



**DEPARTMENT OF SPECIAL EDUCATION AND
COMMUNICATION DISORDERS**

**Graduate Program in
Speech-Language Pathology**

STUDENT HANDBOOK

Revised July 2011



To Students in the Department of Special Education and
Communication Disorders

Graduate Program in Speech-Language Pathology

WELCOME!! To the ambitious and important field of study 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 your master's degree. The faculty is determined that each of you will make your mark in your chosen profession of speech-language pathology.

Steffany Chleboun, Ph.D., CCC-SLP
SPPA Program Director

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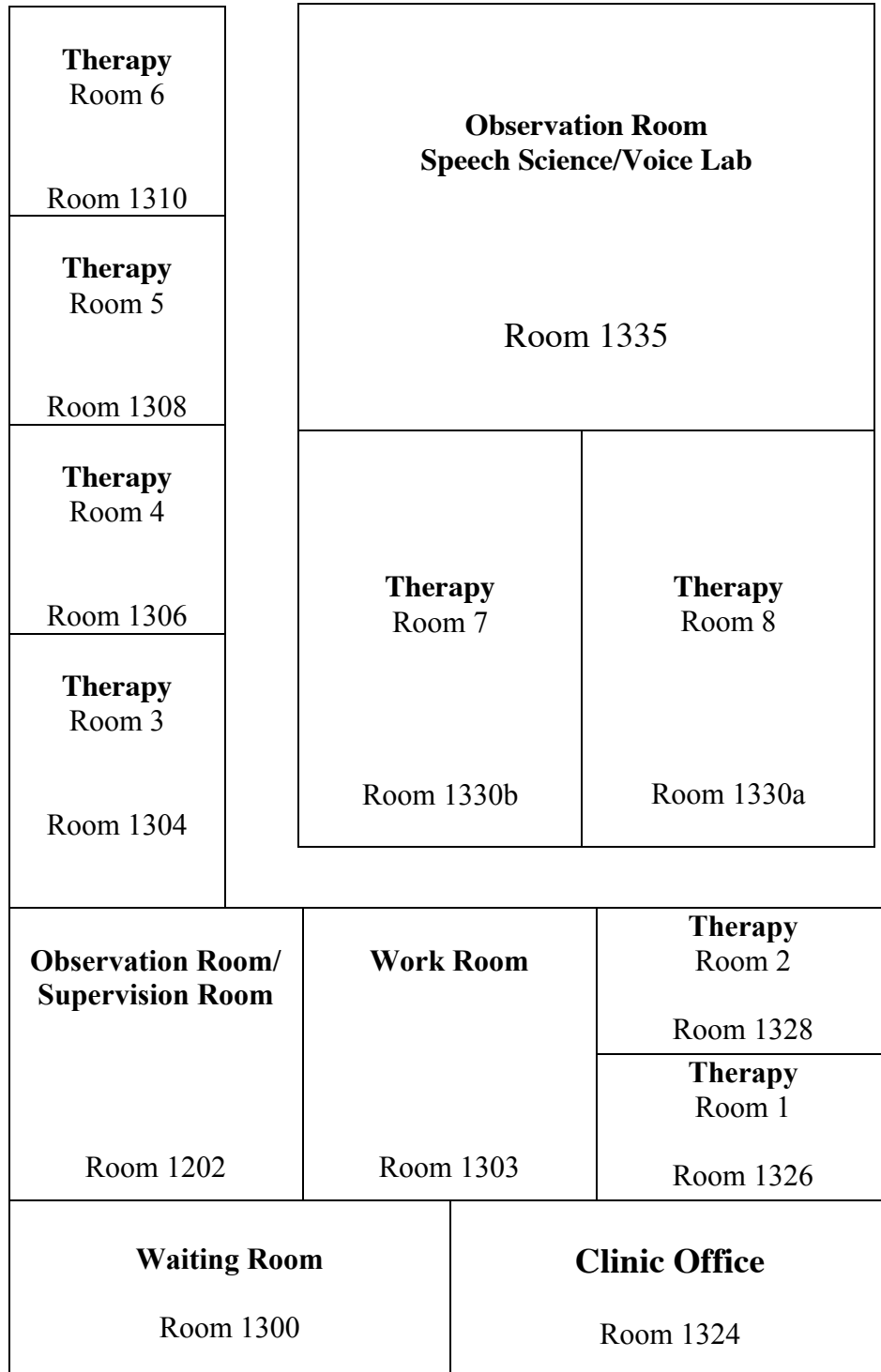
PROGRAM FACULTY AND STAFF

<u>Name</u>	<u>Rank and Title</u>	<u>Office</u>	<u>Phone</u>
Full-Time Faculty & Clinical Instructors:			
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Steffany Chleboun, Ph.D., CCC-SLP E-Mail: schlebo@siue.edu	Assistant Professor Program Director	FH, 1336	3677
Amie King, Ph.D., CCC-SLP Email: aking@siue.edu	Assistant Professor	FH, 1332	5751
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Secretarial Staff:			
Michelle Kreger E-mail: mkreger@siu.edu	Department Secretary	FH, 1101	5423
Carolyn Stevens E-mail: csteven@siue.edu	Secretary Speech-Language-Hearing Center	FH, 1300	5623

Retired Faculty:

Richard Brimer	Professor Emeritus
Ann L. Carey	Professor Emeritus
Dixie A. Engelman	Professor Emeritus
Jean M. Harrison, Ed.D.	Associate Professor Emeritus
Eugene O. Maag	Professor Emeritus
Keith R. St. Onge	Professor Emeritus
Joyce S. Taylor	Professor Emeritus

**SPEECH-LANGUAGE-HEARING CENTER
FLOOR PLAN**



Dr. Chleboun Room 1336
Dr. Partha Room 1334
Clinical Instructors Room 1333
Dr. King Room 1332
Dr. Brady Room 1331
Dr. Panico Room 1329
Dr. Miner Room 1327
Mrs. Tolliver Room 1325

**Hearing Clinic
IMC**

**FH 3407 (3rd Floor)
FH 1208**

Southern Illinois University-Edwardsville
Department of Special Education and Communication disorders
Graduate Program in Speech-Language Pathology

2011-2012
STUDENT PROGRAM HANDBOOK

INTRODUCTION

The graduate program in Speech-Language Pathology at SIUE seeks to advance the study of human communication sciences and disorders within a culturally and linguistically diverse society. Intellectual growth is promoted through the recognition and expression of multiple theoretical, cultural, and individual perspectives. 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; and undertake careers dedicated to lifelong expansion of professional knowledge.

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. The Speech-Language Pathology program is designed to meet the academic, clinical and professional training requirements 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 program 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 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 program. Requirements, forms and procedures pertaining to clinical training in the Speech, Language and Hearing Center are contained in a separate handbook. You are reminded that the procedures in this handbook are in addition to those provided in the SIUE Graduate catalog. Each student is responsible for all the material covered in the catalogs. Material in this handbook is subject to change. The on-line handbook will be undated as you progress through your program. You should check the handbook regularly. 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, PRAXIA 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

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

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

Regulatory Agency for Licensure – Illinois Department of Professional Regulations (IDPR)
Students graduating from the prescribed program are eligible for an Illinois license in speech-language pathology. Graduating students who will be employed in hospitals, nursing homes, rehabilitation centers, and other medical facilities must apply for a temporary license prior to completing the CF year. Application information may be found on the IDPR website at www.idfpr.com/dpr/apply/spch.asp.

Illinois Department of Professional Regulations
320 West Washington Street
Springfield, Illinois 62786
Phone: 217-782-8556
Fax: 217-782-7645
Web site: www.idfpr.com/DPR

Language, Speech and Hearing Contacts in State Education Agency – Illinois State Board of Education (ISBE). The SPPA program is approved for a type 73 certificate to work in the Illinois public schools. Students apply for certification during their final semester by completing an on-line application. Students must pass the Basic Skills tests and the content area test in Speech-Language Pathology Non-teaching to receive the type 73 certificate. Application information may be found on the Illinois State Board of Education website at www.isbe.net/ECS.

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

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

SLP and AUD Regulatory Agency - Missouri Board of Registration for the Healing Arts
Students interested in becoming licensed in the State of Missouri should contact the Missouri Board of Registration for the Healing Arts at <http://pr.mo.gov/healingarts.asp> or healingarts@pr.mo.gov. Approximately 50% of students graduating from the program reside and decide to become employed in Missouri. Many SLPs hold licensure in Illinois and in Missouri.

Speech, Language, and Hearing Contacts in State Education Agency – Missouri Department of Elementary and Secondary Education (DESE)

Students wanting to work in the public schools in Missouri will meet certification requirements by first becoming licensed through the Missouri Board of Registration for the Healing Arts. See above for website information. Additional information regarding certification to work in the public schools in Missouri may be found on the DESE website at www.dese.mo.gov.

