



DEPARTMENT OF APPLIED HEALTH

Graduate Program in Speech-Language Pathology

Vision:

(To be updated fall 2021)

Mission:

(To be updated fall 2021)

Graduate HANDBOOK

Effective Fall 2021



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.

It is expected that students follow the policies and procedures in this Handbook carefully as they were developed and implemented to meet our accreditation standards and ensure that each student has the opportunity to learn and demonstrated the required skills and knowledge required for entry level practice into the field of Speech-Language Pathology.

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
SLP Graduate Program Director

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Introduction

The graduate program in Speech-Language Pathology (SPPA) at SIUE is accredited by the Council on Academic Accreditation (CAA) and 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, cognition and swallowing; learn to apply this understanding effectively in clinical decision-making and problem solving; and undertake careers dedicated to lifelong expansion of professional knowledge.

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 Financial and Professional Regulations (IDPFR).

We have prepared this handbook to acquaint you with the faculty, curriculum, support services, rules, regulations, and requirements of the program. Because the program integrates academic and clinical learning, the policies and procedures provided in this handbook apply to both academic and clinical learning environments, unless otherwise stated. Additional requirements and procedures pertaining specifically to clinic are contained in a separate Clinic 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.

Part I: STUDENT RIGHTS AND RESOURCES

Non-Discrimination and Non-Harassment Statement

It is the policy of Southern Illinois University Edwardsville (SIUE) that all students, faculty, staff, and guests should be able to experience an educational environment free from [discrimination, and harassment](#). The program prohibits discrimination towards students, faculty, staff, and persons served in the program's clinics. This includes prohibitions on discrimination based on any category prohibited by applicable law but not limited to age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status. Discrimination in any form [will not be tolerated](#); management and supervisory personnel, at all levels, are responsible for taking reasonable and necessary action to prevent discrimination.

Student Conduct and Academic Integrity

Students are expected to behave in a professional manner at all times, even when not directly involved in clinical duties.

Conduct

The classroom—whether academic or clinical—should be a learning-centered environment in which faculty and students are not hindered by disruptive behavior. Students are expected to assist in maintaining a classroom environment that is conducive to teaching and learning. Faculty have the authority to manage their classrooms to ensure an environment conducive to learning, and students have the responsibility to be familiar with and refrain from potentially disruptive behavior. Students are expected to assume a proactive role in assuring that all students have the opportunity to gain from time spent in class. Disruptive behavior is defined as any behavior that interferes with the instructor’s ability to conduct the class, or the ability of students to profit from the instruction. Disruptive behavior may take various forms, and includes, but is not limited to the following:

- Private conversations (e.g., talking, signing, writing, e-mailing) and general noise
- The use of cell phones, pagers, and other communication devices
- Openly challenging instructor’s authority in classroom management
- Working on non-class activities
- Inappropriate use of laptops, such as web surfing, social media, e-mail, working on other class assignments, etc.
- Inappropriate non-verbal messages to the instructor or other students via facial expressions, verbal tone, etc. (e.g. rude behavior)
- Repeated tardiness to class
- Anything construed as disrespectful toward a guest speaker or fellow classmate
- Sleeping in class
- Arriving late, packing up or leaving early

Use of any of these or other disruptive behavior in the classroom will result, minimally, in a request to leave class. Adherence to this policy provides students with the opportunity to develop professional behavior.

Integrity

The Speech-Language Pathology program strictly adheres to the university’s policies on [academic integrity](#), [plagiarism](#), [faculty code of ethics and conduct](#), and [ASHA standards of ethical practice](#) . When an instructor believes academic or unethical conduct has occurred, the instructor will follow university policy to address the concern. Academic Misconduct includes acts of cheating, plagiarism, improper and unauthorized collaboration, unauthorized resubmission of work, and acts of fabrication.

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

Plagiarism means using the work and words of another as one's own. Plagiarism includes copying, paraphrasing or otherwise using the written or oral work of another without acknowledging the source, or it may consist of presenting oral or written course work prepared by another as one's own. Copying from journal articles, textbooks, or the content of a past report is plagiarism. Just because you have retyped and changed the content slightly, you are still using someone else's work and avoiding the learning associated with the task for yourself. If you use information from journal articles or textbooks, you must use a proper citation to recognize the source of the information. SIUE believes that plagiarism violates all that a university stands for and normally brings a sanction of a grade of F in the course.

