



## **DEPARTMENT OF APPLIED HEALTH**

### **Graduate Program in Speech-Language Pathology**

*Vision:*

*Become the highest ranked Speech-Language Pathology program in the  
State of Illinois.*

*Mission:*

*To prepare students to be exceptional clinicians and leaders in the field of  
Speech-Language Pathology*

## **STUDENT HANDBOOK**

Effective Fall, 2017



To

Students in the Graduate Program in Speech-Language Pathology,  
Department of Applied Health

WELCOME to the ambitious and important field of study of speech-language pathology!! You have chosen a program 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 Graduate Program Director

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## **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 Applied Health houses four graduate and four undergraduate programs. 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 in combination with the clinical coursework is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). CAA is the accreditation body of ASHA. The program and clinical coursework is also approved by ISBE to train students for working in the public schools. Upon graduation, students who complete all academic and clinical coursework are eligible to apply for the Certificate of Clinical Competence (CCC-SLP) from ASHA, the non-teaching professional educator license to work in Illinois public schools, and the Illinois practice 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. You should check the handbook regularly. You are responsible for these changes as they represent the most current policy.

## PROGRAM FACULTY AND STAFF

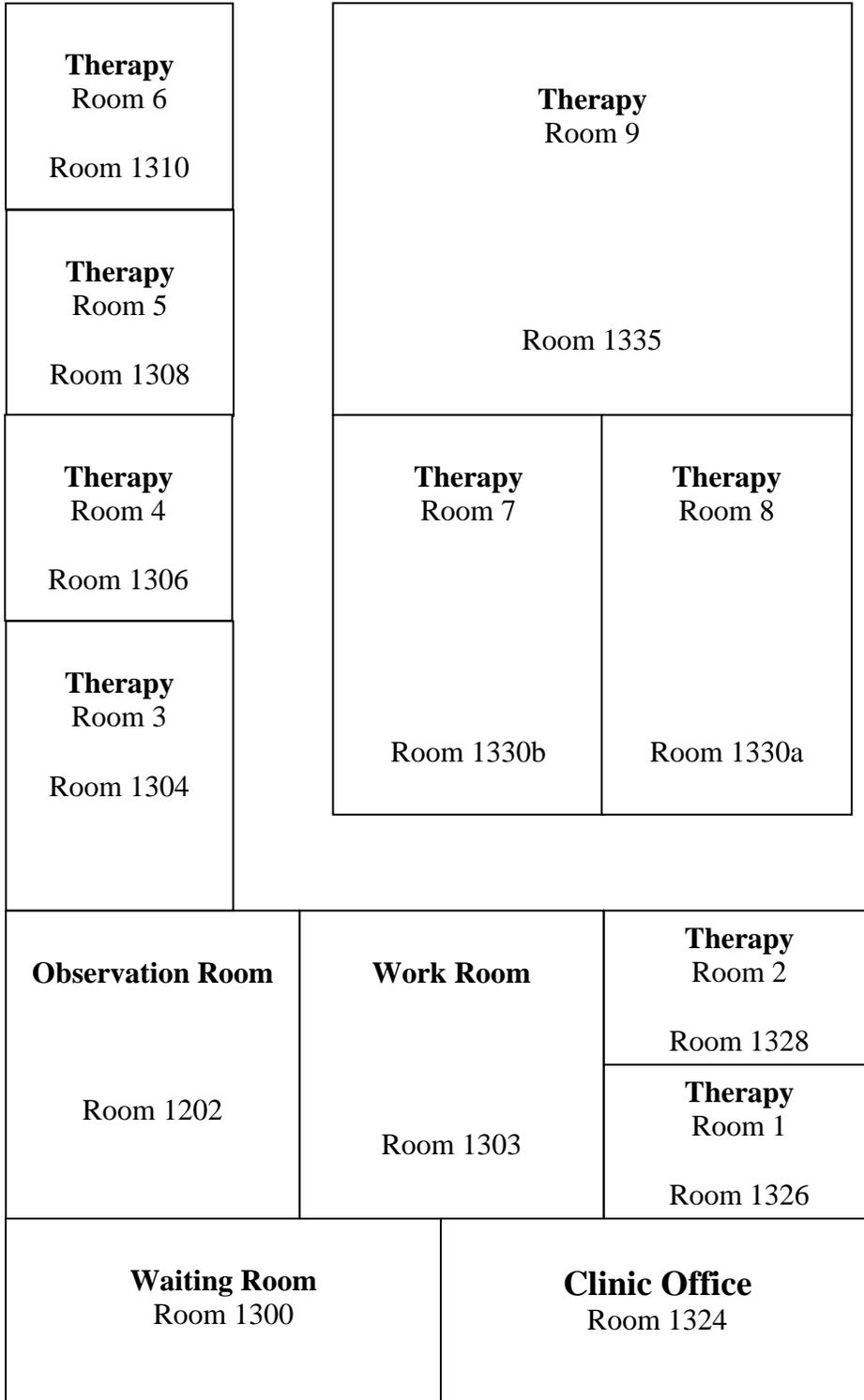
| <b>Faculty &amp; Clinical Instructors:</b>   | <b><u>Rank and Title</u></b>                     | <b><u>Office</u></b> | <b><u>Phone</u></b> |
|--|--|----------------------|---------------------|
| Patti Awalt, M.S., CCC-SLP<br>E-mail: <a href="mailto:pawalt@siue.edu">pawalt@siue.edu</a>         | Clinical Instructor                              | FH, 1329             | 618/650-3668        |
| Kathryn Brady, Ph.D., CCC-SLP<br>Email: <a href="mailto:kabrady@siue.edu">kabrady@siue.edu</a>     | Assistant Professor                              | FH, 1331             | 618/650-3794        |
| Steffany Chleboun, Ph.D., CCC-SLP<br>Email: <a href="mailto:schlebo@siue.edu">schlebo@siue.edu</a> | Associate Professor<br>Graduate Program Director | FH, 1336             | 618/650-3677        |
| Henderson, Jaime, M.S., CCC-SLP<br>Email: <a href="mailto:jahende@siue.edu">jahende@siue.edu</a>   | Clinical Coordinator                             | FH, 1325             | 618/650-3669        |
| Marie Klopfenstein, Ph.D.<br>Email: <a href="mailto:maklopf@siue.edu">maklopf@siue.edu</a>         | Assistant Professor                              | FH, 1105             | 618/650-3492        |
| Tedd Masiongale, M.S., CCC-SLP<br>Email: <a href="mailto:tmasion@siue.edu">tmasion@siue.edu</a>    | Clinical Instructor                              | FH, 1327             | 618/650-3427        |
| James Panico, Ph.D., CCC-SLP<br>Email: <a href="mailto:jpanico@siue.edu">jpanico@siue.edu</a>      | Associate Professor                              | FH, 1329             | 618/650-5838        |

| <b>Support Staff:</b>   | <b><u>Rank and Title</u></b> | <b><u>Office</u></b> | <b><u>Phone</u></b> |
|---|------------------------------|----------------------|---------------------|
| Brenda Cusanelli<br>Email: <a href="mailto:bcusane@siue.edu">bcusane@siue.edu</a> | Chief Clerk (IMC)            | FH, 1208             | 618/650-3494        |
| Kim Albert<br>Email: <a href="mailto:kialber@siue.edu">kialber@siue.edu</a>       | Office Support Specialist    | FH, 1300             | 618/650-5623        |

**Retired Faculty:**

|                   |                              |
|-------------------|------------------------------|
| Richard Brimer    | Professor Emeritus           |
| Amy L. Carey      | Professor Emeritus           |
| Dixie A. Engelman | Professor Emeritus           |
| Jean M. Harrison  | 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**



|   |
|---|
| <b>Dr. Chleboun</b><br><br>Room 1336            |
| <b>Dr. Panico</b><br><br>Room 1329              |
| <b>Dr.<br/>Klopfenstein</b><br><br>Room 1333    |
| <b>Adjunct<br/>Instructors</b><br><br>Room 1332 |
| <b>Dr. Brady</b><br><br>Room 1331               |
| <b>Mrs. Awalt</b><br><br>Room 1329              |
| <b>Mr.<br/>Masiongale</b><br><br>Room 1327      |
| <b>Mrs.<br/>Henderson</b><br><br>Room 1325      |

IMC

FH 1208

## Part I

### Academic Preparation

The Master of Science degree program of study includes *academic coursework* and *clinical experiences* in aspects of human communication and its disorders. Upon successful completion of the program, students are prepared to provide clinical services as a speech-language pathologist in a variety of settings. Students must complete *both* Academic and Clinical components of the program.