A student services certificate of license to teach as a speech-language pathologist valid for a period of five (5) years from the effective date on the certificate will be issued to those persons meeting the following requirements:

- A. Possess a master's or higher degree from a state-approved program for speech-language pathologists;
- B. Possess a valid, unencumbered, undisciplined Missouri license as a Speech Language Pathologist from the Missouri Board of Registration for the Healing Arts; and
- C. Complete the PRAXIS II Specialty Area Test titled Speech-Language Pathology designated by the State Board of Education with a score equal to or greater than the Missouri qualifying score.

Midwestern Adult Communication Disorder Group (MACDG). The purpose of this organization is to provide continuing education to speech-language pathologists in the community. There are generally four programs a year in which national, state and local speakers are invited to present the most current information on disorders. In addition to the discounted student membership fee, students receive a substantial discount for each program. Membership includes reduced fees for workshops, no charge for evening events, and opportunities for participation in planning events. Information may be found on the MACDG website at <http://macdg.org>.

STUDENTS RIGHTS AND GRIEVENCES

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.siu.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* (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.siu.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 makeup 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.siu.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.siu.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/1i6.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)
- Clemson University-Center for Academic Integrity (<http://www.academicintegrity.org/>)
- University at Albany-Center for Excellence in Teaching & Learning (http://www.albany.edu/teachingandlearning/tlr/teaching_resources/prevention.shtml)
- Council of Writing Program Administrators
- Defining and Avoiding Plagiarism – WPA Statement
- Indiana University Bloomington-How to Recognize Plagiarism (<http://www.indiana.edu/%7Eistd/>)
- Plagiarism and cyber-plagiarism: A guide to selected resources on the Web (<http://www.ala.org/ala/mgrps/divs/acrl/publications/crlnews/2003/jun/plagiarismcyberplagiarism.cfm>)
- Plagiarism and How to Avoid It (<http://ec.hku.hk/plagiarism/introduction.htm>)
- Resource Guide for Promoting Academic Honesty (<http://provost.syr.edu/provost/units/academicprograms/academicintegrity/>)

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>).

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.

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/>

**COUNCIL ON ACADEMIC ACCREDITATIONS IN AUDIOLOGY AND SPEECH-
LANGUAGE PATHOLOGY-PROCEDURES FOR COMPLAINT AGAINST
GRADUATE EDUCATION PROGRAMS**
(updated July 2010)

Procedures for Complaints Against Graduate Education Programs

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

Criteria for Complaints

Complaints about programs must meet the following criteria:

- a) be against an accredited graduate education program or program in candidacy status in audiology and/or speech language pathology,
- b) relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech Language Pathology,
- c) clearly describe the specific nature of the conduct being complained about, which must have occurred at least in part within 5 years of the date the complaint is filed, the relationship of the complaint to the accreditation standards, and provide supporting data for the charge.

Complaints must meet the following submission requirements:

- a) include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA,
- b) include the complainant's name, address and telephone contact information and the complainant's relationship to the program in order for the Accreditation Office staff to verify the source of the information,
- c) be signed and submitted in writing via U.S. mail, overnight courier, or hand delivery to the following address: Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850
- d) will not be accepted by email or facsimile.

The complainant's burden of proof is a preponderance, or greater weight, of the evidence. Complaints against a program may be submitted even if separate action is pending against the program by another body except as outlined above.

Determination of Jurisdiction

Within 15 days of receipt of the complaint, National Office staff will acknowledge receipt of the complaint and will forward a copy of the complaint, from which any information that would reveal the complainant's identity has been redacted, to the Executive Committee of the CAA. The original letter of complaint will be placed in a National Office file separate from the program's accreditation file.

The Executive Committee of the CAA will determine whether the complaint meets the above-specified criteria. Accreditation staff will verify the accreditation status of the program against which the complaint is filed and will distribute the redacted complaint to the Executive Committee. The Executive Committee of the CAA will then vote to determine whether the complaint meets the above criteria. An affirmative vote by two-thirds of the voting members of the Executive Committee, exclusive of the chair, is required to proceed with an investigation of a complaint.

If the Executive Committee of the CAA makes the determination that the complaint does not meet the above listed criteria, the complainant will be informed within 30 days of the letter transmitting the complaint to the Executive Committee that the CAA will not investigate the complaint.

Investigation of Complaint

If the Executive Committee of the CAA determines that the complaint satisfies the above listed criteria, the CAA will investigate the complaint.

- a) The chair of the CAA will inform the complainant within 30 days of the letter transmitting the complaint to the Executive Committee that the Council will proceed with an investigation. Because it may be necessary to reveal the identity of the complainant to the affected program or to other potential sources of relevant information, the complainant will be required to sign a waiver of confidentiality within 30 days of the letter indicating that the CAA will proceed with its investigation. The complainant will be given the opportunity to withdraw the complaint during that time. If the complainant does not wish to pursue the matter, the investigation will be concluded. As noted above, if the complainant does not wish to withdraw the complaint, the complainant will be asked to keep the initiation of an investigation confidential by signing the waiver.
- b) Within 15 days of receipt of the waiver of confidentiality or after the 30-day period for withdrawing the complaint has elapsed if the waiver was submitted with the complaint, the chair of the CAA will notify the program director and the institution's president or president's designee by certified return receipt mail that a complaint has been registered against the program. The notification will include a copy of the complaint from which the name of the complainant has been redacted. The program's director and the institution's president or president's designee will be requested to provide complete responsive information and supporting documentation that they consider relevant to the complaint within 45 days of the date of the notification letter.

- c) Within 15 days of receipt of the program's response to the complaint, the chair of the CAA will forward the complaint and the program's response to the complaint to the CAA. The identities of the complainant and the program under investigation will not be revealed to the members of the CAA or to recipients of requests for information, unless a majority of CAA members consider such disclosure necessary for the proper investigation of the complaint. If the majority of Council members concludes that individuals other than the complainant, the program director, and the institution's president or president's designee may have information relevant to the complaint, the chair of the CAA will request such information. All conflict of interest policies, as described in the CAA Accreditation Manual, regarding CAA members' participation in investigations will also apply to these complaint procedures.
- d) After reviewing all relevant information, the CAA will determine its course of action within 30 days. Such actions include, but are not limited to the following:
- Dismissing the complaint;
 - Recommending changes in the program to be implemented within a specified period of time (except for those areas that are solely within the purview of the institution);
 - Continuing the investigation through an on site visit to the program;
 - Placing the program on probation;
 - Withholding/withdrawing accreditation.
- e) If the CAA determines that a site visit is necessary, the program director and the institution's president or president's designee will be notified, and a date for the site visit will be expeditiously scheduled. The program is responsible for payment or reimbursement of reasonable expenses associated with the site visit. The site visit team is selected from the current roster of CAA site visitors and includes the required composition of all typical site visit teams. During the site visit, consideration is given only to those standards with which the program is allegedly not in compliance. The site visit team will submit a written report to the CAA no later than 30 days following the site visit. As with all other site visits, only the observations of the site visitors will be reported; site visitors will not make accreditation recommendations. The CAA will forward the report to the program director and the institution's president or president's designee within 15 days of receiving the report from the site visit team. The program or institution shall be given 30 days from the date on which the report is postmarked to the program director and the president or president's designee to provide a written response to the chair of the CAA. The purpose of the response is to comment on the accuracy of the site visit report and respond to it.
- f) The CAA will review all evidence before it, including the site visit report and the program's response to the report, and will take one of the following actions within 21 days of receipt of the program's response:
- Dismissing the complaint;

- Recommending modifications of the program to be implemented within a specified period of time (except for those areas that are solely within the purview of the institution);
 - Placing the program on probation;
 - Withholding/withdrawing accreditation.
- g) If the CAA withholds/withdraws accreditation, the program director and the institution's president or president's designee will be informed within 15 days of the CAA decision that accreditation has been withheld/withdrawn. That notification will also include a statement describing the justification for the decision, and shall inform the program of its option to request Further Consideration. Further Consideration is the mechanism whereby the program can present documentary evidence of compliance with the appropriate standards and ask the CAA to reevaluate its decision to withhold/withdraw accreditation.
- h) If the program does not exercise its Further Consideration option in a timely manner, the CAA's decision to withhold/withdraw accreditation will be final and no further appeal may be taken. If accreditation is withheld/withdrawn, the chair of the CAA will notify the Secretary of the U.S. Department of Education at the same time that it notifies the program of the decision.
- i) If the program chooses to request Further Consideration, the CAA must receive the request within 30 days from the date of the notification letter. With the request for Further Consideration, the program must submit additional written documentation to justify why accreditation should not be withheld/withdrawn. No hearing shall occur in connection with Further Consideration requests. The CAA will evaluate the request for Further Consideration and take one of the following actions within 30 days:
- Recommending modifications of the program to be implemented within a specified period of time (except for those areas that are solely within the purview of the institution);
 - Placing the program on probation;
 - Withholding/withdrawing accreditation.
- j) Within 15 days of its decision, the CAA will notify the program and the complainant of its decision.
- k) If the CAA decision after Further Consideration is to withhold/withdraw accreditation, the program may appeal the decision in accord with the Appeal Procedures described herein.

Summary of Time Lines

The following summarizes the time lines in the complaint process, beginning from the date a complaint is received.