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

Unauthorized Collaboration: Unauthorized Collaboration means that working together is not permitted. This includes working out answers to homework assignments with others, working on take-home work with others, checking homework answers with others, having someone else help or re-write a paper. This is cheating and it is wrong. Generally professors expect students to submit work that is their own and reflects their own understanding, knowledge and achievement. Collaboration is not permitted unless the professor has authorized it. If you are unclear about the assignment, it is your responsibility to seek clarification from the professor. Remember that even if a professor authorizes collaborative work, it is considered improper collaboration to copy someone else's work or let them copy yours. This is academic misconduct. The rules of collaboration change according to the assignment and vary from course to course and from professor to professor. The rules do not mean that students cannot study together or in groups or on Facebook. Study groups designed to help each other better understand concepts and course material. The rules apply to assignments that will be submitted for a grade.

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

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

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

Students who violate Academic Integrity at SIUE will be subject to procedures and policy outlined in the [Student Conduct Code](#). Students have the right to appeal any faculty decision in regards to Academic Misconduct. Students must follow the policy and procedures outlined in the [Student Grievance Code](#).

Student Grievance Process

Student Complaint Process

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, the concern should be addressed with the Program Director and/or Clinic Coordinator, as appropriate. Complaints not resolved with the Program Director or Clinic Coordinator should be submitted to the Department Chair. If the concern warrants further action or has an impact on the student's program, the faculty are informed of the concern at a faculty meeting with one week of submission of the complaint. A record of the submitted concern is documented by either the individual faculty member, Program Director, or Clinic Coordinator, and is retained in a file in the Program Director's office.

Filing Student Grievances with the University

If the complaint is not resolved within the Department, the student can bring an official grievance against the faculty member or supervisor. The official procedure for filing a grievance is outlined in section [3C3 of the Student Grievance Code](#).

Filing Complaints with CAA Against the SPPA Graduate Program

A complaint about any accredited speech-language 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 filing complaints against the program can be found in the [CAA Accreditation Handbook](#).

Complaints about programs must meet all of the following criteria:

- a. be against an accredited graduate education program or program in candidacy status in audiology or speech-language pathology;

- b. relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech-Language Pathology in effect at the time that the conduct for the complaint occurred, including the relationship of the complaint to the accreditation standards;
- c. be clearly described, including the specific nature of the charge and the data to support the charge;
- d. be within the timelines specified below:
 - if the complaint is being filed by a graduate or former student, or a former faculty or staff member, the complaint must be filed within one year of separation*from the program, even if the conduct occurred more than 4 years prior to the date of filing the complaint;
 - if the complaint is being filed by a current student or faculty member, the complaint must be filed as soon as possible, but no longer than 4 years after the date the conduct occurred;
 - if the complaint is being filed by other complainants, the conduct must have occurred at least in part within 4 years prior to the date the complaint is filed.

*Note: For graduates, former students, or former faculty or staff filing a complaint, the date of separation should be the date on which the individual was no longer considered a student in or employee of the graduate program (i.e., graduation, resignation, official notice of withdrawal or termination), and after any institutional grievance or other review processes have been concluded.

Complaints also must meet the following submission requirements:

- a. include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA;
- b. include the complainant's name, address, and telephone contact information and the complainant's relationship to the program in order for the Accreditation Office staff to verify the source of the information;
- c. be submitted using the CAA's complaint form
- d. must be complete at the time of submission, including the complaint and all appendices;
- e. append documented evidence in support of the complaint, including as appropriate relevant policies/procedures, relevant correspondence (including mail), timelines of referenced events, etc. Complainants should not enclose entire documents; only the specific pages should be included that present content germane to the complaint. Page numbers to these appendices should be referenced in the complaint. Materials may be returned to the complainant if not properly organized to support the complaint.
- f. must submit all complaints and supporting evidence in English, consistent with the business practices of the CAA;

- g. be signed and submitted in writing via U.S. mail, overnight courier, or hand delivery—not via e-mail or as a facsimile—to:

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

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. Students must pay a one-time activation fee and may access the program from any computer with internet access.