The graduate program in speech-pathology is an intensive, full-time program. Sometimes graduate students find it necessary to hold part-time jobs and/or assistantships while they are in the program. However, students should take every measure to ensure that responsibilities outside of the Master's program do not interfere with program requirements. This includes being available to accommodate flexible clinical schedules, meet with faculty and supervisors and time for clinical preparation and willingness to accommodate clinical assignments. Work obligations are not an excuse for failure to complete program requirements in a timely way.

#### **Academic Requirements.**

Thirty-six (36) academic hours of acceptable graduate credit are required to complete the Master of Science degree in Speech-Language Pathology. The SPPA program has two plans through which the program requirements can be fulfilled: non-thesis and thesis. Students in both plans are required to complete eleven (11) core courses (see below). Students in each plan must complete additional requirements as outlined below.

**Non-thesis Plan.** Students who choose not to complete a thesis must take one elective course (minimum of 2 credit hours) in speech-language pathology, audiology, or a related area, in addition to the eleven core courses. All non-thesis students must pass a comprehensive examination in their final semester of the graduate program.

**Thesis Plan.** Students who choose to complete a thesis are required to take six (6) credit hours of SPPA 599 (Thesis). No additional electives are required. Thesis students will be given the option of having a reduced clinic load during thesis preparation to offset research hours. The thesis student will work with the Clinical Coordinator to ensure that necessary clinic hours and experiences are accumulated to fulfill ASHA and ISBE requirements. Finally, thesis students are not required to take the comprehensive examination. Successful completion and defense of the thesis replaces the comprehensive exam. Specific information concerning thesis preparation is included in the SPPA M.S. Thesis Manual in Appendix A.

The **Illinois State Board of Education** requires all students to complete 2 additional tests required for the Professional Educator License (PEL) in Speech-Language Pathology (non-teaching). All students in the program must pass the *Test of Academic Proficiency* or equivalent before starting their first fall in the program. If students are unable to demonstrate completion or equivalent competency, students will be unable to start in the program. The program will hold the student's spot in the graduate program for one year to allow completion of this requirement. In addition, it is recommended that students complete the *Area Content Test* (non-teaching)

during the fall of their second semester. More information can be found through the office of School of Education, Health, and Human Behavior Student Services (<http://www.siu.edu/education/advisement/certification-endorsements.shtml>) or directly through the Illinois State Board of Education (<http://www.isbe.net/ELIS/default.htm>).

Once accepted into the program, students are assigned a faculty academic advisor who will work with the student and Clinical Coordinator throughout the program to ensure that all academic and clinical requirements are met.

| <b>SPPA Core Courses (Required)</b> |  |              |
|-------------------------------------|--|--------------|
|                                     |  | Credit Hours |
| SPPA 503                            | Research Methods in Speech Pathology and Audiology             | 3            |
| SPPA 515                            | Special Topics   | 1-3          |
| SPPA 540                            | Early Intervention with Infants, Toddlers, and their Families  | 3            |
| SPPA 541                            | Advanced Seminar in Child Speech Sound Disorders               | 3            |
| SPPA 542                            | Seminar in Voice Disorders                                     | 3            |
| SPPA 543                            | Fluency Disorders  | 3            |
| SPPA 544                            | Seminar in Language Disorders in Children                      | 3            |
| SPPA 545                            | Acquired Communication Disorders in Adults                     | 4            |
| SPPA 547                            | Motor Speech Disorders in Adults                               | 3            |
| SPPA 548                            | Dysphagia  | 3            |
| SPPA 558                            | Augmentative and Alternative Communication                     | 3            |
| SPPA 560                            | Professional Issues in Speech-Language Pathology and Audiology | 3            |

See Appendix B for sample graduate program curriculum for each plan.

### **Academic Retention.**

Students in the program must maintain an overall grade point average of 3.0 G.P.A. in academic coursework (excluding clinic) to remain in the program. No credit is given toward a graduate degree in courses in which a grade below C is earned.

The Speech-Language Pathology program uses the following grading scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- E < 59%

To help students monitor and develop professional skills not easily quantified in academic coursework, students receive a formative assessment of essential functions at the end of each semester (Appendix C).

In addition to meeting academic retention standards, students must demonstrate competency of the Knowledge and Skills required for ASHA certification. As determined by the SPPA Program, students are required to obtain an average score of 76% or greater in each course. If a student does not meet this minimum requirement, competency has not been demonstrated and a remediation plan must be developed. A remediation plan may include re-taking the course or completing a comparable independent study. The specific requirements of the remediation are determined by the course professor in consultation with the SPPA program faculty. Remediation of coursework might delay student graduation.

### **Academic Remediation Process**

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. Professor will notify the student via e-mail and hard copy as soon as final grades have been calculated to inform the student that he/she has not met the 76% criteria and that a remediation is required.
- ii. A meeting with the professor and the student should occur within 1 week of notification (an extension may be granted on a case-by-case basis).
- iii. Prior to the meeting, the professor, in consultation with the student and the SPPA program faculty, will determine the required remediation plan and the impact of the remediation on the student's academic program. Specific details of the remediation and its impact on the student's program will be laid out in a written remediation plan. A remediation plan may include re-taking the course or completing a comparable independent study.
- iv. At the meeting, the student will be counseled about his/her status in the program and the professor and the student will review the remediation plan. The plan will be signed by the professor and the student.
- v. If the student does not receive a final grade of 76% during the remediation, then a second remediation plan will be developed following the same timeline as above and the student will again be counseled about his/her status in the program..
- vi. Students will not be placed in an off-campus practicum unless remediation is completed for all pre-requisite courses required for that placement.

SPPA 549b prerequisites: SPPA 541 and 544

SPPA 549c prerequisites: SPPA 545 and 548

- vii. Students may appeal decisions concerning remediation to the department's Student Affairs Committee. If they feel their student rights have been violated, they may refer to the SIUE website for official grievance procedures.

### **Clinical Requirements**

In addition to the academic requirements outlined above, the American Speech-Language-Hearing Association, Illinois Department of Financial and Professional Regulation, and Illinois State Board of Education require practicum experiences in the field of speech-language pathology. These requirements are met through approximately 20-27 credit hours of clinical practicum.

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. A minimum of 325 hours must be completed at the graduate level.

Students must complete at least three clinical experiences in the on-campus SIUE Speech, Language, and Hearing Center. Students are also expected to complete at least two off-campus practicum experiences.

To be eligible for an ISBE Professional Educator License (non-teaching) to work in the public schools, students must complete one of the off-campus practicum experiences in a public school and complete previously specified tests. During the student's externship in the public school, the student must accumulate a minimum of 150 practicum hours. In addition, students must pass the Illinois *Test of Academic Proficiency* (or test equivalency) and *Content Area Test* in Speech-Language Pathology required for Non-Teaching certification/licensure.

### **Clinical Evaluation Policy**

Students enrolled in SLP I, II, and III (549 a, b, c) will receive a summative evaluation two times a semester (midterm and final), at a minimum. This summative evaluation, referred to as the CALIPSO Performance Evaluation (CPE), is located in the Graduate Program Handbook, and the grading scale is as follows:

Graduate Practicum in SLP I (549a):

4.20-5 A Clinical skills are consistent.

3.40-4.19 B Clinical skills are adequate.

2.60-3.39 C Clinical skills are present.

1.80-2.59 D Clinical skills are emerging.

0-1.79 F Clinical skills are not evident.