- Complaint is acknowledged within 15 days of receipt and forwarded to CAA Executive Committee
- If Executive Committee determines that complaint does not meet criteria for complaints, complainant is informed within 30 days that CAA will not investigate.
- If Executive Committee determines that complaint meets criteria, complainant is informed within 30 days of the determination that CAA will proceed with investigation.
- Complainant is given 30 days to sign waiver of confidentiality or withdraw the complaint.
- Within 15 days of receipt of waiver of confidentiality, the complaint is sent to the program for response, which must be submitted within 45 days.
- Within 15 days of receipt of program's response, the chair forwards complaint and program response to CAA for review.
- Within 30 days, CAA determines course of action.
- If CAA determines that a site visit is necessary, it is scheduled and site visit team submits report to CAA within 30 days of visit.
- Site visit report is forwarded to program for response within 30 days.
- CAA takes action within 21 days of program's response.
- If CAA withholds/withdraws accreditation, program is notified within 15 days of CAA's decision.
- Program has 30 days to request Further Consideration.
- If program does not request Further Consideration, decision is final and CAA notifies Secretary of U.S. Department of Education; if program timely requests Further Consideration, CAA takes action within 30 days.
- CAA informs program and complainant within 15 days of decision following Further Consideration.

American Speech-Language-Hearing Association

Citing: CAA Complaint Procedures

URL: http://www.asha.org/academic/accreditation/accredmanual/section8.htm#Complaints_programs

PART II. ACADEMIC PREPARATION

SPEECH-LANGUAGE PATHOLOGY

The professions of speech-language pathology and audiology serve more than 20 million Americans with communication disorders.

A **speech-language-pathologist** is devoted to the study of human communication, its normal development, and its related disorders. Responsibilities might include identifying, evaluating and remediating communication disorders. In addition, a speech-language pathologist is concerned with prevention, early identification of problems, and research into the causes and treatment of these problems (www.asha.org/docs/pdf/SP2007-00283.pdf).

Speech-language pathologists work in public and private schools, hospitals, single-purpose and multidisciplinary agencies and clinics, nursing homes and private practices.

An **audiologist** is concerned with normal and defective hearing. Responsibilities include the prevention of hearing loss and the identification and rehabilitation of those who have impaired hearing. An audiologist uses tests and instruments to determine whether a hearing loss exists, then works to help the person make the best use of the hearing he or she does have. Like the speech-language pathologist, the audiologist also is concerned with research on the hearing process and hearing disorders.

Audiologists find positions with physicians, in hospital and agency settings, industry, schools, and clinics, or private practice.

Educational Preparation

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 certifications and license in speech-language pathology and offers pre-professional work in audiology, but does not offer a clinical doctorate in audiology.

GRADUATE PROGRAM IN SPEECH-LANGUAGE PATHOLOGY

The Department of Special Education and Communication Disorders offers a program leading to the Master of Science degree in speech-language pathology. 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.

Students who complete the program are prepared to accept professional opportunities in health care facilities, community clinics, private practice, and public schools. The program combines classroom instruction and research and provides opportunities for graduate externships in a variety of settings. Students completing the prescribed program are eligible for ASHA certification and an Illinois license in Speech-Language Pathology upon successful completion

of the national examination and the Clinical Fellowship Year. In addition, students are eligible for a Type 73 certificate to work in the public schools.

ADMISSION

To be eligible for admittance to the graduate program, students must submit copies of undergraduate and graduate transcripts, scores from the Graduate Record Examination (GRE), three letters of recommendation (with at least one being from outside their current program), and a 2-page resume.

In addition to the general admission requirements of the Graduate School, the department requires a 3.0 grade point average (A=4.0) to *apply* to the program; however, most students *accepted* to the graduate program in the past years have had an overall grade point average of 3.7 or above. The majority of students have completed a bachelor's degree in speech pathology with specific undergraduate course work. Students with undergraduate degrees in related fields must complete undergraduate pre-requisite coursework prior to applying to the graduate program. Appendix A: *One-Year Coursework for 2nd Degree Students* outlines these requirements.

According to the graduate catalog, "Applicants must be accepted by the graduate program in which they intend to pursue a degree as indicated on the application and, therefore, must meet any requirements established by the program in addition to those of the graduate school."

PROGRAM OF STUDY

Thirty-six (36) academic 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 eight 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.

Students are expected to complete at least three clinical experiences in the Speech, Language and Hearing Center in addition to a diagnostic practicum and a clinical procedures course in audiology (3.0 credit hours each). Students are also expected to complete at least two off-campus practicum experiences in educational and medical settings (6.0 credit hours each). Student 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 to be enrolled in any practicum experiences and a 3.0 G.P.A. is required for program retention. 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. 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 (http://www.asha.org/certification/slp_standards.htm#Std_VI-BImpl).

Thesis Plan

Required courses (22 hours of core course work): SPPA 469, 503, 520, 544, 545, 548, 560
Plus (minimum of 8 hours from the following): SPPA 498, 511, 515, 540, 541, 542, 543, 547, 551, 555, 558, other approved coursework in the area of specialization or related areas)

Thesis (6 hours): SPPA 599.

Non-thesis Plan

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

Electives: (minimum of 2 hours) within the specialization or in related areas. Students having completed an approved course in AAC as an undergraduate student will need to complete an additional 3.0 credit hours of elective requirements.

See Appendix B for a sample graduate program curriculum.

MEETING COURSE REQUIREMENTS

In order to demonstrate competency of the learning objectives in course work, students must meet a 76% criteria for assignments that assess each of the course's learning objectives. If a student does not meet this minimum requirement, the student will need to meet with the instructor and complete an action plan. The action plan will not change the grade of the assignment. It is designed to remediate and to ensure that the student has acquired the required knowledge. Below outlines procedures for the remediation process:

Remediation Policy

The following policy was developed by the Speech-Language Pathology Program at SIUE in accordance with the Knowledge and Skill Standards from the Council of Academic Programs of the American Speech-Language-Hearing Association.

- i. Students need to contact professor to arrange meeting within 1 week of receiving a returned assignment or test needing remediation
- ii. The 1-week deadline may be extended on a case-by-case basis with instructor approval
- iii. Remediation plan needs to be developed, signed by the student and instructor and dated
- iv. Remediation completion date is decided with student but must be within 1 month to best help the students learn the material
- v. If remediation is not acceptable, the students must redo the remediation

- vi. The student must set an appointment with the instructor within 1 week of receiving the unacceptable remediation.
- vii. Students must meet content area objectives of their program
- viii. All remediation must be completed prior to exit requirements (thesis/comprehensive exams)
- ix. Students may not remain in courses beyond the second week of the semester if remediation has not been completed for pre-requisite coursework
- x. Students will not be placed in an off-campus practicum unless remediation is completed for all courses required for that placement
- xi. Students may appeal decisions to the department's Academic Affairs Committee and should refer to the SIUE website for other grievance procedures

TRACKING PROGRESS OF THE KNOWLEDGE AND SKILLS

Graduate faculty members advise students during their program of study. All graduate students should retain copies of their academic program outlined by their advisor. Students must be proactive during the advising process and review the program requirements in the graduate and undergraduate catalogs, the university schedule of courses, and the *SIUE Knowledge and Skills Acquisition (KASA) Summary* (http://www.asha.org/certification/slp_standards.htm#Std_VI-BImpl).

All students in collaboration with their academic advisor are responsible for tracking the acquisition of the knowledge and skills required for ASHA certification. The program tracks student progress through a computer system called the "Student Assessment Management System" (SAMS) developed by the University of Cincinnati. SAMS allows professors and clinical instructors to enter student progress on the knowledge objectives met through course work and the skill objectives met through practicum experiences. SAMS also allows professors and clinical instructors to enter information such as the number of clinical hours completed and scores on the PRAXIS exam.

Students may log into the SAMS program from any computer with internet access in order to view their progress on the knowledge objectives, skill objectives, and other trackable information. Students have access to the following screens: 1) a login page from <http://sams.slpasoft.com>; 2) main menu; 3) directory information; clinical hour summary; 4) knowledge objectives summary; 5) skill objectives summary; 6) prerequisites; 7) trackables; and 8) KASA form summarizing all of the knowledge and skills and clinical hours. Samples of these pages are contained at <http://sams.slpasoft.com>. Students must be assigned a user name and password to review these screens.

Students receive detailed training on the system in orientation meetings scheduled during the first semester of the graduate program. Questions concerning the system can be directed to Dr. Amie King at 618-650-5751 or aking@siue.edu.

Each student must periodically review information recorded in SAMS throughout their graduate program and discuss it with their advisor. At the conclusion of the graduate program, the program director will review the information documented in SAMS and complete the *Verification by Program Director* page at <http://www.asha.org/uploadedFiles/certification/05SLPapp.pdf>. This verification is required to be certified by ASHA.