Fee: \$100

Frequency: 1x

For more information about CALIPSO, please see Part III of this handbook, or the Clinic Handbook.

Textbooks The university uses a semester rental system for textbooks. Each semester, textbooks for graduate students are provided by Textbook Services and are paid for through a student fee. At the end of each semester, students may return their textbooks or purchase them at an additional cost. The SPPA program *strongly recommends that students purchase their textbooks* as the faculty select the books intending for long-term as students transition into, and practice in, the field of Speech-Language Pathology.

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

Fee: \$122

Frequency: 1x

For more information about testing requirements for ISBE, please see Part IV of this Handbook.

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: \$138 (red lot)

Frequency: each year

Health Requirements Students are required to complete a TB test and maintain active CPR certification prior to starting their on campus clinical experiences. A seasonal flu vaccine and Hepatitis B vaccination are strongly recommended. In addition, externship sites may require updated and/or additional health precaution documentation.

Fee: varies by provider

Frequency: 1x prior to on-campus clinical experiences; then as needed for specific externship sites

Background Check/fingerprinting Each student is required to complete a background check through the School of Education, Health and Human Behavior prior to starting their school externship.

Fee: ~\$45

Frequency: 1x; prior to school externship

Additional information may be required by specific externship sites. Requirements may include drug screening, additional medical vaccinations, and/or different types of background checks. Students need to work closely with the Clinical Coordinator and his/her individual site for specifics.

Fee: TBD

Frequency: varies by externship site

Praxis This is the national examination required for ASHA certification. Students typically take the PRAXIS exam during their final semester. Information regarding the PRAXIS may be found at <http://www.ets.org/praxis>.

Fee: \$146

Frequency: at least 1x

University and Professional Expectations

It is the policy of the speech-language pathology program that students and faculty abide by the policies and procedures outlined by the university. A complete list of university policies and procedures may be found at <http://www.siu.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.

The speech-language pathology program expects students to apply the highest level of academic and clinical integrity which, in addition to the aforementioned university policies, includes adhering to the:

Scope of Practice of Speech-Language Pathology: The [ASHA Scope of Practice](#) is an official policy defining the roles of the speech-language pathologist. Students and supervisors are required to practice within these roles.

ASHA Code of Ethics: Each student is responsible for reviewing and practicing the [ASHA Code of Ethics](#). Violations of the Code will be reflected in your grade and, depending on the seriousness of the violation, may be grounds for dismissal from a clinical experience or the program.

Out-of-Program Responsibilities

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 prepare adequately for clinic sessions and willingness to accommodate clinical assignments. Work obligations are not an excuse for failure to complete program requirements in a timely way.

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](#) and the [Code of Ethics](#) outlined by ASHA.

Part II: ACADEMIC PREPARATION

The Master of Science degree program of study integrates *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 speech-language pathologists in a variety of settings. Students must complete *both* academic and clinical components of the program.

Academic Calendar

The program of Speech-Language Pathology follows the [university calendar](#) for all academic and on-campus clinical requirements. Students are expected to follow the specific schedules of their specific externship sites during off-campus clinical experiences.

Academic Advising

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. Students meet, individually, with their academic advisor each semester.

All students, in collaboration with their academic advisor, are responsible for tracking the acquisition of knowledge and skills required for ASHA certification (see how the program curriculum maps on to the knowledge and skills in the *SIUE/ASHA Knowledge and Skills*

Acquisition (KASA) Summary; Appendix A), and ISBE Professional Educator Licensure. For ASHA and state practice license requirements state, student progress in academic and clinical skills are tracked through a web-based application called CALIPSO. CALIPSO allows professors, clinical instructors, and students to enter and view information into the KASA document. The procedures for using CALIPSO are 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.

In addition to the aforementioned academic and clinical experiences as required by the program, ISBE also requires students to complete 150 clinical hours explicitly attained in a public school, and the Content Test (see Section IV). Completion of these requirements are monitored by the Clinic Coordinator, Program Direction, and Student Services office through the School of Education, Health and Human Behavior.

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 SPPA program believe and expect that attending regularly, participating in class, 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 student 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](#).

Clinic attendance policy and expectations are provided in the Clinic Handbook.