Graduate Practicum (Externship) in SLP II & III (549 b, c):

- 4.26-5 A Clinical skills are consistent.
- 3.33-4.25 B Clinical skills are adequate.
- 2.71-3.32 C Clinical skills are present.
- 2.41-2.70 D Clinical skills are emerging.
- 0-2.40 F Clinical skills are not evident.

*Consistent:* Skill is consistent and well developed. Student can modify own behavior as needed and is an independent problem-solver. Student can maintain skills with other clients, and in other settings, when appropriate. Supervisor serves as consultant in areas where student has less experience; Provides guidance on ideas initiated by student (skill is present >90% of the time).

*Adequate:* Skill is developed/implemented most of the time and needs continued refinement or consistency. Student is aware and can modify behavior in-session, and can self-evaluate. Problem-solving is independent. Supervisor acts as a collaborator to plan and suggest possible alternatives (skill is present 76-90% of the time).

*Present:* Skill is present and needs further development, refinement or consistency. Student is aware of need to modify behavior, but does not do this independently. Supervisor provides on-going monitoring and feedback; focuses on increasing student's critical thinking on how/when to improve skill. (skill is present 51-75% of the time).

*Emerging:* Skill is emerging, but is inconsistent or inadequate. Student shows awareness of need to change behavior with supervisor input. Supervisor frequently provides instructions and support for all aspects of case management and services. (skill is present 26-50% of the time)

*Not evident:* skill not evident most of the time. Student requires direct instruction to modify behavior and is unaware of need to change. Supervisor must model behavior and implement the skill required for client to receive optimal care. Supervisor provides numerous instructions and frequent modeling. (skill is present <25% of the time).

Each student will receive a separate evaluation for each client they see in the SLH clinic, when applicable. While final letter grades are an average of each of these separate evaluations, students must demonstrate the following average levels of competency with each client in each of the three evaluation areas of the CPE:

### **Clinical Support Policy**

If at any point in time a supervisor has concerns that a student's clinical skills are not meeting expectations, and/or a student is violating the ASHA Code of Ethics, the following process will occur:

1. The supervisor will complete a CPE for that student immediately (if one has not already been completed) and discuss the evaluation with the student.

2. If the student performs below 2.60 (SLP I)/2.71 (SLP II/III) on any of the three evaluation areas (i.e., Evaluation Skills; Treatment Skills; and Preparedness, Interaction, and Personal Qualities) the student will be notified that a support plan will be developed.
3. A meeting will be held with the clinical supervisor, student, and Clinic Coordinator within 1 week of notification to discuss the specifics of the support plan.
4. The support plan will be finalized and signed by the Clinic Coordinator, clinical supervisor, and student at the meeting.

**Any hours accrued with a client in which the student receives a final grade of D or lower will not be counted toward the total clock hours required by ASHA.**

### **Externship Eligibility**

- Students must have completed all required academic coursework/remediation.
- Students must have successfully completed any support plan(s) the semester prior to externship (SLP I; 549a) and earn a final grade of C or higher for each client in order to be considered eligible for externship.

Failure to successfully complete a support plan and earn a final grade of C with all clients during the summer semester prior to externship may delay graduation, as the student will be ineligible for the first externship placement in the fall.

### **Tracking Progress of the Knowledge and Skills for ASHA Certification**

All students in collaboration with their academic advisor are responsible for tracking the acquisition of knowledge and skills required for ASHA certification (*SIUE/ASHA Knowledge and Skills Acquisition (KASA) Summary*; Appendix E). The SPPA program tracks student progress in academic and clinical experiences through a web-based application called CALIPSO. CALIPSO allows professors, clinical instructors, and students to enter information including the number of clinical hours completed. Students must pay a one-time activation fee and may access the program from any computer with internet access.

The procedures for using CALIPSO will be described to the student during the first semester of the graduate program. Questions concerning the system can be directed to the Clinical Coordinator.

Each student must periodically review information recorded in CALIPSO throughout their graduate program and discuss any questions/concerns it with his/her advisor. At the conclusion of the graduate program, the program director will review the information documented in CALIPSO and complete the *Verification by Program Director* page. This verification is required to apply for ASHA certification.

### **Comprehensive Examination**

All non-thesis students must pass a written comprehensive examination administered by the graduate faculty in speech-language pathology. The examination covers the broad areas of speech and language sciences and speech-language pathology (See Appendix F: *Policy and Procedures for the Comprehensive Examination*). 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 G).

### **Exit Advising**

All graduate students will complete an exit advisement appointment following completion of their comprehensive examination or submission of their thesis to the Graduate School. During this appointment, the students will review the KASA and verify the *Verification by Program Director* page of the summary. The student will also be provided with the necessary paperwork and review the applications for ASHA, ISBE, and any state licensure/certification. The student will also complete an exit questionnaire about his/her experience in the graduate program. Students will be informed that in 1-year, and 3-years, they will be asked to complete alumni questionnaires. 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 <http://www.ets.org/praxis>.

## **Fees and Financial Considerations**

The SPPA program includes 36 academic credit hours and 20-27 clinical credit hours for an average of 60 total credit hours. In addition to tuition and course fees, students have the following financial responsibilities:

Calipso CALIPSO is a web-based application that manages key aspects of each student's academic and clinical education

Fee: \$85

Frequency: 1x

ACT/TAP The Illinois State Board of Education Requires successful completion of the TAP or equivalent (ACT). (See Academic Requirements)

Fee: \$113/56.50 (\$12.00 to be sent)

Frequency: as needed

Content Test During the fall of their second year, students need to take the Non-teaching Content Test required by the Illinois State Board of education.

Fee: \$122

Frequency: 1x

Simucase Simucase is a web-based platform that allows students to practice assessment of a variety of virtual patients. Students use Simucase in multiple classes throughout their first year of graduate study.

Fee: \$100

Frequency: 1x

Clinic Tee-Shirt To be worn as part of the clinic uniform. (More information provided in the Clinic Handbook.)

Fee: ~\$20

Frequency: 1x

### Parking

Fee: \$119 (red lot)

Frequency: each year

Medical Students are required to complete a TB test and receive a flu shot prior to starting their clinical experiences.

Fee: varies by provider

Frequency: varies by externship site

Background Check/fingerprinting Requirements and fees for tests vary by medical and school externship site. Requirements may include drug screening, additional medical vaccinations, different background checks

Fee: TBD; ~\$78 for school placements

Frequency: varies by externship site

Praxis (code: R0080) This is the national examination required for ASHA certification. Students typically take the PRAXIS exam during their final semester.

Fee: \$120

Frequency: 1x

## Part II

### Student Rights and Responsibilities

It is the policy of the speech-language pathology program that students and faculty abide by the policies and procedures outlined by the university. This includes policies related to attendance, plagiarism, cheating, disruptions in class, acts of misconduct and student rights. A complete list of university policies and procedures may be found at <http://www.siue.edu/policies/toc.shtml>. In addition, students' rights and responsibilities are outlined in the booklet [Student Conduct and Student Grievances: Rights and Responsibilities](#), which is available to students through the office of the Vice Chancellor for Student Affairs, the Office of the Provost, and the Office of Admissions and Records.

Students in the SPPA graduate program are also expected to follow class policies and conduct themselves in a professional manner in keeping with the *Scope and Practice of Speech-Language Pathology* (<http://www.asha.org/policy/SP2016-00343/>) and the *Code of Ethics* (<http://www.asha.org/Code-of-Ethics/>) outlined by ASHA. Program policies of class conduct and professionalism are outlined below.

#### SPPA Program Policies

**Attendance.** 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 and expect that regular attendance, class participation, and coming to class on time and remaining for the duration is reflective of professional standards as well as an indication of an eagerness to learn, a willingness to accept responsibility, and a commitment to your chosen profession. Students must attend class to participate and receive credit for any in-class activities. 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. Faculty are more than willing to work with students under extenuating circumstances or hardships such as an extended illness or hospitalization. Consideration of extenuating

circumstances are at faculty discretion. Documentation of such hardships may be required. Vacation and other personal commitments are not considered extenuating circumstances or hardships. 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 as a result of extenuating circumstances, at instructor discretion, that are accompanied by proper documentation submitted to the instructor. In order to be eligible for a make-up exam, the students must make arrangements with the instructor prior to the exam date, and proper documentation must be submitted to the instructor by the end of the next regularly scheduled class period. If such notification and documentation is not submitted according to this time requirement, students will automatically earn a score of 0 on that exam. Make-up exams may not be of the same format of those exams given during class.