Students must be prepared to document how the knowledge and skills are being met. Documentation requires the accumulation of various artifacts collected throughout their academic and clinical training. Artifacts include, but are not limited to: course syllabi, oral and written reports and presentations, case studies, labs, research abstracts and reports, lesson plans, clinical reports, transcripts, individual and group projects, supervisory evaluations, language and speech samples, etc. The student's advisor will guide and monitor the collection of artifacts to document the student's progress through the knowledge and skills specified by the standards.

FINAL EXAMINATION

All students must pass either a written or an oral comprehensive examination administered by the graduate faculty in speech-language pathology. The examination covers the broad areas of speech and language sciences, speech-language pathology and audiology (See Appendix D: *Policy and Procedures for the Comprehensive Examination in SPPA*). All students may choose the thesis option in lieu of a written examination (See Appendix E: *M.S. Thesis Manual*). Whether the student completes the non-thesis or thesis plan of study, the student will be evaluated according to the *Goals for Graduate Student Learning in Speech-Language Pathology* (See Appendix F).

In addition students seeking a Type 73 certificate to work in the public schools must pass the Illinois Test of Basic Skills before completing their program. Students must also pass the Content Area Test in Speech-Language Pathology Non-Teaching prior to applying for the Type 73 certificate.

EXIT ADVISEMENT

All graduate students should schedule an exit advisement appointment with their academic advisor following completion of their comprehensive examination or submission of their thesis to the Graduate School. During this appointment, the student and the advisor will review the KASA and verify the *Verification by Program Director* page of the summary. The advisor will also provide the student with the necessary paperwork and review the applications for ASHA certification, an Illinois license and a Type 73 certificate. The student will complete an exit questionnaire about his/her experience in the graduate program. Students are also asked to complete alumni questionnaires and employment information. The data obtained from these questionnaires are used for program assessment.

Students should take the PRAXIS Exam and have their scores forwarded to the program prior to graduation. Students generally take this examination during the spring semester of their second year of graduate school. This examination is required for the Illinois license in Speech-Language Pathology and for Certification from ASHA. Information regarding the PRAXIS may be found at www.ets.org/praxis.

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 III. PROFESSIONAL CREDENTIALS

ASHA Certification

ASHA 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, and successfully completed a supervised Clinical Fellow Year. Guideline information for the CCC is found <http://www.asha.org/students/join-ASHA/recommended.htm>. For additional information, contact:

ASHA
2200 Research Blvd
Rockville, MD 20850
(800) 498-2071
www.asha.org

Illinois 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. The current licensure law for the State of Illinois is found at www.idfpr.com/dpr/WHO/spch.asp.

Characteristics of Licensure Law

The information below is collected from state licensure boards or regulatory agencies responsible for regulating the professions of SLP and/or AUD. It is intended **for informational use only**, and should not be construed as legal advice.

Contact the state's licensure board or regulatory agency for exact licensure, certification, or registration requirements in your jurisdiction. Information about the Illinois State Board of Education Standards in Speech-Language Pathology can be found at www.isbe.net/spec-ed/pdfs/structure_ca-standards.pdf

Initial Licensure Requirements:

- Master's or doctoral degree in speech-language pathology or audiology from a program approved by the Department
- Three hundred fifty hour clinical practicum
- Passage of a national examination recognized by the Department
- For a license as a speech-language pathologist, the completion of the equivalent of 9 months of supervised experience. For a license as an audiologist, have completed a minimum of 1,500 clock hours of supervised experience.

Exemptions:

1. Students
2. Individuals appropriately certified by the Illinois State Board of Education
3. CAOHC technicians
4. Hearing aid dealers
5. Department of Public Health credentialed hearing screeners
6. Vestibular function testing by a physician-supervised individual
7. Persons providing speech-language pathology or audiology services as long as such person is directly supervised by a licensed speech-language pathologist or audiologist.

Reciprocity:

Upon payment of the required fees, a speech-language pathologist or audiologist licensed under the laws of another state or territory of the United States may receive a license if:

1. The requirements of the other state or territory were at the date of licensure substantially equivalent to those in force in this state
OR
2. The requirements of the other state or territory of the United States, together with educational and professional qualifications (as distinguished from practical experience) of the applicant since obtaining a license as a speech-language pathologist in such state are substantially equivalent to the requirements in force in Illinois at the time of application for licensure as a speech-language pathologist or audiologist
AND
3. The department will accept a CCC in lieu of certification of postgraduate experience and proof of passage of an examination.

Interim Practice/Temporary Licensure:

Clinical fellows must obtain a temporary license.

Continuing Education for Licensure Renewal:

Twenty hours of CE are required per biennial renewal cycle; ASHA and affiliates are pre-approved CE sponsors.

Application and additional information may be found on the IDPR website at www.idfpr.com/dpr/apply/spch.asp.

Illinois Department of Professional Regulations
320 West Washington Street
Springfield, Illinois 62786
Phone: 217-782-8556
Fax: 217-782-7645
Web site: www.idfpr.com/DPR

Illinois 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. Students must pass the Basic Skills tests and the content area test in Speech-Language Pathology Non-teaching to receive the type 73 certificate. Application information may be found on the Illinois State Board of Education website at www.isbe.net/ECS. See www.idfpr.com/dpr/WHO/spch.asp to review the *Illinois State Board of Education Standards in Speech-Language Pathology*.

Characteristics of State Teacher Requirements

The following information summarizes the requirements currently necessary to begin work in the public school system as a speech-language pathologist.

This information has been collected by researching individual state department of education regulations and policy documents, state administrative code provisions and by contacting each state department of education. Please be advised that regulations and policy may change at any time, so always check with your state department of education for the most up-to-date information.

1. Type 10 Teaching Certificate (Standard Special Certificate in Speech and Language Impaired) - Includes passage of Basic Skills Test and subject matter knowledge test in Speech and Language Impaired, or Type 03 Teaching Certificate (elementary) and Type 09 (secondary certificate), or Type 73 (School Service Personnel) certificate endorsed in non-teaching speech-language pathology.
2. Master's degree and must meet comprehensive listing of competencies/standards.

Continuing Education Requirement

- To renew a Type 10 or Type 03 AND Type 09 w/out state licensure or ASHA CCC: 120 CPDUs every five years
- To renew a Type 10 or Type 03 and 09 with ASHA CCC but no state licensure: 120 CPDUs every 10 years
- To renew a Type 10 or Type 03 and 09 with state licensure: Satisfy state licensure renewal requirements or 20 hours every two years
- To Renew a Type 73 (School Service Personnel): No continuing professional development requirement addressed in statute or rules at this time

Note: *A speech-language pathologist or audiologist licensed under the Illinois Speech-Language Pathology and Audiology Practice Act and who has met the continuing education requirements of the Act shall be deemed to have satisfied the CE requirements established by the State Board of Education and the Teacher Certification Board to renew a Standard Certificate. CCC holders may renew a Standard Teaching Certificate pursuant to the 10-year renewal cycle.*

Emergency Certification

None granted for areas of special education or for teacher certification requirements.

Support Personnel

There are two types of support personnel used in Illinois public schools, speech-language pathology assistants licensed by the Illinois Department of Professional Regulation (IDPR) and speech-language pathology paraprofessionals.

Speech-language pathology assistants must be licensed by the Department of Professional Regulation and must complete a two-year training program. Assistants must have 20% of direct supervision by a state-licensed speech-language pathologist. SLP paraprofessionals must be approved by the State Board of Education and hold a bachelor's degree in communication disorders as well as Illinois teaching certification. Such paraprofessionals may be implemented when an entity has exhausted all search efforts for a certified speech-language pathologist and has been unable to employ such an individual. Any entity that employs a paraprofessional under this program must continue to post the vacancy and actively search for a fully qualified speech-language pathologist. Any supervisor of such a paraprofessional must hold credentials from the state board of education as well as state licensure (IDPR). For more information see the ISBE website at <http://www.isbe.state.il.us/certification/requirements/toc.htm>.

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.
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. Admission to the program is a competitive process. Not all applicants are accepted.

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	3

- 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. Approval of speech-language pathology and audiology coursework over 10 years old is at the discretion of the program faculty.

Students apply for graduate study during Fall Semester. The Program’s graduate application deadline is January 15th.

Appendix B

CURRICULUM GUIDE WORKSHEET

Non-Thesis Plan

+ Summer	Fall	Spring
**498 AAC (if not taken as undergraduate)	541 Phonologic Dis Spec Populations	548 Dysphagia
*Elective	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 or/and 549a Diagnostic Practicum or/and
	469 Clinical Procedures in Hrg (3.0)	469 Clinical Procedures in Hrg (3.0)

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

+ Students are **strongly encouraged** to begin their graduate studies the summer prior to the first fall. Students may begin taking electives and/or 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.

Appendix C

APPENDIX V-B: DOCUMENTATION OF SPEECH-LANGUAGE PATHOLOGY KNOWLEDGE AND SKILLS WITHIN THE CURRICULUM

Provide the course number and title for the academic and clinical course(s), practicum experience(s) and other source(s) of experience that provide students opportunity to acquire knowledge and skills across the SLP curriculum.

