-1 to 3 Clinical Practicum in Speech-Language Pathology — Supervised clinical practice with individuals with a variety of speech and language disorders. May be repeated to a maximum of 9 hours. Graded Pass/No Credit. **Not for graduate credit.** Prerequisites: 3.0 GPA, 441, 444, 446.

450-3 Clinical Procedures in Medical and Educational Settings — Role of the speech-language pathologist in medical and educational settings including legal, organizational, and professional issues related to service delivery options. **Not for graduate credit.** Prerequisites: 441, 442, 444.

452-3 Assessment Procedures in Speech Pathology and Audiology — Procedures in obtaining, recording, and evaluating assessment results. **Not for graduate credit.** Prerequisites: 441, 442, 444.

461-3 Basic Audiometry — Principles and techniques of pure tone and speech reception and immittance audiometry testing. **Not for graduate credit.** Prerequisite or concurrent enrollment: SPPA 321.

469-1 to 3 Clinical Procedures for Individuals with Hearing Disorders — Supervised clinical practice in audiometric screenings. May be repeated to a maximum of 9 hours Pass/no credit. **Not for graduate credit.** Prerequisite: 461, GPA 3.0.

471-3 Aural Rehabilitation — Management of individuals with hearing impairments including auditory training, speech reading, and counseling. **Not for graduate credit.** Prerequisite: 461.

481-3 Problems and Characteristics of Children with Hearing Impairments — Characteristics of speech, language, social, emotional and educational problems of children with hearing impairments. Definitions, current management and service delivery models. **Not for graduate credit.**

499-2 Senior Assignment Seminar — Culminating academic and clinical experience in speech-language pathology; includes clinical practice. **Not for graduate credit.** Prerequisites: Requires senior standing

Part III

Graduate Program

Program of Study

Thirty-six (36) semester hours of acceptable graduate credit are required to complete the Master of Science degree in speech-language pathology. These hours include eleven (11) core courses, one elective, and a culminating comprehensive examination; or seven core courses, three electives, and a culminating thesis. In addition to academic requirements, students must complete a minimum of 400 clinical hours of practicum experiences that encompass the breadth of the current scope of practice with both children and adults. At least 375 of the 400 practicum hours must be in direct client/patient contact and 25 hours in clinical observation. Up to 50 clinical hours earned at the undergraduate level may be applied toward the total 400 hours that are required.

Students are expected to complete three clinical experiences in the Speech, Language and Hearing Center in addition to a diagnostic practicum (3.0 credit hours). Students are also expected to complete at least two off-campus practicum experiences in educational and medical settings (6.0 credit hours each). Students should meet with their academic advisor for prior approval if they wish to make any modifications to their program.

Students in the program must maintain a grade point average of 3.25 in all graduate courses. No credit is given toward a graduate degree in courses in which a grade below C is earned.

The program has two plans through which the program requirements are fulfilled. (*See Appendix C: Thesis Plan and Non-thesis Plan Curriculum Guides*). In collaboration with the assigned advisor, the plan should be designed to meet the breadth and depth of the knowledge and skill outcomes specified by the current standards for clinical certification by the Council for Clinical Certification (CFCC) of ASHA (see <http://www.asha.org/uploadedFiles/certification/KASASummaryFormSLP.pdf>).

Thesis Plan

Required courses (22 hours of core course work): SPPA 469, 503, 520, 544, 545, 548, 560

Plus (5 –6 hours from the following): SPPA 540, 541, 542, 543, 547, 558, 551, 555)

Electives (2-3 hours) within the specialization or in related areas.

Thesis (6 hours): SPPA 599.

Non-thesis Plan

Required courses (34 hours of course work): SPPA 498, 469, 503, 520, 541, 542, 543, 544, 545, 548, 560

Electives: (minimum of 2-3 hours) within the specialization or in related areas.

Admission Requirements

Students must submit a graduate school application, application fee, resume (maximum of 2 pages), official transcripts, three letters of recommendation, and GRE scores to Graduate Admissions, Box 1047, Southern Illinois University—Edwardsville, Edwardsville, IL 62026-1047. Recommendation forms may be downloaded from the program's website at <http://www.siu.edu/education/secd/graduate/pdf/recommendation.pdf>. The application deadline is January 15 for the following fall admission. The program does not admit students during spring semester. Admission to the graduate program is a competitive process and not all applicants will be admitted. Students must have a minimum 3.0 G.P.A. to be considered.