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>)

**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/policies/1q5.shtml>)

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.

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 and SIUE will be subject to procedures and policy outlined in the Student Conduct Code. The Student Conduct Code can be found at

<http://www.siu.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.siu.edu/policies/3c3.shtml>)

### **Filing Student Grievances**

The SPPA Program, in accordance with SIUE policies, strives to provide students with a positive, collaborative and healthy approach to solving disputes with faculty and staff. In the event that an individual student experiences difficulty with a faculty member or supervisor, the student should initially contact the faculty member or supervisor and attempt to resolve the matter informally. If the problem is not resolved at that level, and the student believes that his/her student rights have been violated, he/she can bring an official grievance against the faculty member or supervisor. The official procedure for filing a grievance is outlined in the student rights and conduct handbook at [www.siu.edu/policies/3c3.shtml](http://www.siu.edu/policies/3c3.shtml).

### **Filing Complaints Against the SPPA Graduate Program**

A complaint about any accredited speech-pathology graduate education 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. Procedures for complaints against the program can be found at <http://www.asha.org/Academic/accreditation/Accreditation-Handbook/> and are included in Appendix H of this handbook.

## Part III

### Professional Organizations and Credentialing

#### Professional Organizations for Speech-Language Pathologists and Audiologists

**The 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 awarded the Certificate of Clinical Competence (CCC) when they have complete all academic and clinical coursework and successfully completed a Master's degree, PRAXIS exam, and Clinical Fellowship Year (CFY). Guideline information for the CCC is found at <http://www.asha.org/Certification/SLPCertification.htm> . For additional information, contact:

2200 Research Blvd  
Rockville, Maryland 20850  
Telephone: (800) 498-2071  
FAX: (240) 333-4705  
[www.asha.org](http://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. National membership is available to undergraduate, graduate, or doctoral students enrolled full- or part-time in a communication sciences program or related major. Student member benefits include subscriptions to selected professional journals, professional growth opportunities at discounted rates, and discounts on ASHA products, dues, and convention fees.

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, Maryland 20850  
[www.nsslha.org](http://www.nsslha.org)  
Telephone: (800) 498-2071

SIUE also has a local chapter of NSSLHA. SIUE NSSLHA is a student organization that allows graduate and undergraduate students in the SPPA program 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](mailto:nsslhasiue@yahoo.com).

**The 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 membership 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](http://www.ishail.org/isha)

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

**The Southwestern Illinois Speech-Language-Hearing Association (SWISHA)** is the local area group of ISHA. Student membership is encouraged and free!! Benefits include reduced workshop fees and subscription to the newsletter. SWISHA also sponsors an annual scholarship for speech-pathology students. Scholarship, membership, and other pertinent information may be provided by SWISHA directly at <http://www.swisha.org>

**The 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](http://www.showmemsha.org)

MSHA Central Office  
2000 E. Broadway, PMB 296  
Columbia, MO 65201-6092  
Toll Free: 1-888-729-6742  
Fax: 1-888-729-3489  
[MSHA@showmemsha.org](mailto:MSHA@showmemsha.org)

**The 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 can be found on the MACDG website at <http://macdg.org>

## State Licensure and Certification Bodies for Speech-Language Pathologists

### Illinois

**Regulatory Agency for Licensure – Illinois Department of Financial and Professional Regulations (IDFPR).** Students who complete graduate level academic and clinical coursework are eligible for an Illinois license in speech-language pathology. Illinois licensure law requires all speech-language pathologists and audiologists to be licensed. Graduating students must apply for a temporary license prior to completing their Clinical Fellowship Year. The requirements for licensure are the same as for the ASHA CCC. Application information may be found on the IDPR website at <http://www.idfpr.com/profs/SpeechLangAudio.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.

#### Exemptions

1. Students
2. SLP Assistants or paraprofessionals under the supervision and full responsibility of a licensed SLP
3. CAOHC technician Hearing aid dealers
4. Department of Public Health credentialed hearing screeners
5. Vestibular function testing by physician-supervised individual
6. 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 and 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 postgraduate experience and proof of passage of an examination.

**Interim Practice/Temporary Licensure.** Clinical fellow 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 IDFPR website at <http://www.idfpr.com/profs/SpeechLangAudio.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](http://www.idfpr.com/DPR)

***Language, Speech, and Hearing Contact in State Education Agency – Illinois State Board of Education (ISBE).*** Students completing the graduate program in SPPA are eligible for a non-teaching license to work in the Illinois public schools. Students apply for licensure during their final semester by completing an on-line application. To receive a license, students must complete all academic coursework, pass the Illinois Test of Academic Proficiency or test equivalent, the Illinois Content Area Test in Speech-Language Pathology -- Non-Teaching, and complete all clinical coursework including 150 practicum hours in a school. Application information may be found on the Illinois State Board of Education website at [www.isbe.net](http://www.isbe.net)

**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 upon graduation from SIUE.

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. Non-teaching School Service Personnel certificate/license.
2. Master's degree and must meet comprehensive listing of competencies/standards.

**Continuing Education Requirement.** No continuing professional development requirements for maintenance are addressed in statute or rules at this time.

## **Missouri**

***SLP and AUD Regulatory Agency – Missouri Board of Registration for the Healing Arts.*** Many students who complete the Master's Program in SPPA seek employment in Missouri, and many SLPs hold licensure in both Illinois and Missouri. Students interested in becoming licensed in the State of Missouri should contact the Missouri Board of Registration for the Healing Arts at <http://www.idfpr.com/profs/SpeechLangAudio.asp> or [healingarts@pr.mo.gov](mailto:healingarts@pr.mo.gov).

***Speech, Language, and Hearing Contacts in State Education Agency – Missouri Department of Elementary and Secondary Education (DESE.)*** Students who complete the Master’s Program in SPPA and want to work in the public schools in Missouri must first become 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 <https://dese.mo.gov/educator-quality/certification>

**Appendix A**  
M.S. Thesis Manual

Students in the Department of Applied Health 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 six credits distributed across the five semesters. It is not uncommon that students electing to complete a thesis begin their thesis the summer before starting the program. It is anticipated that students completing the thesis will complete their off campus practica their fifth semester with an alternative distribution across the fourth and fifth semesters an option. 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 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 School website at <http://www.siu.edu/graduate-students/theses/index.shtml>

**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. 1<sup>st</sup> and 2<sup>nd</sup> semesters (First Fall and Spring semesters of graduate school)**
  - a. Selection of a chair, topic, and committee
    - a. 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.
    - b. 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. Kathryn Brady     | Child Language Development/Disorders<br>Multi-Cultural Issues |
| Dr. Steffany Chleboun | Acquired brain injuries                                       |

Dr. Marie Klopfenstein      Phonetics  
   Phonology  
   Adult Speech Disorders

Dr. James Panico              Fluency

- c. 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.
  - d. After consulting with the committee chair, it is the student's responsibility to obtain agreement from 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 the thesis; the prospectus meeting; a possible post-prospectus meeting and the defense. (Other regular meeting will occur between the candidate and committee chair.)
- b. Preparation of the prospectus
- a. 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.
  - b. You should meet with your chair every 2-3 weeks to discuss your progress and develop the paper from the outline to rough draft to final document. This should be an established, regular meeting arranged between the candidate and the chair.
- c. Prospectus meeting
- a. 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.
  - b. 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. 3<sup>rd</sup> Semester**

- a. Data Collection
  - 1. After prospectus approval by the committee and permission by the IRB is granted, begin data collection and analysis.