Standard III-A	Course Title and #	Practicum Experience Title and #
<p>The applicant must demonstrate knowledge of the principles of:</p> <ul style="list-style-type: none"> • Biological sciences • Physical sciences • Mathematics • Social/Behavioral sciences 	Met through undergraduate transcript review	N/A
Standard III-B	Course Title and #	Practicum experience Title and #
<p>The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases</p>		<p>SPPA 549 A – Graduate Practicum in speech-Language Pathology I SPPA 549 B – Graduate Practicum in Speech-Language Pathology II SPPA 549 C – Graduate Practicum in Speech-Language Pathology III</p>
<p>• Basic Human Communication Processes</p>		
<ul style="list-style-type: none"> • Biological 	<p>SPPA 520 – Neurology SPPA 542 – Seminar in Voice Disorders SPPA 547 – Motor Speech Disorders</p>	
<ul style="list-style-type: none"> • Neurological 	<p>SPPA 520 – Neurology SPPA 542 – Seminar in Voice Disorders SPPA 545 – Acquired Communication Disorders in Adults SPPA 547 – Motor Speech Disorders</p>	
<ul style="list-style-type: none"> • Acoustic 	<p>SPPA 469 – Clinical Procedures HI</p>	
<ul style="list-style-type: none"> • Psychological 	<p>SPPA 545 – Acquired Communication Disorders in Adults</p>	
<ul style="list-style-type: none"> • Developmental/Lifespan 	<p>SPPA 520 – Neurology</p>	
<ul style="list-style-type: none"> • Linguistic 	<p>SPPA 541 – Phonologic Disorders in Special Populations</p>	

	SPPA 544 – Seminar in Language Disorders in Children SPPA 545 – Acquired Communication Disorders in Adults	
● Cultural	SPPA 541 – Phonologic Disorders in Special Populations SPPA 544 – Seminar in Language Disorders in Children	
● Swallowing Processes		
● Biological	SPPA 548 - Dysphagia	
● Neurological	SPPA 548 - Dysphagia	
● Psychological	SPPA 548 - Dysphagia	
● Developmental/Lifespan	SPPA 548 - Dysphagia	
● Cultural	SPPA 548 - Dysphagia	
Standard III-C	Course Title and #	Practicum experience Title and #
The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:		SPPA 549 A – Graduate Practicum in speech-Language Pathology I SPPA 549 B – Graduate Practicum in Speech-Language Pathology II SPPA 549 C – Graduate Practicum in Speech-Language Pathology III
Articulation <ul style="list-style-type: none"> ● Etiology ● Characteristics 	SPPA 541 – Phonologic Disorders in Special Populations SPPA 547 – Motor Speech Disorders	
Fluency <ul style="list-style-type: none"> ● Etiology ● Characteristics 	SPPA 543 – Fluency Disorders	
Voice and resonance, including respiration and phonation <ul style="list-style-type: none"> ● Etiology ● Characteristics 	SPPA 542 – Seminar in Voice Disorders SPPA 547 – Motor Speech Disorders	
Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities <ul style="list-style-type: none"> ● Etiology ● Characteristics 	SPPA 541 – Phonologic Disorders in Special Populations SPPA 544 – Seminar in Language Disorders in Children SPPA 545 – Acquired Communication Disorders in Adults	
Hearing, including the impact on speech and language <ul style="list-style-type: none"> ● Etiology ● Characteristics 	SPPA 469 – Clinical Procedures HI	
Swallowing (oral, pharyngeal, esophageal, and related functions,	SPPA 548 - Dysphagia	

including oral function for feeding; orofacial myofunction) <ul style="list-style-type: none"> • Etiology • Characteristics 		
Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning) <ul style="list-style-type: none"> • Etiology • Characteristics 	SPPA 545 – Acquired Communication Disorders in Adults	
Social aspects of communication (e.g., behavioral and social skills affecting communication) <ul style="list-style-type: none"> • Etiology • Characteristics 	SPPA – 498 Augmentative and Alternative Communication SPPA 544 – Seminar in Language Disorders in Children SPPA 545 – Acquired Communication Disorders in Adults	
Communication modalities (including oral, manual, augmentative and alternative communication techniques, and assistive technologies) <ul style="list-style-type: none"> • Characteristics 	SPPA – 498 Augmentative and Alternative Communication SPPA 545 – Acquired Communication Disorders in Adults SPPA 547 – Motor Speech Disorders	
Standard III-D	Course Title and #	Practicum experience Title and #
The applicant must possess 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 of the disorders.		SPPA 549 A – Graduate Practicum in speech-Language Pathology I SPPA 549 B – Graduate Practicum in Speech-Language Pathology II SPPA 549 C – Graduate Practicum in Speech-Language Pathology III
Articulation <ul style="list-style-type: none"> • Prevention • Assessment • Intervention 	SPPA 541 – Phonologic Disorders in Special Populations SPPA 547 – Motor Speech Disorders	
Fluency <ul style="list-style-type: none"> • Prevention • Assessment • Intervention 	SPPA 543 – Fluency Disorders	
Voice and resonance, including respiration and phonation <ul style="list-style-type: none"> • Prevention • Assessment • Intervention 	SPPA 542 – Seminar in Voice Disorders SPPA 547 – Motor Speech Disorders	
Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities <ul style="list-style-type: none"> • Prevention • Assessment • Intervention 	SPPA 541 – Phonologic Disorders in Special Populations SPPA 544 – Seminar in Language Disorders in Children SPPA 545 – Acquired Communication Disorders in Adults	

Hearing, including the impact on speech and language <ul style="list-style-type: none"> • Prevention • Assessment • Intervention 	SPPA 469 – Clinical Procedures HI	
Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction) <ul style="list-style-type: none"> • Prevention • Assessment • Intervention 	SPPA 548 - Dysphagia	
Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning) <ul style="list-style-type: none"> • Prevention • Assessment • Intervention 	SPPA 544 – Seminar in Language Disorders in Children SPPA 545 – Acquired Communication Disorders in Adults	
Social aspects of communication (e.g., behavioral and social skills affecting communication) <ul style="list-style-type: none"> • Prevention • Assessment • Intervention 	SPPA 498 - Augmentative and Alternative Communication SPPA 544 – Seminar in Language Disorders in Children SPPA 545 – Acquired Communication Disorders in Adults	
Communication modalities (including oral, manual, augmentative and alternative communication techniques, and assistive technologies) <ul style="list-style-type: none"> • Assessment • Intervention 	SPPA – 498 Augmentative and Alternative Communication SPPA 545 – Acquired Communication Disorders in Adults	
Standard III-E	Course Title and #	Practicum experience Title and #
The applicant must demonstrate knowledge of standards of ethical conduct.	SPPA 469 – Clinical Procedures HI SPPA – 498 Augmentative and Alternative Communication SPPA 503 – Research Methods SPPA 541 – Phonologic Disorders in Special Populations SPPA 542 – Seminar in Voice Disorders SPPA 543 – Fluency Disorders SPPA 544 – Seminar in Language Disorders in Children SPPA 545 – Acquired Communication Disorders in Adults SPPA 547 – Motor Speech Disorders SPPA 548 – Dysphagia SPPA 506 – Professional Issues	SPPA 549 A – Graduate Practicum in speech-Language Pathology I SPPA 549 B – Graduate Practicum in Speech-Language Pathology II SPPA 549 C – Graduate Practicum in Speech-Language Pathology III
Standard III-F	Course Title and #	Practicum experience Title and #

<p>The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.</p>	<p>SPPA 469 – Clinical Procedures HI SPPA – 498 Augmentative and Alternative Communication SPPA 503 – Research Methods SPPA 541 – Phonologic Disorders in Special Populations SPPA 542 – Seminar in Voice Disorders SPPA 543 – Fluency Disorders SPPA 544 – Seminar in Language Disorders in Children SPPA 545 – Acquired Communication Disorders in Adults SPPA 547 – Motor Speech Disorders SPPA 548 – Dysphagia SPPA 560 – Professional Issues</p>	<p>SPPA 549 A – Graduate Practicum in speech-Language Pathology I SPPA 549 B – Graduate Practicum in Speech-Language Pathology II SPPA 549 C – Graduate Practicum in Speech-Language Pathology III</p>
<p>Standard III-G</p>	<p>Course Title and #</p>	<p>Practicum experience Title and #</p>
<p>The applicant must demonstrate knowledge of contemporary professional issues.</p>	<p>SPPA 503 – Research Methods SPPA 560 – Professional Issues</p>	<p>SPPA 549 A – Graduate Practicum in speech-Language Pathology I SPPA 549 B – Graduate Practicum in Speech-Language Pathology II SPPA 549 C – Graduate Practicum in Speech-Language Pathology III</p>
<p>Standard III-H</p>	<p>Course Title and #</p>	<p>Practicum experience Title and #</p>
<p>The applicant must demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.</p>	<p>SPPA 560 – Professional Issues</p>	
<p>Standard IV-B</p>	<p>Course Title and #</p>	<p>Practicum experience Title and #</p>
<p>The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.</p>	<p>SPPA 469 – Clinical Procedures HI SPPA – 498 Augmentative and Alternative Communication SPPA 503 – Research Methods SPPA 520 - Neurology SPPA 541 – Phonologic Disorders in Special Populations SPPA 542 – Seminar in Voice Disorders SPPA 543 – Fluency Disorders SPPA 544 – Seminar in Language Disorders in</p>	<p>SPPA 549 A – Graduate Practicum in speech-Language Pathology I SPPA 549 B – Graduate Practicum in Speech-Language Pathology II SPPA 549 C – Graduate Practicum in Speech-Language Pathology III</p>