Students seeking letters of recommendations from SIUE faculty should first ask the faculty member if he/she are willing to write a letter in their behalf as part of their application for graduate school. If the faculty member is agreeable, the student should provide the faculty member with a copy of his/her transcript and a resume that outlines his/her accomplishments, honors, work and volunteer experiences, and education. The student should also provide deadlines and stamped addressed envelopes for any recommendations that need to be mailed to other universities.

Graduate Advising

After admission to the graduate program, the student will be assigned a faculty advisor. The faculty advisor and student will develop a plan of study during the initial advisement meeting. Students should meet with this advisor each semester prior to registration. All graduate students should retain copies of the academic program outlined by the advisor. Students must be proactive during the advising process and review program requirements in the graduate and undergraduate catalogs, the university schedule of courses, and the *Knowledge and Skills Acquisition (KASA) Summary Form for Speech-Language Pathology* (See http://www.isbe.state.il.us/profprep/CASCDvr/pdfs/28230_speechlangpath.pdf).

Assistantships

Currently, four graduate assistantships are offered through the Speech-Language Pathology program in collaboration with SIUE Head Start in St. Clair County. Graduate assistants are placed at Head Start site(s) and are expected to evaluate preschool children for communication problems and implement appropriate intervention programs. The on-site speech-language pathologist supervises all the graduate assistants.

To be eligible for an assistantship with Head Start, the student must complete the appropriate application and meet the following criteria:

1. Be available for minimum of 10 hours/week
2. Have full time graduate status in speech-language pathology
3. Completed at least 10 hours of practicum experiences
4. Completed undergraduate coursework in articulation disorders, language disorders, voice and fluency disorders, and diagnostic procedures
5. Maintain average or above average evaluation in clinical practice
6. Maintain a 3.25 or above G.P.A. in the major

Applications are available on-line from the program's website at <http://www.siu.edu/education/secd/undergrad/speech-path-audio-under-overview.shtml>. Application deadlines are mid semester prior to the semester of the award. Awards are given on a yearly basis unless other approved arrangements have been made.

Program faculty rank all applications and the top four applicants are awarded assistantships. Students are notified in writing of their acceptance.

Once a student has accepted an assistantship, the following requirements must be fulfilled:

1. Register for 3.0 credit hours of SPPA 549A
2. Enroll for a minimum 6.0 semester hours and no more than 12.0 semesters hours (an underload/overload petition must be filed with the Graduate School if this requirement is not met:
http://www.siu.edu/graduatestudents/faculty/pdf/Overload_Petition.doc)
3. Apply for graduation
4. Attend an orientation meeting held by the Graduate School
5. Attend an orientation meeting held by Head Start
6. Complete all contractual paperwork required by personnel

The Department offers several assistantships. These graduate assistantships assist faculty with their teaching and research responsibilities. You may contact the Department office at 618-650-5423 for information regarding a departmental assistantship or download an application at http://www.siu.edu/education/secd/resource/pdf/GA_SECD.pdf. The deadline for these assistantships is April 1 for the following fall.

Additional assistantships may also be awarded to graduate students through individual academic and administrative units on campus. Students should contact specific units to receive application information. In addition, the Office of Student Work and Financial Assistance administer several federal, State and institution financial aid programs, including scholarships, grants, and loans. Students must contact this office for application information.

PART IV Professional Credentials

Professional credentialing in speech-language pathology requires completion of a master's degree in speech-language pathology. Students who do not have a master's degree but wish to work as a Speech-Language-Pathology Assistant (SLPA) in the State of Illinois, must have an associate's degree, fulfill State requirements and be approved by the State as an SLPA. Application information and application packet are available from the Illinois Department of Professional Regulations website: www.idpfr.com

ASHA Certification

ASHA (www.asha.org) has established the minimum standards for academic and clinical preparation of speech-language pathologists and audiologists. The Certificate of Clinical Competence (CCC) is awarded to qualified applicants who have earned a Master's degree, passed the national examination, completed the Clinical Fellowship Year (CFY), and submitted the application and fee. For additional information, contact:

ASHA
2200 Research Blvd
Rockville, MD 20850
1 (301) 897-5700 (ext. 327 or 586)

State Licensure

Illinois licensure law requires all speech- language pathologists and audiologists to be licensed. The requirements for a license are the same as for the ASHA CCC. For additional information about Illinois licensure, contact www.idpfr.com or:

Board of Speech-Language Pathology & Audiology
Dept. of Professional Regulation
ATTN: Forms Dept. Speech-Lang. AppsProf. Code # 146N
320 West Washington, 3rd floor
Springfield, IL 62786
1 (217) 785-0800

State Certification

Professionals who work in public schools must also have a certificate issued by the Illinois State Board of Education. Students who complete program requirements will be eligible for a Type 73 certificate. The Office of Clinical Experience, Certification and Advisement (OCECA) will assist you in making sure your program meets Illinois requirements for certification. See http://www.isbe.state.il.us/profprep/CASCDvr/pdfs/28230_speechlangpath.pdf to review the *Illinois State Board of Education Standards in Speech-Language Pathology*.