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 program requirements can be fulfilled: non-thesis and thesis. Students in both plans are required to complete eleven (11) core courses (see below).

SPPA Core Courses (Required)		Credit Hours
SPPA 503	Research Methods in Speech Pathology and Audiology	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 544	Seminar in Language Disorders in Children	3
SPPA 545	Acquired Communication Disorders in Adults	4
SPPA 548	Dysphagia	3
SPPA 558	Augmentative and Alternative Communication	3
SPPA 543	Fluency Disorders	3
SPPA 547	Motor Speech Disorders in Adults	3
SPPA 560	Professional Issues in Speech-Language Pathology and Audiology	3

A complete curriculum guide, including sequence of courses, for both thesis and non-thesis options is included in Appendix B.

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 in addition to the eleven core courses. Electives are offered during the summer. All non-thesis students must pass a comprehensive examination in their final semester of the graduate program.

Research Intensive Plan. Students who are interested in research experience have the opportunity to apply for a research intensive plan of study. In this plan, students participate in

continued research throughout their graduate program. During initial advising, students work closely with their advisors to map out a specific research experience. This experience is integrated into the student's comprehensive exam. Students completing the research intensive plan complete the eleven core courses and 2 additional credits of independent study (SPPA 510).

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 and or re-distribution of clinical experiences 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 certification and licensure requirements. Finally, thesis students are not required to take the comprehensive examination. Successful completion and defense of the thesis replaces the comprehensive exam.

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. With this option, there is a potential that the program will extend to a sixth semester. Further university requirements and guidance is provided by the [Graduate School](#).

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.

1. **1st and 2nd semesters** (First Fall and Spring semesters of graduate school)
 - a. Selection of a chair, topic, and committee
 1. Select a topic of interest. Choose a broad area (e.g. adult language). Research that area to narrow your scope into a focused area of possible inquiry, which can generate a series of questions.
 2. Select a chair from the permanent graduate faculty who has knowledge/interest in your topic as well as knowledge of conducting research. Permanent graduate faculty and their interest areas are provided later in this Handbook.
 3. Select committee members. Graduate School regulations require at least three graduate faculty members. The program of Speech-Language Pathology requires that permanent graduate faculty should be chosen. Additional committee members may be recruited, including temporary graduate faculty members, experts in your field of inquiry, etc.
 4. After consulting with the committee chair, it is the student's responsibility to obtain agreement from 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 student and committee chair.)

- b. Preparation of the prospectus
 1. Prepare the prospectus (the first three chapters of the thesis). These chapters include (1) an introduction, (2) a comprehensive review of the literature related to the question to be answered, along with a statement of the problem, and (3) the procedures to be used in the study, including the proposed statistical analysis. During the first Fall semester most new graduate students will be enrolled in SPPA 503 and should consider developing their thesis chapters in coordination with the requirements of this course and course instructor
 2. 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
 1. After the prospectus has been prepared and circulated to the committee, a formal meeting is held during which time the committee approves or disapproves the prospectus. This meeting must be held by the midpoint of the second semester of the graduate program.
 2. Students need to submit the [Registration of Thesis Title form](#). 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.
2. **3rd Semester:** Data Collection—After prospectus approval by the committee and permission by the IRB is granted, begin data collection and analysis.
3. **4th Semester:** Thesis Preparation
 - a. Complete data analysis
 - b. Write Chapter 4 (results) and begin Chapter 5 (discussion)
4. **5th Semester:** Thesis completion
 - a. Final thesis writing
 - b. Final presentation of thesis
 - 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.
 1. Preparation of the Manuscript: 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. 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, 2018.

The student will be responsible for obtaining this document and following the guidelines set forth.

2. Formal Presentation of the Thesis: 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.
3. Following the presentation and general questions, the candidate and all guests will be asked to leave and the thesis 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.

Postponing Graduation

If the student is not able to complete the thesis project during the anticipated semester and has already filed an application to graduate form with the Graduate School, the student may petition the Graduate School to postpone graduation to a following semester. A form, http://www.siu.edu/registrar/about/pdf/GR_EXTTHES_fillable.pdf must be submitted to the Graduate School.