## **III. 4<sup>th</sup> Semester**

- a. Thesis Preparation
  - 1. Complete data analysis
  - 2. Write Chapter 4 (results) and begin Chapter 5 (discussion)

## **IV. 5<sup>th</sup> Semester**

- a. Thesis completion
  - 1. Final thesis writing
  - 2. Final presentation of thesis
- b. Thesis committee meetings-- Meetings with the student's thesis committee should take place when the chair and student feel the thesis is ready to be discussed. Preliminary drafts to the full committee will be due 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 the guidelines set forth by the graduate school in the document Guidelines for the Preparation of Thesis, revised November, 2010. 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 as the most usual outcome. The student may then reenter the session to receive the ballot results.

V. **Postponing Graduation**

- a. 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.siu.edu/registrar/about/pdf/GR\\_EXTTHES\\_fillable.pdf](http://www.siu.edu/registrar/about/pdf/GR_EXTTHES_fillable.pdf) must be submitted to the Graduate School.

## Appendix B

### Sample Graduate Program Curriculum (Non-Thesis Option)

| Summer 2017  | Fall 2017                        | Spring 2018                    |
|--|----------------------------------|--------------------------------|
|  | 503 Research                     | 540 Early Intervention         |
| 515 Electives(s)*                                      | 541 Adv Sem in Child Speech Dis  | 542 Voice Disorders            |
|  | 544 Lang Dis School-Age Children | 545 Acquired Comm Dis Adults   |
|  | 549 on-campus Clinic Practicum   | 549 on-campus Clinic Practicum |
| Test of Academic Proficiency/ACT**<br>(DUE: 8/15/2017) |                                  |                                |

| Summer 2018           | Fall 2018                            | Spring 2019                 |
|-----------------------|--------------------------------------|-----------------------------|
| 515 Elective(s)*      | 543 Stuttering (8-weeks)             | 560 Professional Issues     |
| 548 Dysphagia         | 547 Motor Speech Disorders (8-weeks) | 549b School Externship      |
| 549a Clinic Practicum | 558 AAC (8-weeks)                    | 549c Medical Externship     |
|                       | 549 off-campus Clinic Practicum      | ASHA PRAXIS EXAM            |
|                       | Content Area Test**                  | Division Comprehensive Exam |

\*Students may choose to begin their graduate studies the summer prior to the first fall. Students may begin taking electives 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.

\*\*Students must pass the Test of Academic Proficiency and Content Test by the required deadline or they will be unable to begin/continue in the graduate program; in this situation, students will be placed on hold and their place in the graduate program will be held for 1-year:

- if after 1 year students have completed the requirement, they will be eligible to enroll for the following fall,
- if after 1 year students have not completed the requirement, they will be officially dismissed from the graduate program and need to reapply for admission

Sample Graduate Program Curriculum (Thesis Option)

| <b>Summer 2017*</b>                              | <b>Fall 2017</b>                 | <b>Spring 2018</b>             |
|--|----------------------------------|--------------------------------|
|  | 503 Research                     | 540 Early Intervention         |
|  | 541 Adv Sem in Child Speech Dis  | 542 Voice Disorders            |
|  | 544 Lang Dis School-Age Children | 545 Acquired Comm Dis Adults   |
| Test of Academic Proficiency **<br>(DUE 8/15/17) | 549 on-campus Clinic Practicum   | 549 on-campus Clinic Practicum |
|  | SPPA 599 Thesis                  | SPPA 599 Thesis                |

| <b>Summer 2018</b>             | <b>Fall 2018</b>           | <b>Spring 2019</b>      |
|--------------------------------|----------------------------|-------------------------|
| 548 Dysphagia                  | 543 Stuttering (8-weeks)   | 560 Professional Issues |
| 549 on-campus Clinic Practicum | 547 Motor Speech (8-weeks) | 549b School Externship  |
| 500 Thesis                     | 558 AAC (8-weeks)          | 549c Adult Externship   |
|                                | Content Area Test**        | ASHA PRAXIS EXAM        |
|                                |                            | 599 Thesis              |

\*Students may choose to begin their graduate studies the summer prior to the first fall. This is strongly recommended for students seeking the Thesis-option.

\*\*Students must pass the Test of Academic Proficiency and Content Test by the required deadline or they will be unable to begin/continue in the graduate program; in this situation, students will be placed on hold and their place in the graduate program will be held for 1-year:

- if after 1 year students have completed the requirement, they will be eligible to enroll for the following fall,
- if after 1 year students have not completed the requirement, they will be officially dismissed from the graduate program and need to reapply for admission

**Appendix C**  
Formative Assessment of Professional Skills

Demonstrate an ability for analytical thinking

|  | Needs<br>Improvement | Adequate |
|--|----------------------|----------|
| The student is able to...  |                      |          |
| <ul style="list-style-type: none"> <li>Analyze, synthesize, and evaluate and integrate information</li> <li>Adequately meet program expectations/requirements/ responsibilities</li> <li>Respond to feedback with a positive, open minded attitude</li> <li>Provide logical and evidence driven rationale when debating grades or assignments</li> </ul> |                      |          |
| Comments:  |                      |          |

Exhibit the best practices, value and ethics of the profession

|   | Needs<br>Improvement | Adequate |
|---|----------------------|----------|
| The student is able to...   |                      |          |
| <ul style="list-style-type: none"> <li>Adhere to scope of practice and preferred practice patterns, ethics, and EBP</li> <li>Assume personal responsibility for actions and decisions</li> <li>Uses sound judgment</li> </ul> |                      |          |
| Comments:   |                      |          |

Apply knowledge of the discipline

|  | Needs<br>Improvement | Adequate |
|--|----------------------|----------|
| The student will...  |                      |          |
| <ul style="list-style-type: none"> <li>Demonstrate initiative and independence by using available resources</li> </ul> |                      |          |
| Comments:  |                      |          |

Demonstrate breadth and depth of knowledge in the discipline

The student will...

- Carryover/integrate previous knowledge into new learning situations
- Not require or make requests for excessive assistance or support (when resources are available)

Comments:

| Needs Improvement | Adequate |
|-------------------|----------|
|                   |          |
|                   |          |

Effectively communicate knowledge in the discipline

The student will...

- Use active and reflective listening
- Provide relevant contributions to class discussions
- Be respectful, calm, and use rational language toward classmates, faculty, staff, and visitors
- Communicate concerns in a professional manner, with the appropriate individual, in a private setting
- Use proper formal salutation and language in written and oral

Comments:

| Needs Improvement | Adequate |
|-------------------|----------|
|                   |          |
|                   |          |
|                   |          |
|                   |          |

Professional Conduct

The student will...

- Use appropriate body language
- Show initiative for learning and planning
- Facilitate a positive learning environment for classmates (both within and outside of class)
- Demonstrates self-regulation

Comments:

| Needs Improvement | Adequate |
|-------------------|----------|
|                   |          |
|                   |          |
|                   |          |

**Appendix D**  
**CALIPSO Performance Evaluation**

- 1 - Unacceptable performance
- 2 - Needs Improvement in Performance
- 3 - Moderately Acceptable Performance

- 4 - Meets Performance Expectations
- 5 - Exceeds Performance Expectations

- \_\_\_ Young Child (0-5)
- \_\_\_ Child (6-17)
- \_\_\_ Adult (18-64)
- \_\_\_ Older adult (65+)

| Evaluation Skills  | Articulation | Fluency | Voice | Language | Hearing | Swallowing | Cognition | Social Aspects | Communication Modalities |
|--|--------------|---------|-------|----------|---------|------------|-----------|----------------|--------------------------|
| 1. Conducts screening and prevention procedures (std III-D, std IV-G, 1a).   |              |         |       |          |         |            |           |                |                          |
| 2. Performs chart review and collects case history from interviewing patient and/or relevant others (std IV-G, 1b).  |              |         |       |          |         |            |           |                |                          |
| 3. Selects appropriate evaluation instruments/procedures (std IV-G, 1c).   |              |         |       |          |         |            |           |                |                          |
| 4. Administers and scores diagnostic tests correctly (std IV-G, 1c).   |              |         |       |          |         |            |           |                |                          |
| 5. Adapts evaluation procedures to meet patient needs (std IV-G, 1d).  |              |         |       |          |         |            |           |                |                          |
| 6. Possesses knowledge of etiologies and characteristics for each communication and swallowing disorder (std III-C). |              |         |       |          |         |            |           |                |                          |
| 7. Interprets and formulates diagnosis from test results, history, and other behavioral observations (std IV-G, 1e). |              |         |       |          |         |            |           |                |                          |