Appendix A

ONE-YEAR COURSE WORK FOR 2ND DEGREE STUDENTS

Students must complete the following requirements prior to beginning the “One-Year Plan”:

1. Students must have completed a BA or BS degree in another field.
2. Students must have been admitted to the University as a 2nd degree seeking student.
3. Students must have completed a course in normal speech and language acquisition. Students can achieve this requirement in the following ways:
 - a. A normal language acquisition course at another university that is approved by the program director.
 - b. SPPA 312: *Normal Speech and Language Acquisition* in Spring semester at SIUE prior to the one-year program.
 - c. SPPA 290: *Language Development and Acquisition for Educators* SPPA 290 is offered Fall, Spring, and Summer terms.
4. Students must formally declare their major as speech-language pathology. A minimum 3.0 GPA and admission to the program are required to declare

ONE-YEAR COURSE WORK

Fall Semester

SPPA 231 Phonetics	3
SPPA 320 Anat/Physiol	3
SPPA 441 Dis Artic/Phon	3
SPPA 442 Speech Dis	3
SPPA 444 Lang Dis Child	3
SPPA 461 Audiology	3
*SPPA 446 Observation	3

Spring Semester

SPPA 321 Hearing Science	3
SPPA 322 Speech Science	3
SPPA 449 Clinic	3
SPPA 471 Aural Rehab	3
SPPA 452 Diagnostics	3
SPPA 499 Senior Assign.	2

** Students must have 25 clinical observation hours. Students must meet with the Clinic Coordinator, to determine a schedule to meet this requirement if they do not enroll in SPPA 446.*

In addition to the above requirements, students must complete course work in biological science, physical science, statistics and child development with a grade of C or higher. Acceptance of course work that is 10 years or older is at the discretion of the faculty.

Students apply for graduate study during Fall Semester. The Program’s graduate application deadline is January 15 for the following fall admission.

Appendix B

SPPA 499: Senior Assignment Scoring Rubric

Student Name: Senior Assignment Summary – Results – Assessment of Student Learning
Reviewer Name: _____ Date: _____
1= Does not meet expectations - difficulty to describe/explain and incorporate considerations without maximum guidance and/or prompting
2=Meets expectations - adequate description/explanation and incorporation of considerations with no more than a moderate amount of guidance, inconsistencies noted
3= Exceeds expectations - clear description/explanation and incorporation of considerations with minimal guidance and/or prompting, if any

I. The student demonstrates breadth and depth of knowledge in the discipline sufficient for entry into graduate school. The student will:	1 Does Not Meet Expectations	2 Meets Expectations	3 Exceeds Expectations
A. describe the acoustic, psychological, developmental, linguistic and cultural considerations for their client.			
B. describe the nature of their client’s speech, language and/or hearing disorder including etiologies and characteristics.			
C. explain the rationale for the evaluation procedures and the chosen treatment for their client.			

II. The student exhibits the best practices, values and ethics of the profession sufficient for entry into graduate study. The student will:	1 Does Not Meet Expectations	2 Meets Expectations	3 Exceeds Expectations
A. identify research that supports the assessment procedures and treatment approach used for the assigned client.			
B. describe a study in detail that supports the treatment approach used for the assigned client.			

III. The student demonstrates ability for analytical thinking in the discipline sufficient for entry into graduate study. The student will:	1 Does Not Meet Expectations	2 Meets Expectations	3 Exceeds Expectations
A. describe treatment effectiveness with supportive data for the assigned client.			
B. identify strengths and weaknesses of their clinical skills, interactions with the client and their family and personal goals to improve their clinical competence.			

IV. the student effectively communicates knowledge in the discipline in an oral format sufficient for entry into graduate study. The student will:	1 Does Not Meet Expectations	2 Meets Expectations	3 Exceeds Expectations
A. sufficiently answer the questions pertaining to the assigned client.			
B. adequately speak with professional language and clarity for their audience.			