	<p>Children SPPA 545 – Acquired Communication Disorders in Adults SPPA 547 – Motor Speech Disorders SPPA 548 – Dysphagia SPPA 560 – Professional Issues</p>	
Standard IV-G	Course Title and #	Practicum experience Title and #
The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:		
1. Evaluation	<p>SPPA 469 – Clinical Procedures HI SPPA – 498 Augmentative and Alternative Communication SPPA 541 – Phonologic Disorders in Special Populations SPPA 542 – Seminar in Voice Disorders SPPA 543 – Fluency Disorders SPPA 544 – Seminar in Language Disorders in Children SPPA 545 – Acquired Communication Disorders in Adults SPPA 547 – Motor Speech Disorders SPPA 548 – Dysphagia</p>	<p>SPPA 549 A – Graduate Practicum in speech-Language Pathology I SPPA 549 B – Graduate Practicum in Speech-Language Pathology II SPPA 549 C – Graduate Practicum in Speech-Language Pathology III</p>
2. Intervention	<p>SPPA 469 – Clinical Procedures HI SPPA – 498 Augmentative and Alternative Communication SPPA 541 – Phonologic Disorders in Special Populations SPPA 542 – Seminar in Voice Disorders SPPA 543 – Fluency Disorders SPPA 544 – Seminar in Language Disorders in Children SPPA 545 – Acquired Communication Disorders in Adults SPPA 547 – Motor Speech Disorders SPPA 548 – Dysphagia</p>	<p>SPPA 549 A – Graduate Practicum in speech-Language Pathology I SPPA 549 B – Graduate Practicum in Speech-Language Pathology II SPPA 549 C – Graduate Practicum in Speech-Language Pathology III</p>
3. Interaction and Personal Qualities	N/A	SPPA 549 A – Graduate Practicum in speech-Language Pathology I

		SPPA 549 B – Graduate Practicum in Speech- Language Pathology II SPPA 549 C – Graduate Practicum in Speech- Language Pathology III
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Appendix D
Policy and Procedures
Comprehensive Examinations in SPPA

Purpose

The comprehensive final examination is one of the culminating activities for the graduate program in speech-language pathology. Students must demonstrate their ability to synthesize concepts and theories learned in the classroom and applied during clinical practicum. The student's ability to merge academic and clinical concepts reflects the interdisciplinary nature of the profession and the broad range and complexity of the clients served by speech-language pathologists.

Format of Exams

The comprehensive examination has two parts: I) 140 multiple-choice questions and II) a case study question.

Part I. Multiple Choice

Each of the faculty members submit multiple-choice questions representing each of their specialty content areas. A subgroup of 20 multiple choice questions is randomly selected from the total group of questions submitted by each faculty member.

Objective multiple choice questions address the following content areas:

- Articulation and phonology including motor speech disorders, cleft palate, myofunctional disorders
- Pediatric/adult dysphagia
- AAC
- Social Communication Disorders including adult and child pragmatic disorders, autism, Asperger's Syndrome, PDD
- Receptive and Expressive Language Disorders including aphasia, reading and writing
- Hearing including basic audiometry, hearing and speech science, aural rehabilitation
- Fluency Disorders
- Cognitive Disorders including right hemisphere, dementia, cognitive processing and ABI
- Voice Disorders including laryngectomy and tracheotomy and ventilator dependent populations

Part II. Case Study. Pairs of faculty members create **one** case study that will address content areas within each faculty member's expertise. The case study includes inter/intra-disciplinary issues such as identification of basic etiology, selection of appropriate assessment tools, interpretation of information, and appropriate choices for remediation. All of these issues must be addressed by the student in the answer to the case study question.

Members of the Comprehensive Examination Committee review the case study submitted from each faculty pair. The purpose of this step is to assure that each case study is equitable in terms of the level of difficulty and that each case study requires the student to synthesize and apply information across coursework and clinical practicum. The case study is selected at random from among those provided each year by faculty.

Deadline for submission of case studies is Friday of the week of midterms of the preceding semester. The current members of the graduate comprehensive examination committee review the case studies. It is also the charge of this committee to determine faculty pairs and send reminders and notices of deadlines. Comprehensive Examination Committee members can change from year to year as all departmental and program committees.

The dates for comprehensive exams are as follows:

Fall Semester - first Friday in October
Spring Semester - first Friday in March
Summer Semester - first Friday in June

Students answer the 140 multiple choice questions in one session of the examination and write on **one** of the randomly selected case studies in the second session of the examination.

Students are given 2 hours for each session of the examination. The proposed schedule is:

9:30 – 11:30 a.m.	Objective questions
11:30 – 12:00 p.m.	Break
12:00 – 2:00 p.m.	Case Study

Comprehensive Examination Committee designee(s) proctor the examination. Students are expected to be seated in the examination room 15 minutes prior to the designated start time. Students begin and complete the examination only at the designated times. No late arrivals are permitted to write the examination.

Grading of Multiple Choice Examination

Multiple-choice questions are scored on a correct or incorrect basis. Students must receive a minimum 76% to pass the multiple choice portion of the examination. Below is the scale for student performance on the multiple choice examination:

Multiple-Choice Questions
< 76% - does not meet expectations
77 – 91% - meets expectations
92 – 100% - exceeds expectations

Grading of Case Studies

Each case study is evaluated on four qualities: depth and breadth of knowledge, effectiveness of written communication, ability for analytical thinking, and evidence of best practice, values and ethics of the profession. Each faculty member independently scores their case study on a 1 to 5

rating scale for these four qualities. Each faculty member averages the quality scores for a final score for their case study.

The rating scale is indicated below (see *Grading Rubric for Case Study* in this document):

- 1= poor
- 2= below average
- 3= average
- 4= above average
- 5= excellent

Given that a five-point scale is used for scoring, the following scale reflects the student's performance level:

- Case Study
- < 3.0 – does not meet expectations
- 3.0-4.0 – meets expectations
- 4.1 -5.0 – exceeds expectations

Examination Pass/Fail Criteria

Students must achieve 76% accuracy on the multiple-choice questions and attain an average of 3.0 or above from each faculty member on the case study in order to pass the comprehensive examination.

Students who do not meet the criteria must retake the examination within two weeks after notification of failure of one or both sessions. The date of the retake examination is assigned by the program director. The retake examination schedule is the same as the initial examination schedule and the student participates only in the session(s) they failed. The examination will be proctored.

Retake guidelines are outlined below:

1. Students who earn below 76% accuracy on the multiple-choice questions must retake the first section of the comprehensive examination and achieve pass criteria.
2. Students who earn below a 3.0 from one or both faculty on a case study must retake the second section of the comprehensive examination and be reassessed by the faculty pair of the initial examination question.
3. Students who fail one or both sections of the retake examination must orally present a case from their practicum experience in the areas of concern and satisfactorily respond to questions presented by faculty during the presentation.
4. Students who fail the oral presentation of a case study must retake the written comprehensives the following semester during the scheduled examination date. Students

must be enrolled in 1.0 hour of University 500 during the semester they retake the exam if they are not taking course work that semester.

Upon failure of any part of the examination the student should contact the specific faculty member to discuss concerns or needed areas of review. At no time is the student allowed to review their examination alone. Review of the examination must be completed with the involved faculty member present in order to discuss any questions or concerns. Information provided to the student is up to the discretion of the faculty member(s) involved.

The comprehensive exam must be passed prior to receiving the master's degree. This degree is necessary in order to attend graduation ceremonies and to begin a Clinical Fellowship Year as a speech and language pathologist.