Essential Skills

The accredited program in speech-language pathology at Southern Illinois University Edwardsville (SIUE) adheres to the standards set by the American Speech, Language-Hearing Association (ASHA). Faculty in the program have a commitment to students to develop skills they will be expected to perform both during their graduate education and professional career as speech-language pathologists. These skills require the integration of academic knowledge with clinical skills and the responsibility for the welfare of clients who are evaluated, treated, and/or otherwise affected by students enrolled in the program. Thus, it is important that persons admitted to, retained in, and graduated from the program possess essential physical, behavior and social, and intellectual and cognitive skills necessary to learn and practice speech-language pathology. These essential skills provide the foundation for the academic and clinical skills required of successful speech-language pathologists.

Physical: Physical essential skills include the ability to move throughout the clinical/academic setting, taking care of oneself (e.g., hygiene), adequate vision/audition, and abilities to physically participate in all aspects of program (e.g., without fatigue or pain)

Behavioral and Social Attributes: Behavioral and Social essential skills include maintenance of emotional health and wellbeing, composure, ability to adapt to quickly changing environment, effective communication skills across modalities, respect of others, ability to meet program requirements and administrative expectations, establishing rapport, and self-reflection for change.

Intellectual and Cognitive Abilities: Intellectual and cognitive essential skills support learning and assimilation of information; critical analysis; and the ability to synthesize and apply information, be organized, and take initiative.

In addition to being foundational to developing and demonstrating specific academic and clinical skills, essential skills are needed in order to meet professional practice standards. The Council on Academic Accreditation (<https://caa.asha.org/>) identifies Professional Practice Standards as critical components of a graduate program. These Professional Practice Standards include: accountability, integrity, effective communication, clinical reasoning, evidence-based practice, concern for individuals shown, cultural competence, professional duty, and collaborative practice. Thus, as part of the program, students will develop and demonstrate their essential skills related to physical ability, behavior and social attributes, and intellectual and cognitive abilities in order to meet the Professional Practice Standards. Faculty recognize these standards as critical to students developing the skills to be successful in the field of speech-language pathology and recognize their role in helping students develop the essential skills required to meet these expectations.

The University, College, Department, and Program do not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, or military status. If students become aware that they may need accommodations to successfully complete the program, they are encouraged to contact the Speech-Language Pathology graduate program director. When requested, the University will provide reasonable accommodations to otherwise qualified students with properly documented disabilities who meet the minimum program requirements. In this situation, students should contact SIUE's Office of Accessible Campus Community and Equitable Student Support (ACCESS) at 618-650-3726 or siue.edu/access.

Provided below are the CAA Professional Practice Standards with additional information, specific to essential skills and examples to help prospective and current students identify and understand how the various essential skills (physical, behavioral and social, and intellectual and cognitive) are integrated and required of the program and field of speech-language pathology.

Accountability

- Practice in a manner that is consistent with the professional codes of ethics and the scope of practice documents for the profession of speech-language pathology.
- Adhere to federal, state, and institutional regulations and policies that are related to services provided by speech-language pathologists.
- Understand the fiduciary responsibility for each individual served.
- Understand the various models of delivery of speech-language pathology services (e.g., hospital, private practice, education, etc.).
- Use self-reflection to understand the effects of his or her actions and makes changes accordingly.

- Understand the health care and education landscape and how to facilitate access to services.
- Understand how to work on interprofessional teams to maintain a climate of mutual respect and shared values.

Accountability includes essential skills required for being punctual for all meetings and sessions, consistently attending meetings and clinic sessions, maintaining client confidentiality, completing all required duties and assignments within an appropriate timeframe (e.g., lesson plans, data collection forms, SOAP notes, reports), meeting deadlines, and remaining flexible to meet the needs and responsibilities associated with the development of clinical skills.

Integrity

- Use the highest level of clinical integrity with each individual served, family members, caregivers, other service providers, students, other consumers, and payers.
- Understand and use best professional practices related to maintenance of confidentiality for all individuals in accordance with HIPAA and FERPA requirements.

Integrity includes essential skills required for taking the initiative to develop independence while moving toward the highest level of clinical practice.