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| 8. Makes appropriate recommendations for intervention (std IV-G, 1e).                                   |  |  |  |  |  |  |  |  |  |
| 9. Completes administrative functions and documentation necessary to support evaluation (std IV-G, 1f). |  |  |  |  |  |  |  |  |  |
| 10. Makes appropriate recommendations for patient referrals (std IV-G, 1g).                             |  |  |  |  |  |  |  |  |  |
| Number of Items Scored: _____ Number of Items Remaining: _____ Section Average: _____                   |  |  |  |  |  |  |  |  |  |

| Treatment skills   | Articulation | Fluency | Voice | Language | Hearing | Swallowing | Cognition | Social Aspects | Communication Modalities |
|--|--------------|---------|-------|----------|---------|------------|-----------|----------------|--------------------------|
| 1. Develops appropriate treatment plans with measurable and achievable goals. Collaborates with clients/patients and relevant others in the planning process. (std IV-G, 2a) |              |         |       |          |         |            |           |                |                          |
| 2. Implements treatment plans (std IV-G, 2b).  |              |         |       |          |         |            |           |                |                          |
| 3. Selects and uses appropriate materials/instrumentation (std IV-G, 2c).  |              |         |       |          |         |            |           |                |                          |

| Treatment skills   | Articulation | Fluency | Voice | Language | Hearing | Swallowing | Cognition | Social Aspects | Communication Modalities |
|--|--------------|---------|-------|----------|---------|------------|-----------|----------------|--------------------------|
| 4. Sequences task to meet objectives.                      |              |         |       |          |         |            |           |                |                          |
| 5. Provides appropriate introduction/explanation of tasks. |              |         |       |          |         |            |           |                |                          |

|  |  |  |                                  |  |  |  |                        |  |  |
|--|--|--|----------------------------------|--|--|--|------------------------|--|--|
| 6. Measures and evaluates patients' performance and progress (std IV-G, 2d).                           |  |  |                                  |  |  |  |                        |  |  |
| 7. Uses appropriate models, prompts, or cues. Allows time for patient response.                        |  |  |                                  |  |  |  |                        |  |  |
| 8. Adapts treatment session to meet individual patient needs (std IV-G, 2e).                           |  |  |                                  |  |  |  |                        |  |  |
| 9. Completes administrative functions and documentation necessary to support treatment (std IV-G, 2f). |  |  |                                  |  |  |  |                        |  |  |
| 10. Identifies and refers patients for services as appropriate (std IV-G, 2g).                         |  |  |                                  |  |  |  |                        |  |  |
| Number of Items Scored: _____  |  |  | Number of Items Remaining: _____ |  |  |  | Section Average: _____ |  |  |

| <b>Preparedness, Interaction, and Personal Qualities</b>   | <b>Score</b> |
|--|--------------|
| 1. Possesses foundation for basic human communication and swallowing processes (std III-B)   |              |
| 2. Possesses the knowledge to integrate research principles into evidence-based clinical practice (std III-F).   |              |
| 3. Possesses knowledge of contemporary professional issues and advocacy (std III-G).   |              |
| 4. Communicates effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, caregiver, and relevant others (std IV-G, 3a). |              |
| 5. Establishes rapport and shows sensitivity to the needs of the patient.  |              |
| 6. Uses appropriate rate, pitch, and volume when interacting with patients or others.  |              |
| 7. Provides counseling and supportive guidance regarding communication and swallowing disorders to patients, family, caregivers, and relevant others (std IV-G, 3c).                                   |              |
| <b>Preparedness, Interaction, and Personal Qualities</b>   | <b>Score</b> |
| 8. Collaborates with other professionals in case management (std IV-G, 3b).  |              |
| 9. Displays effective oral communication with patient, family, or other professionals (std IV-B).  |              |
| 10. Displays effective written communication for all professional correspondence (std IV-B).   |              |
| 11. Adheres to the ASHA Code of Ethics and conducts him or herself in a professional, ethical manner (std III-E, IV-G, 3d).  |              |
| 12. Assumes a professional level of responsibility and initiative in completing all requirements.  |              |

|   |  |
|---|--|
| 13. Demonstrates openness and responsiveness to clinical supervision and suggestions.                           |  |
| 14. Personal appearance is professional and appropriate for the clinical setting.                               |  |
| 15. Displays organization and preparedness for all clinical sessions.   |  |
| Number of Items Scored: _____              Number of Items Remaining: _____              Section Average: _____ |  |

**Appendix E**

SIUE/ASHA Knowledge and Skills Acquisition (KASA) Summary Form

| Standard IV-A  | Course Title and #  |
|--|---|
| <b>The applicant must demonstrate knowledge of the:</b>  |   |
| <ul style="list-style-type: none"> <li>• Biological sciences</li> <li>• Physical sciences</li> <li>• Statistics</li> <li>• Social/Behavioral sciences</li> </ul>   | <ul style="list-style-type: none"> <li>Met through undergraduate transcript review</li> <li>N/A</li> </ul>  |
| Standard IV-B  | Course Title and #  |
| <b>The applicant must have demonstrated knowledge of the basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan.</b> |   |
| Basic Human Communication  |   |
| <ul style="list-style-type: none"> <li>• Biological</li> </ul>   | Met through UG transcript review of course content: anatomy & physiology  |
| <ul style="list-style-type: none"> <li>• Neurological</li> </ul>   | Met through UG transcript review of course content: neuroanatomy & neurophysiology  |
| <ul style="list-style-type: none"> <li>• Acoustic</li> </ul>   | Met through UG transcript review of course content: speech & hearing science  |
| <ul style="list-style-type: none"> <li>• Psychological</li> </ul>  | Met through UG transcript review of course content: normal language development   |
| <ul style="list-style-type: none"> <li>• Developmental/<br/>Lifespan</li> </ul>  | Met through UG transcript review of course content: normal language development   |
| <ul style="list-style-type: none"> <li>• Linguistic</li> </ul>   | Met through UG transcript review of course content: normal language development   |
| <ul style="list-style-type: none"> <li>• Cultural</li> </ul>   | Graduate courses:<br>SPPA 540—Early Intervention<br>SPPA 541—Phonological Disorders in Special Populations<br>SPPA 542—Voice Disorders<br>SPPA 543—Fluency Disorders<br>SPPA 544—Seminar in Language Disorders in Children<br>SPPA 544—Acquired Communication Disorders in Adults<br>SPPA 548--Dysphagia<br>SPPA 558—Augmentative and Alternative Communication |
| Swallowing Processes   |   |
| <ul style="list-style-type: none"> <li>• Biological</li> </ul>   | SPPA 548—Dysphagia  |
| <ul style="list-style-type: none"> <li>• Neurological</li> </ul>   | SPPA 548—Dysphagia  |
| <ul style="list-style-type: none"> <li>• Psychological</li> </ul>  | SPPA 548—Dysphagia  |