Grading Rubric for Case Study

(if student's response spans several scores, the lowest score is the final score)

I. Demonstrates breadth and depth of knowledge in the discipline	5 Excellent	4 Above Average	3 Average	2 Below Average	1 Poor
5 = Excellent: no more than 1 significant inaccuracy; and specific, detailed information for each tested area with connections across tested areas, clear understanding of complexity of information demonstrated by explanations and elaborations.					
4 = Above Average: no more than 2 significant inaccuracies; and general information for each tested area with connections across tested area, use of minimal explanations and elaborations.					
3 = Average: no more than 3 significant inaccuracies; and general information for each tested area with connections across tested areas, limited understanding of complexity of information demonstrated by lack of explanations and elaborations					
2 = Below Average: no more than 4 significant inaccuracies, vague information for each tested area with no clear connection across tested area, limited understanding of complexity of information demonstrated by lack of explanations and elaborations					
1 = Poor: 5 or more significant inaccuracies; and vague information for some of each tested areas with no clear connection across tested area, no evidence of understanding of complexity of information demonstrated by lack of explanations and elaborations					

II. Demonstrates effective written communication in the discipline	5 Excellent	4 Above Average	3 Average	2 Below Average	1 Poor
5 = Excellent: easy to read, professional language, well organized, clear response to question, proper reference citation(s)					
4 = Above Average: informal language, some organization, clear response to question, minor difficulties with citations(s)					
3 = Average: informal language, lacking organization but response imbedded in writing, minor mis-citation					
2 = Below Average: difficult to read, disorganized, confusing answer, major mis-citation					
1 = Poor: difficult to read, cannot discern answer, no citation used					

III. Demonstrates an ability for analytical thinking in the discipline	5 Excellent	4 Above Average	3 Average	2 Below Average	1 Poor
5 = Excellent: Consistently integrates classroom knowledge throughout response with case specific analysis, differential diagnosis, conceptual understanding, and clearly stated rationales					
4 = Above Average: Usually integrates classroom knowledge throughout response with general analysis, differential diagnosis general understanding of concepts and some rationale					
3 = Average: Frequently integrates classroom knowledge throughout response with general analysis, differential diagnosis, general understanding of concepts and weak rationale					
2 = Below Average: Occasionally integrates classroom knowledge throughout responses, general understanding of concepts, no rationale stated					
1 = Poor: Rarely integrated classroom knowledge, limited understanding of concepts, no rationale stated					

IV. Exhibits the best practices, values, and ethics of the profession	5 Excellent	4 Above Average	3 Average	2 Below Average	1 Poor
5 = Excellent: Response adheres to scope of practice and preferred practice patterns of ASHA and does not violate any aspect of the Code of Ethics and demonstrates evidence-based practices through references and application of relevant, current research.					
3 = Average: Response adheres to scope of practice and preferred practice patterns of ASHA and does not violate any aspect of the Code of Ethics, and demonstrates evidence-based practices through the application of related research.					
1 = Poor: Unable to demonstrate understanding of scope of practice and preferred practice patterns of ASHA, violates portions of the Code of Ethics, and is unable to use evidence-based practices demonstrated through lack of related research.					

Total Score _____ Final Average Score _____ Pass/Fail _____

Case Study

< 3.0 – does not meet expectations

3.0-4.0 – meets expectations

4.1 -5.0 – exceeds expectations

Guidelines for Case Study Oral Presentation

Students may choose a case from their practicum experiences to present as their case study. The case study must be able to address the areas of concern and students should discuss the case with the faculty prior to preparing the oral presentation.

The student should prepare a power point that accompanies the oral presentation. After the oral presentation, faculty will ask questions to clarify any concerns that they may have. The entire evaluation should take about an hour.

The oral examination begins with a presentation that is designed to replicate a treatment team meeting where the student presents pertinent background information on a client for discussion on the treatment plan. Background information is important for several reasons: it sets the stage for the examination, demonstrates an ability to communicate effectively, and provides the overview of the client's status upon entering treatment. Students will have no more than 30 minutes to present background information. The background information should include:

1. General Information – fictional name, sex, age, ethnicity, education, occupation, residence and referral source
2. Presenting Complaint – conditions, symptoms, and /or behaviors that have precipitated referral
3. History – medical, educational, developmental including speech and language, and social history pertinent to case
4. Assessment – identify speech, language, hearing and any other collateral assessments including the rationale for the assessment, the results, and interpretation of the results
5. Diagnosis including prognosis, possible etiology, and rationale from assessments
6. Recommendations – evidenced-based recommendations from diagnosis and information from the literature
7. Treatment – describe the treatment plan and course of treatment which was implemented including overall treatment approach, long term goals and short term objectives, useful methods, and reinforcement. Describe how the treatment addresses the client's motivation, learning style, strengths and weaknesses, special needs based on gender, age, ethnic origins, physical, emotional, behavioral, social or other developmental limitations. Provide a rationale for the treatment based on evidenced-based practices.
8. Describe the treatment outcomes – the client's response to treatment, any modifications or changes that will be recommended as a result of these outcomes. Provide an explanation for the outcomes.

Procedures During Oral Presentation

The Chair of the Comprehensive Examination Committee begins the oral presentation by inviting the student to present the case study background information. The time allotted for this purpose is no more than 30 minutes.

At the end of the oral presentation, the Chair of the Committee then invites the faculty examiners to question the student on the presentation and in the areas of concern as they relate to the case study. The student is asked to leave the room and each faculty examiner independently completes the grading rubric for the case study oral presentation. The Chair of the Committee collects the grading rubrics and completes a consensus rubric that reflects the shared evaluation of the faculty examiners. The rubric will also be shared with the student as part of the evaluation process. Students must receive at least a 3.0 average on each of the quality indicators that measure student performance of the case study oral presentation.

Grading Rubric for Case Study Oral Presentation

(if student's response spans several scores, the lowest score is the final score)

I. Demonstrates breadth and depth of knowledge in the discipline	5 Excellent	4 Above Average	3 Average	2 Below Average	1 Poor
	5 = Excellent: no more than 1 significant inaccuracy; and specific, detailed information for each tested area with connections across tested areas, clear understanding of complexity of information demonstrated by explanations and elaborations.				
	4 = Above Average: no more than 2 significant inaccuracies; and general information for each tested area with connections across tested area, use of minimal explanations and elaborations.				
	3 = Average: no more than 3 significant inaccuracies; and general information for each tested area with connections across tested areas, limited understanding of complexity of information demonstrated by lack of explanations and elaborations				
	2 = Below Average: no more than 4 significant inaccuracies, vague information for each tested area with no clear connection across tested area, limited understanding of complexity of information demonstrated by lack of explanations and elaborations				
	1 = Poor: 5 or more significant inaccuracies; and vague information for some of each tested areas with no clear connection across tested area, no evidence of understanding of complexity of information demonstrated by lack of explanations and elaborations				

II. Demonstrates effective oral communication in the discipline	5 Excellent	4 Above Average	3 Average	2 Below Average	1 Poor
	5 = Excellent: Accurately and concisely responds to questions, uses professional language throughout presentation, no instances of disorganization or lack of clarity, effectively uses power point to support presentation, all aspects of background information presented in a thorough, professional and timely manner				
	4 = Above Average: Accurately responds to questions, uses professional language throughout presentation, minor instances of disorganization or lack of clarity, effectively uses power point to support presentation, all aspects of background information presented in a professional and timely manner				
	3 = Average: 1 or 2 inaccuracies, uses professional language throughout presentation, minor instances of disorganization or lack of clarity, for the most part power point supports presentation, all aspects of background information presented in a professional and timely manner				

III. Demonstrates an ability for analytical thinking in the discipline	5 Excellent	4 Above Average	3 Average	2 Below Average	1 Poor
5 = Excellent: Consistently integrates classroom knowledge throughout response with case specific analysis, differential diagnosis, conceptual understanding, and clearly stated rationales					
4 = Above Average: Usually integrates classroom knowledge throughout response with general analysis, differential diagnosis general understanding of concepts and some rationale					
3 = Average: Frequently integrates classroom knowledge throughout response with general analysis, differential diagnosis, general understanding of concepts and weak rationale					
2 = Below Average: Occasionally integrates classroom knowledge throughout responses, general understanding of concepts, no rationale stated					
1 = Poor: Rarely integrated classroom knowledge, limited understanding of concepts, no rationale stated					

IV. Exhibits the best practices, values, and ethics of the profession	5 Excellent	4 Above Average	3 Average	2 Below Average	1 Poor
5 = Excellent: Response adheres to scope of practice and preferred practice patterns of ASHA and does not violate any aspect of the Code of Ethics and demonstrates evidence-based practices through references and application of relevant, current research.					
3 = Average: Response adheres to scope of practice and preferred practice patterns of ASHA and does not violate any aspect of the Code of Ethics, and demonstrates evidence-based practices through the application of related research.					
1 = Poor: Unable to demonstrate understanding of scope of practice and preferred practice patterns of ASHA, violates portions of the Code of Ethics, and is unable to use evidence-based practices demonstrated through lack of related research.					

Total Score _____ Final Average Score _____ Pass/Fail _____

Case Study Oral Presentation

< 3.0 – does not meet expectations

3.0-4.0 – meets expectations

4.1-5.0 – exceeds expectations

Study Guidance

Students are provided with sample questions to use as a study guide. They should be prepared to discuss speech, language and hearing disorders; explain the assessment process; generate a treatment plan; justify follow-up and referral; and demonstrate an understanding of research methodology, counseling, collaboration and teaming for each particular case. Normal speech, language and hearing development along with the science course work (phonetics, anatomy & physiology, speech & hearing science, and neurophysiology) are incorporated into the multiple choice questions and the case study as deemed necessary by each faculty. SPPA 560 provides students with review information, sample case studies and multiple-choice questions, and other study guidance.

Appendix E

M.S. Thesis Manual

Students in the Department of Special Education and Communication Disorders may opt to follow the Thesis plan to the completion of the Master's degree in Speech-Language Pathology. The master's thesis gives the student experience in conducting independent research and in completing scholarly writing. This creative work can help the student better understand and evaluate reports of the research literature. The possibility of submitting a revised version of the completed thesis for professional publication is encouraged.