1= Does not meet expectations - multiple typos, difficult to follow/understand/read
2=Meets expectations - adequate writing, few typos, some clarification required for understanding
3= Exceeds expectations - writing is professional, free of typos, and easy to follow/understand/read

V. The student effectively communicates knowledge in the discipline in a written form sufficient for entry into graduate study. The student will:	1 Does Not Meet Expectations	2 Meets Expectations	3 Exceeds Expectations
A. write using professional language, correct spelling, correct grammar, correct punctuation and correct APA citations.			
B. write in a coherent manner that smoothly transitions from one topic to the next.			
C. organize information with a professional appearance and quality.			

VI. Overall Impression of the project.	1 Does Not Meet Expectations	2 Meets Expectations	3 Exceeds Expectations
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Total: _____ Average: _____

Appendix C

CURRICULUM GUIDE WORKSHEET Thesis Plan

+ Summer 2011	Fall 2011	Spring 2012
**498 AAC (if not taken as undergraduate)	*541 Phonologic Dis Spec Populations	*542 Voice
** Elective(s)	520 Neurophysiology	544 Language Dis Children (4.0)
549a Clinic Practicum or	503 Research	545 Acquired Comm Dis Adults (4.0)
549a Diagnostic Practicum or/and	*543 Stuttering	
469 Clinical Procedures in Hrg (3.0)	549a Clinic Practicum or/and 549a Diagnostic Practicum or/and	549a Clinic Practicum o/and 549a Diagnostic Practicum or/and
	469 Clinical Procedures in Hrg (3.0)	469 Clinical Procedures in Hrg (3.0)

Summer 2012	Fall 2012	Spring 2013
*548 Dysphagia	560 Professional Issues (2.0)	
**515 Elective(s) **498 AAC (if not taken as undergraduate)	549b School Externship or	549b School Externship or 549c Medical Externship
549a Clinic Practicum or/and	549c Medical Externship	ASHA PRAXIS EXAM – on-line study
549a Diagnostic Practicum or/and		Division Comprehensive Exam
469 Clinical Procedures in Hrg (3.0)		Basic Skills***

+ Students may choose to begin their graduate studies the summer prior to the first fall. Students may begin taking electives and clinical practicum during their summer session.

* Students must complete 5-6 credit hours from this selection of courses; also included when offered: *SPPA 540: Early Intervention, SPPA 511: Counseling, SPPA 551: Orofacial Anomalies; SPPA 555: Acquired Brain Injury; SPPA 547: Motor Speech disorders; and SPPA 558: Advanced AAC.*

** Students must complete 2-3 hours of electives within area of specialization.

***Students must pass the Basic Skills prior to graduation. The Basic Skills may be taken anytime before graduation.

CURRICULUM GUIDE WORKSHEET
Non-Thesis Plan

+ Summer 2011	Fall 2011	Spring 2012
**498 AAC (if not taken as undergraduate)	541 Phonologic Dis Spec Populations	542 Voice
* Elective(s)	520 Neurophysiology	544 Language Dis Children (4.0)
549a Clinic Practicum or	503 Research	545 Acquired Comm Dis Adults (4.0)
549a Diagnostic Practicum or/and	543 Stuttering	
469 Clinical Procedures in Hrg (3.0)	549a Clinic Practicum or/and 549a Diagnostic Practicum or/and	549a Clinic Practicum o/and 549a Diagnostic Practicum or/and
	469 Clinical Procedures in Hrg (3.0)	469 Clinical Procedures in Hrg (3.0)

Summer 2012	Fall 2012	Spring 2013
548 Dysphagia	560 Professional Issues (2.0)	
*515 Elective(s) (if student did not begin summer) **498 AAC (if not taken as undergraduate and student did not begin summer)	549b School Externship or	549b School Externship or 549c Medical Externship
549a Clinic Practicum or/and	549c Medical Externship	ASHA PRAXIS EXAM – on-line study
549a Diagnostic Practicum or/and		Division Comprehensive Exam
469 Clinical Procedures in Hrg (3.0)		Basic Skills***

+ Students may choose to begin their graduate studies the summer prior to the first fall. Students may begin taking electives and clinical practicum during their summer session.

* Students must complete a minimum of 2.0 credit hours of electives within area of specialization or in related areas. These courses are special topics courses (SPPA 515) and vary from summer to summer. When offered, elective courses may also include *SPPA 551: Orofacial Anomalies*, *SPPA 540: Early Intervention*, *SPPA 555: Acquired Brain Injury*, and *SPPA 511: Counseling Families*, *SPPA 558: Advanced AAC*, *SPPA 547: Motor Speech Disorders in Adults*

** Students must take an additional 3.0 credit hour elective if they have completed an undergraduate course in AAC and this course meets the professional standards.

***Students must pass the Basic Skills prior to graduation. The Basic Skills may be taken anytime before graduation.