| ...Standard IV-B continued...  |   |
|--|---|
| • Developmental/<br>Lifespan   | SPPA 548—Dysphagia  |
| • Cultural   | SPPA 548—Dysphagia  |
| Standard IV-C  | Course Title and #  |
| <b>The applicant must demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:</b> |   |
| Articulation   | SPPA 541—Advanced Seminar in Child Speech Sound Disorders<br>SPPA 547—Motor Speech Disorders  |
| Fluency  | SPPA 543—Fluency Disorders  |
| Voice and resonance, including respiration and phonation   | SPPA 542—Seminar in Voice Disorders   |
| Receptive and expressive language (phonology, morphology, syntax, semantic, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities  | SPPA 540—Early Intervention<br>SPPA 544—Seminar in Language Disorders in Children<br>SPPA 545—Acquired Communication Disorders in Adults  |
| Hearing, including the impact on speech and language   | Met through UG transcript review of course content: speech & hearing science, basic audiometry, aural rehabilitation  |
| Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology)   | SPPA 548--Dysphagia   |
| Cognitive aspects of communication (attention, memory, sequencing, problem solving, executive functioning)   | SPPA 540—Early Intervention<br>SPPA 544—Seminar in Language Disorders in Children<br>SPPA 545—Acquired Communication Disorders in Adults  |
| Social aspects of communication (including challenging behavioral, ineffective social skills, and lack of communication opportunities)   | SPPA 540—Early Intervention<br>SPPA 544—Seminar in Language Disorders in Children<br>SPPA 545—Acquired Communication Disorders in Adults<br>SPPA 558—Augmentative and Alternative Communication |
| Augmentative and alternative communication modalities  | SPPA 540—Early Intervention<br>SPPA 545—Acquired Communication Disorders in Adults<br>SPPA 558—Augmentative and Alternative Communication   |

| Standard IV-D  | Course Title and #  |
|--|---|
| <b>For each of the areas specified in Standards IV-C, the applicant have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.</b> |   |
| Articulation   | SPPA 541—Advanced Seminar in Child Speech Sound Disorders<br>SPPA 547—Motor Speech Disorders  |
| Fluency  | SPPA 543—Fluency Disorders  |
| Voice and resonance, including respiration and phonation   | SPPA 542—Seminar in Voice Disorders   |
| Receptive and expressive language (phonology, morphology, syntax, semantic, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities  | SPPA 540—Early Intervention<br>SPPA 544—Seminar in Language Disorders in Children<br>SPPA 545—Acquired Communication Disorders in Adults  |
| Hearing, including the impact on speech and language   | Met through UG transcript review of course content: speech & hearing science, basic audiometry, aural rehabilitation  |
| Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology)   | SPPA 548--Dysphagia   |
| Cognitive aspects of communication (attention, memory, sequencing, problem solving, executive functioning)   | SPPA 540—Early Intervention<br>SPPA 544—Seminar in Language Disorders in Children<br>SPPA 545—Acquired Communication Disorders in Adults  |
| Social aspects of communication (including challenging behavioral, ineffective social skills, and lack of communication opportunities)   | SPPA 540—Early Intervention<br>SPPA 544—Seminar in Language Disorders in Children<br>SPPA 545—Acquired Communication Disorders in Adults<br>SPPA 558—Augmentative and Alternative Communication |
| Augmentative and alternative communication modalities  | SPPA 540—Early Intervention<br>SPPA 545—Acquired Communication Disorders in Adults<br>SPPA 558—Augmentative and Alternative Communication   |

| <b>Standard IV-E</b>   | <b>Course Title and #</b>                                 |
|--|---|
| <b>The applicant must have demonstrated knowledge of standards of ethical conduct</b>  | SPPA 503—Research Methods<br>SPPA 560—Professional Issues |
| <b>Standard IV-F</b>   | <b>Course Title and #</b>                                 |
| <b>The applicant must have demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.</b> | SPPA 503—Research Methods                                 |
| <b>Standard IV-G</b>   | <b>Course Title and #</b>                                 |
| <b>The applicant must have demonstrated knowledge of contemporary professional issues.</b>   | SPPA 560—Professional Issues                              |
| <b>Standard IV-H</b>   | <b>Course Title and #</b>                                 |
| <b>The applicant must demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials</b>                   | SPPA 560—Professional Issues                              |

| <b>Standard V-A</b>   | <b>Course Title and #</b>  |
|---|--|
| <b>The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.</b>   | SPPA 549a—Graduate Practicum in SLP I<br>SPPA 549b—Graduate Practicum in SLP II<br>SPPA 549c—Graduate Practicum in SLP III   |
| <b>Standard V-B</b>   | <b>Course Title and #</b>  |
| <b>The applicant for certification must have completed a program of study that included supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:</b> |  |
| 1. Evaluation   | SPPA 542—Seminar in Voice Disorders<br>SPPA 543—Fluency Disorders<br>SPPA 558—Augmentative and Alternative Communication<br>SPPA 549a—Graduate Practicum in SLP I<br>SPPA 549b—Graduate Practicum in SLP II<br>SPPA 549c—Graduate Practicum in SLP III |

| ...Standard V-B continued...          |   |
|---------------------------------------|---|
| 2. Intervention                       | SPPA 542—Seminar in Voice Disorders<br>SPPA 543—Fluency Disorders<br>SPPA 558 –Augmentative and Alternative Communication<br>SPPA 549a—Graduate Practicum in SLP I<br>SPPA 549b—Graduate Practicum in SLP II<br>SPPA 549c—Graduate Practicum in SLP III |
| 3. Interaction and Personal Qualities | SPPA 549a—Graduate Practicum in SLP I<br>SPPA 549b—Graduate Practicum in SLP II<br>SPPA 549c—Graduate Practicum in SLP III  |

## **Appendix F**

### Policy and Procedures for the Comprehensive Examinations

#### **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.

The dates for the comprehensive exams are as follows:

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

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.

#### **Format of Exams**

The comprehensive examination is a case study application. Students are given the general topic of their case study 2 weeks prior to the examination. Students are given 2 hours to complete the examination and are expected to complete the examination independently although the format is open-book/notes.

The case study will include inter/intra-disciplinary application of knowledge of identification of basic etiology, characteristics, selection of appropriate assessment tools, interpretation of information, and appropriate choices for remediation.

The Chair of the Comprehensive Examination Committee reviews the case studies 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.

#### **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

### **Examinations Pass/Fail Criteria**

Students must attain an average of 3.0 or above from each faculty member on the case study in order to pass the comprehensive examination.

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.

Students who do not meet the criteria must retake the examination within two weeks after notification of failure. The date of the retake examination is assigned by the Chair of the Comprehensive Examination Committee. The examination will be proctored.

Retake guidelines are outlined below:

1. 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.
2. 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.

### **Guidelines for Case Study Oral Presentation**

Students may choose a case study 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 the interpretation of the results
5. Diagnosis including prognosis, possible etiology, and rationale from assessments
6. Recommendations – evidence-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 evidence-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.
9. Linguistic and Cultural consideration—must be present and highlighted throughout presentation.

### 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 (written rubrics adapted for oral presentation) 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.

Students who fail the oral presentation of a case study must retake the written comprehensives the following semester during the schedule 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.

## Appendix G

### Graduate Assessment Plan: Goals of Graduate Student Learning

#### **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 coursework, 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 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 coursework 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 coursework 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 meet 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 measureable 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.

## Appendix H

### Procedures for Complaints Against Graduate Education Programs—Council on Academic Accreditation in Audiology and Speech-Language Pathology

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. (<http://www.asha.org/Academic/accreditation/Accreditation-Handbook/>)

#### **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 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 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 complaint'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 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.

- 1) 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.
- 2) 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 a complete responsive information and supporting documentation that they consider relevant to the complaint within 45 days of the date of the notification letter.