The thesis plan revolves around a five-semester schedule, with students formally enrolling for the thesis course for two credit hours in the third, fourth, and fifth semesters for a total of six credits. It is anticipated that students completing the thesis will complete their off-campus practica in a part-time manner during both the fourth and fifth semesters. With this thesis option, there is a potential that the program will extend to a sixth semester. The oral examination at the completion of the thesis takes the place of the comprehensive examination required by non-thesis students. This oral presentation consists primarily of the defense of the thesis project. Students must also follow the Graduate School information outlined in "Guidelines for the Preparation of a Thesis." This manual is located in the Graduate School Office located in Rendleman Hall, Room 2202 and can be found on-line on the Graduate Schools website at <http://www.siue.edu/graduatestudents/pdf/ThesisGuidelines2010-2011.pdf>

Steps in Completing the Thesis:

The proposed sequence of steps involved in completing the thesis plan is outlined below. The timeline presented is a general one, as a student's progress through the individual steps may vary.

I. 1st and 2nd semesters (First Fall and Spring semesters of graduate school)

A. Selection of a chair, topic, and committee

1. Select a topic of interest. Choose a broad area (e.g. adult language). Research that area to narrow your scope into a focused area of possible inquiry, which can generate a series of questions.
2. Select a chair from the permanent graduate faculty who has knowledge/interest in your topic as well as knowledge of conducting research. Permanent graduate faculty and their interest areas are:
Dr. Steffany Chleboun Acquired brain injuries

Dr. Amie King	Alternative and augmentative communication Childhood speech/language impairments Early childhood stuttering
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Dr. James Panico	Fluency
Dr. T.K. Parthasarathy	Audiology Central auditory processing

3. Select Committee members. Graduate School regulations require at least three graduate faculty members. The program of Speech-Language Pathology requires that permanent graduate faculty should be chosen. Additional committee members may be recruited, including temporary graduate faculty members, experts in your field of inquiry, etc.
4. After consulting with the committee chair, it is the student's responsibility to obtain agreement from the committee members that they will serve on the thesis committee and that they will attend full committee meetings. These full meetings will include an introductory meeting to generally discuss thesis; the prospectus meeting; a possible post-prospective meeting and the defense. (Other regular meeting will occur between candidate and committee chair.)

B. Preparation of the prospectus

1. Prepare the prospectus (the first three chapters of the thesis). These chapters include (1) an introduction, (2) a comprehensive review of the literature related to the question to be answered, along with a statement of the problem, and (3) the procedures to be used in the study, including the proposed statistical analysis. During the first Fall semester most new graduate students will be enrolled in SPPA 503 and should consider developing their thesis chapters in coordination with the requirements of this course.
2. You should meet with your chair every 2-3 weeks to discuss your progress and develop the paper from outline to rough draft to final document. This should be an established, regular meeting arranged between the candidate and the chair.

C. Prospectus meeting

1. After the prospectus has been prepared and circulated to the committee, a formal meeting is held during which time the committee approves or disapproves the prospectus. This meeting must be held by the midpoint of the second semester of the graduate program.
2. Three copies of the Registration of Thesis Title form will be signed, one for the department, one for the advisor and one for the student. The form for the Institutional Review Board, (IRB) regarding human

subjects must be submitted, if applicable. These forms must be completed by the end of the second semester of the graduate program.

II. 3rd Semester

A. Data Collection

1. After prospectus approval by the committee and permission from the IRB is granted, begin data collection and analysis.

III. 4th Semester

A. Thesis Preparation

1. Complete data analysis.
2. Write Chapter 4 (results), and begin Chapter 5 (discussion).

IV. 5th Semester

A. Thesis completion

1. Final thesis writing
2. Final presentation of thesis

B. Thesis committee meetings

1. Meetings with the student's thesis committee should take place when the chair and the student feel the thesis is ready to be discussed. Preliminary drafts to the full committee will be due to the committee at least two weeks prior to full committee meetings.

C. Preparation of the Manuscript

1. After the thesis draft has been approved by the chair and the committee, the student will prepare formal copies of the thesis and distribute them to all committee members.
2. The thesis will be written according to guidelines set forth by the Graduate School in the document Guidelines for the Preparation of Thesis, revised April 2001. The student will be responsible for obtaining this document and following the guidelines set forth.

D. Formal Presentation of the Thesis

1. When the full committee has approved the thesis, the final presentation will be scheduled. One hour will be allotted to the formal presentation and this session will be open to interested parties.
2. Following the presentation and general questions, the candidate and all guests will be asked to leave and the advisory committee will discuss the thesis. The three permanent graduate faculty will then vote on the thesis. One half-hour will be allotted for this meeting. The possible

votes will include: accept, accept with modifications or not accept. The accept with modifications should be anticipated by the candidate to be the most usual outcome. The student may then reenter the session to receive the ballot results.

V. Postponing Graduation

If the student is not able to complete the thesis project during the anticipated semester and has already filed an application to graduate form with the Graduate School, the student may petition the Graduate School to postpone graduation to a following semester. A form,

http://www.siue.edu/registrar/about/pdf/GR_EXTTHES_fillable.pdf, must be submitted to the Graduate School.

Appendix F

GOALS OF GRADUATE STUDENT LEARNING Speech-Language Pathology

Demonstrate breadth and depth of knowledge

1. The student will demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental and linguistic and cultural bases.
2. The student will demonstrate knowledge of the nature of speech, language, hearing and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:
 - a. Articulation
 - b. Fluency
 - c. Voice and resonance
 - d. Receptive and expressive language
 - e. Hearing
 - f. Swallowing
 - g. Cognitive aspects of communication
 - h. Social aspects of communication
 - i. Communication modalities
3. The student will demonstrate knowledge of the principles and methods of prevention and assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental and linguistic and cultural correlates of the disorders.

Specific knowledge may be demonstrated by successful performance on academic course work, examinations, application of information obtained through clinical teaching, and completion of independent projects, quality performance on the comprehensive examination or thesis, successful performance on the PRAXIS examination and by their general scholarship as graduate students.

Effectively communicate knowledge

1. The student will demonstrate skill in oral communication sufficient for entry into professional practice.
2. The student will demonstrate skill in written communication sufficient for entry into professional practice.

Specific skill in written communication may be demonstrated by successful performance in writing and comprehending technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence, and quality performance on the comprehensive case study or thesis. Specific skill in oral communication may be demonstrated by effective clinical professional interaction with clients/parents and their relevant others, and/or by the oral defense of the thesis.

Demonstrate an ability for analytical thinking in the discipline

1. The student will demonstrate the ability to analyze, synthesize, and evaluate information in the areas of basic communication processes.
2. The student will demonstrate the ability to analyze, synthesize, and evaluate information about communication differences and disorders and swallowing disorders.
3. The student will demonstrate the ability to analyze, synthesize, and evaluate information about prevention, assessment, and intervention over a range of differences and disorders.
4. The student will demonstrate the comprehension of the common principles of research and research design, both basic and applied.

The student's ability for analytical thinking in the discipline may be demonstrated by successful performance on academic course work and examinations, application of information obtained through clinical teaching and completion of independent or group projects as well as through quality performance on the comprehensive examination or thesis and PRAXIS examination.

Exhibit the best practices, value and ethics of the profession

1. The student will demonstrate knowledge of standards of ethical conduct interpreted by the principles of the ASHA Code of Ethics.
2. The student will demonstrate knowledge of contemporary professional issues including current professional clinical standards, accreditation requirements, and ASHA practice policies and guidelines.
3. The student will demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.

Specific knowledge may be demonstrated by successful performance on academic course work and examinations, application of information through clinical teaching, completion of independent projects, and PRAXIS examination.

Apply knowledge of the discipline

1. The student will demonstrate application of the discipline through a variety of supervised clinical experiences in evaluation of individuals with communication disorders sufficient in breadth and depth to achieve the following skill outcomes:

- a. Conduct screening and prevention procedures
 - b. Collect case history information and integrate information from a variety of sources
 - c. Select and administer appropriate evaluation procedures
 - d. Adapt evaluation procedures to need patient needs
 - e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
 - f. Complete administrative and reporting functions necessary to support evaluation
 - g. Refer patients for appropriate services
2. The student will demonstrate application of the discipline through a variety of supervised clinical experiences in providing intervention for individuals with communication disorders sufficient in breadth and depth to achieve the following skill outcomes:
- a. Develop setting-appropriate intervention plans with measurable and achievable goals to meet patient needs
 - b. Implement intervention plans
 - c. Select or develop and use appropriate materials and instrumentation for prevention and intervention
 - d. Measure and evaluate patient's performance and progress
 - e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of patients
 - f. Complete administrative and report function necessary to support intervention
 - g. Identify and refer patients for services as appropriate

Application of knowledge of the discipline may be demonstrated by successful performance of a variety of supervised clinical experiences both on- and off-campus.