Effective Communication Skills

- Use all forms of expressive communication—including written, spoken, and non-verbal communication—with individuals served, family members, caregivers, and any others involved—in the interaction to ensure the highest quality of care that is delivered in a culturally competent manner.
- Communicate—with patients, families, communities, and interprofessional team colleagues and other professionals caring for individuals in a responsive and responsible manner that supports a team approach to maximize care outcomes.

Effective communication includes essential skills required for the ability to speak Mainstream American English intelligibly and write discipline-specific papers and clinical reports using edited American English. Communication should be timely, accurate, and use a variety of forms (e.g., verbal, phone, email) as appropriate to the clinical experiences while considering the communication needs and cultural values of the communication partners. Effective communication also requires the skill of assessing and effectively communicating all relevant information including the significance of nonverbal responses.

Clinical Reasoning

- Use valid scientific and clinical evidence in decision-making regarding assessment and intervention.
- Apply current knowledge, theory, and sound professional judgment in approaches to intervention and management of individuals served.
- Use clinical judgment and self-reflection to enhance clinical reasoning.

Clinical reasoning includes essential skills required to:

- Demonstrate the mental capacity to learn and assimilate professional information in a timely way, including the ability to comprehend oral and written professional literature and reports.
- Solve academic and clinical problems through critical analysis.
- Seek relevant case information. Synthesize and apply concepts and information from various sources and disciplines.
- Discriminate correct production of and model American English phonemes, vocabulary, grammatical forms, and prosodic patterns.
- Analyze, synthesize, and interpret ideas and concepts in academic and clinical settings, and express these in an accurate manner in verbal and written form.
- Organize, schedule, and prioritize activities, and provide documentation in a timely manner.
- Visually monitor patient responses and materials.
- Adapt to an environment that may change rapidly without warning and/or in unpredictable ways.

Evidence-Based Practice

- Access sources of information to support clinical decisions regarding assessment and intervention/management.
- Critically evaluate information sources and applies that information to appropriate populations.
- Integrate evidence in provision of speech-language pathology services.

Concern for Individuals Shown

- Show evidence of care, compassion, and appropriate empathy during interactions with each individual served, family members, caregivers, and any others involved in care; and
- Encourage active involvement of the individual served in his or her own care.

Concern for individuals includes essential skills required for demonstrating interest and motivation, and remaining engaged in delivering professional services. This includes establishing rapport with others and promoting openness of communication (e.g., being a responsive, empathetic listener). Concern is also demonstrated through providing a safe environment for others by responding quickly to emergency situations (e.g., fire, choking, etc.) and applying universal precautions (e.g., standardized approach to infection control).

Cultural Competence

- Understand the impact of his or her own set of cultural and linguistic variables on delivery of effective care. These include but are not limited to, variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation.
- Understand the impact of the cultural and linguistic variables of the individuals served on delivery of care. These include but are not limited to variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation

- Understand the interaction of cultural and linguistic variables between the caregivers and the individuals served in order to maximize service delivery.
- Understand the characteristics of the individuals served (e.g., age, demographics, cultural and linguistic diversity, educational history and status, medical history and status, cognitive status, and physical and sensory abilities)

Professional Duty

- Engage in self-assessment to improve his or her effectiveness in the delivery of services.
- Understand the roles and importance of professional organizations in advocating for rights to access to speech-language pathology services.
- Understand the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel.
- Understand the roles and importance of interdisciplinary/interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.
- Understand and practice the principles of universal precautions to prevent the spread of infection and contagious disease.
- Understand and use the knowledge of one's own role and those of other professions to appropriately assess and address the needs of the individuals and populations served.

Professional duty includes essential skills required for maintenance of emotional and mental health necessary to use your intellectual abilities to promptly complete responsibilities and in demanding situations, return demonstration on your learning, and understanding and respecting faculty and supervisory authority.

Collaborative Practice

- Understand how to apply values and principles of interprofessional team dynamics.
- Understand how to perform effectively in different interprofessional team roles to plan and deliver care centered on the individual served that is safe, timely, efficient, effective, and equitable.

Collaboration includes essential skills required for working with other professionals and disciplines and the willingness to be able to examine and change one's own behavior when it interferes with professional relationships.