- 3) 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 the 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 complaint, 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.
- 4) 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:
  - a) Dismissing the complaint;
  - b) 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);
  - c) Continuing the investigation through an onsite visit to the program;
  - d) Placing the program on probation;
  - e) Withholding/withdrawing accreditation.
- 5) 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.
- 6) The CAA will review all evidence before it, including the site visit report and the program's response to the report, and will take of the following actions within 21 days of receipt of the program's response:
  - a) Dismissing the complaint;
  - b) 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);
  - c) Placing the program on probation;
  - d) Withholding/withdrawing accreditation

- 7) 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 opinion 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.
- 8) 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.
- 9) 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:
  - a) 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);
  - b) Placing the program on probation;
  - c) Withholding/withdrawing accreditation;
- 10) Within 15 days of its decision, the CAA will notify the program and the complainant of its decision.
- 11) 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 the program response to CAA for review.
- Within 30 days, CAA determines course of action.
- If CAA determines that a site visit is necessary, it schedules and site visit team submit 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](http://www.asha.org/academic/accreditation/accredmanual/section8.htm#Complaints_programs)



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

**Strategic Plan 2014-2017**

Updated 9/2015; 9/2016; 9/2017

The Graduate program in Speech-Language Pathology at Southern Illinois University Edwardsville is housed in the School of Education, Health and Human Behavior. Five departments comprise the School of Education, Health and Human Behavior: Curriculum and Instruction, Educational Leadership, Kinesiology and Health Education, Psychology, and Special Education and Communication Disorders. The Department of Special Education and Communication Disorders supports two distinct programs, one in Special Education and the second in Speech-Language Pathology. Currently, the Speech-Language Pathology program is under the supervision of the Department Chair from the Department of Kinesiology and Health Education.

The strategic plan of the Speech-Language Pathology program is guided by the vision, mission, values, and goals of:

- Southern Illinois University Edwardsville (<http://www.siu.edu/about/mission.shtml>)
- School of Education, Health, and Human Behavior (<http://www.siu.edu/education/about/goal.shtml> )
- American Speech-Language-Hearing Association (<http://www.asha.org/about/>).

***Vision***

**Become the highest ranked Speech-Language Pathology program in the State of Illinois.**

***Mission***

**To prepare students to be exceptional clinicians and leaders in the field of Speech-Language Pathology.**

### *Focus Areas of the Speech-Language Pathology Program*

The following serve as focus areas for the program of speech-language pathology and served as a guide for developing goals for the program's strategic plan:

**Focus Area 1: Enrollment**

**Focus Area 2: Quality of academic program and instruction**

**Focus Area 3: Quality clinical program and instruction**

**Focus Area 4: Research**

**Focus Area 5: Community support**

#### **Focus Area #1: Enrollment**

| SIUE Goal   | SEHHB Goal | SPPA Long Term Goal                                     | Strategies  | Resources Needed  |
|---|------------|---|---|---|
| Citizenship<br><br>Inclusion  | #3         | Create and maintain a diverse and growing student body. | Develop and administer a questionnaire for student about the feasibility of study abroad by the end of 2015.<br><br>Send visitation day information to historically black colleges and universities every fall. | <i>Time</i> to develop and administer questionnaire; <i>time</i> to send Visitation Day information |
| Progress<br>2015: faculty attended seminar on study abroad programming and met with director of International program; GA to make flyer and distribute to universities<br>2015-2016: questionnaire administered, a lot of interest from students; \$ requirement is largest concern; f/u with PH faculty who have established program; consult w/ other institutions w/ established programs; following-up on VD information<br>2016-2017: study abroad efforts have shifted to UG program as it is more feasible; SC sent visitation day information |            |   |   |   |

**Focus Area #2: Quality of academic program and instruction**

| SIUE Goal   | SEHHB Goal | SPPA Goal   | Strategies  | Resources Needed   |
|---|------------|---|---|--|
| Excellence  | #2, 7, 8   | Increase quality of academic program and instruction. | Curriculum retreat.<br><br>Offer additional (possibly on-line) elective | <i>Time and room reservation; funding for summer stipend</i> |
| <p>Progress</p> <p>2015: curriculum retreat May, 2015; intend to make retreat annual meeting</p> <p>2015-2016: curriculum retreat July, 2016; decided against offering additional on-line electives</p> <p>2016-2017: program had curriculum retreat July, 2017</p> |            |   |   |  |

**Focus Area #3: Quality of clinical program and instruction**

| SIUE Goal   | SEHNB Goal  | SPPA Goal                             | Strategies  | Resources Needed   |
|---|-------------|---------------------------------------|---|--|
| Excellence<br><br>Integrity   | #2, 6, 7, 8 | Increase quality of clinical program. | <p>Develop guidelines/expectations for clinic supervisors by spring 2015.</p> <p>Develop clinic handbook by spring 2015.</p> <p>Develop guidelines/expectations for externship supervisors by spring 2015.</p> <p>Begin a “grand rounds” in the clinic to identify weaknesses in clinical practice fall 2015.</p> <p>Perform file audits to ensure quality control for each supervisor each semester.</p> <p>Implement client/family survey of services received.</p> | Meeting <i>times</i> and audit review; <i>paper</i> to administer survey |
| <p>Progress</p> <p>2015: developed guidelines/expectations for on-campus and off-campus clinical supervisors (will revise annually) and new clinic handbook; program discussing format for “grand rounds” and how to include clinical faculty; Clinical Coordinator is starting to implement SQF model for supervision; will revise client/family survey for fall distribution</p> <p>2015-2016: administered and aggregated data from clinic evaluation; consider official ad hoc committee for services; formalize quality control mechanism</p> <p>2016-2017: the need for a “grand rounds” is happening inherently within the clinic; in addition, the new clinical model (of 2:1 clients: grad students) has solved much of the variability in quality across supervisors; clinic handbook has been updated; expectations for externship supervisors have also been updated.</p> |             |                                       |   |  |

**Focus Area #4: Research**

| SIUE Goal   | SEHHB Goal | SPPA Long Term Goal  | Strategies   | Resources Needed  |
|---|------------|--|--|---|
| Wisdom  | #4, 8      | <p>SPPA faculty to achieve local, state, national, and international recognition for scholarship.</p> <p>SPPA students to achieve local, state, national, and international recognition for scholarship.</p> | <p>Recruit a minimum of 2 student research volunteers per year.</p> <p>A minimum of 2 student presentations per year (local, state, national, international)</p> <p>A minimum of 1 student completing a thesis per year.</p> <p>A minimum of 5 faculty publications/presentations per year (state, national, international)</p> <p>Develop better visibility of faculty and student research on website by December 2015</p> | <p><i>Time to meet with students and complete research; departmental support of website</i></p> |
| <p>Progress</p> <p>2015: 5 thesis students successfully defended and graduates; 2 state and 4 national student presentations; 5 faculty publications; faculty will submit research profiles through KHE.</p> <p>2015-2016: 2 volunteers; 4 student presentations; will continue to work on website</p> <p>2016-2017: presentations with both SWISHA and FRIENDS; provided Hannen workshop fall 16; provided Hearing Screenings to the university community in May; we continue to use Facebook to post job opportunities; JH is working with the SIUE Marketing department to advertise for the clinic; the program has had 3 national presentations, 3 local, and 2 publications this past year.</p> |            |  |  |   |

**Focus Area #5: Community support**

| SIUE Goal   | SEHHB Goal | SPPA Goal   | Strategies   | Resources Needed  |
|---|------------|---|--|---|
| Community   | #6         | <p>Support SLPs in the community to practice at the highest level of professional competence and performance.</p> <p>Support the consumers of the SLH Clinic.</p> | <p>Update clinic website by the end of 2015.</p> <p>Provide at least 1 local CEU opportunity each year.</p> <p>Determine feasibility of on-line summer electives for professionals in the community by 2016</p> <p>Participate in Better Hearing and Speech Month activities in the clinic to promote understanding and advocacy beginning spring 2016.</p> <p>Develop a plan for using social media to support clinical practice of alumni by 2016.</p> <p>Develop a plan for using social media in the SLH Clinic by 2016.</p> | <p><i>Time and departmental support for website; compensation for summer load; office supplies for BSHM</i></p> |
| <p>Progress</p> <p>2015: Clinic Coordinator working w/ marketing to update Clinic website and develop brochures; Clinical Coordinator will gather information from ASHA for ideas to use social media in the Clinic.</p> <p>2015-2016: website is updated; we discontinued CEU provider status, now more collaborations with community organizations (SWISHA, FRIENDS) to provide CEU opportunities; developed Facebook page for clinic</p> <p>2016-2017: Faculty provided at least 3 continuing education opportunities; offered university wide HS during May; continue to use social media so support clinical practice through job opportunities and marketing.</p> |            |   |  |   |