In addition to the Professional Practice Standards above, the program identifies essential **physical** abilities required to be successful in the field of speech-language pathology:

- Participate in classroom, laboratory, clinical, and other professional responsibilities and activities for up to four-hour blocks of time with one short break.
- Access transportation to all clinical and academic placements.
- Move independently to, from, and within the clinical and academic setting.
- Provide for your own personal hygiene.
- Manipulate laboratory, evaluation and intervention materials.

- Complete all academic and client-related forms and paperwork (e.g., lesson plans, data collection forms, SOAP notes, reports).
- Visually monitor patient responses and materials.
- Make accurate judgments about speech and acoustic signals

Dissemination:

- Essential skills are included as part of the admissions process, informing applicants of these expectations.
- Information about the program's essential skills is provided at the fall, initial orientation. During orientation, students will confirm that they have received and understood the program's essential skills and how these essential skills may impact the development of one's academic and/or clinical skills.

Procedure when student does not meet an essential skill:

- An instructor or clinical supervisor can identify a student as not meeting an essential skill or skills.
- The instructor/clinical supervisor will meet with the student to discuss the concern and determine recommended course of action.
- Documentation of the conference and recommended course of action will be shared with the student and retained by the instructor/supervisor.
- Failure to meet and/or maintain the essential skills will be reflected in the student's clinical or course grade. Consequences may include difficulty completing academic and/or clinical work at an appropriate level, delayed completion of the program, or dismissal from the program.

Academic Performance Standards

SIUE Graduate School Retention Policy ([1L2](#)) states that whenever a graduate student's cumulative grade point average falls below 3.0 (4.0 scale), the status of the student will be reviewed by the Dean of the Graduate School and the student's graduate adviser and/or graduate Program Director. If the student is permitted to continue, the conditions for continuance will be put in writing by the student's adviser or graduate program director and, upon concurrence of the Dean of the Graduate School, communicated to the student. In any case, if, after 15 semester hours of work in a degree program, a student has earned 6 or more hours of C or below in graduate-level courses for the current degree not balanced by A's in graduate-level courses for that degree, the student may be dropped and ordinarily is not again admissible to that degree program. No credit is allowed toward a graduate degree for courses in which a grade less than C is recorded. Individual programs may have higher retention standards.

Academic Retention

The academic retention standards of the SPPA program are more rigorous than those of the SIUE Graduate School. Students should expect to receive As, Bs, and Cs. However, students are allowed no more than two Cs in their clinical and academic coursework. Students who receive

more than two Cs or a D in any (clinical or academic) coursework will be dismissed from the program.

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

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

E < 59%

Formative Assessment

The design of the graduate curriculum in the Speech-Language Pathology program integrates the skills, competencies, and knowledge that students must develop to meet accreditation standards established by the Council on Academic Accreditation (CAA) and ASHA. To guide students through this development, formative assessment is integrated throughout each academic and clinical course. As a result, students are informed about their individual status of meeting program requirements at any given time. In addition, students discuss their standing in the with their academic advisor program at each semester meeting.

Academic Support Process

By meeting the academic retention standards, students will demonstrate competency in the Knowledge and Skills required for ASHA certification. As determined by the SPPA Program, students are required to obtain an average score of 70% or greater in each course (grade of C) in order to demonstrate competence. The program uses formative assessment and feedback throughout each of its courses and provides individual academic support to its students throughout each course.

Remediation of an Assessment: If at any point during a course a student does not meet the minimum score requirement on any part an assessment (suggesting that the student lacks adequate knowledge of the content covered by the assessment), the faculty will provide additional support and work with the student to remediate the relevant portion of that assessment. In such cases, the following steps will be followed:

- i. Upon returning an assessment, the instructor will immediately inform the student of the need to remediate.
- ii. Within 2 days, the student will set a meeting with the instructor.
- iii. At the meeting, the instructor and student will discuss
 - a. The outcomes of the assessment.
 - b. Supports the student requires to remediate the knowledge.
 - c. Due date and format of the remediation.
- iv. Within 2 days following the meeting, the instructor will summarize the meeting discussion and content in an email to the student.
- v. Outcome of remediation:

- a. If the student achieves a score of 70% or greater on the remediation, the remediation is considered met. This will be documented via email between the instructor and student.
- b. If the student does not achieve a score of 70% or greater on the remediation, he or she will meet with the instructor to discuss an academic support plan for skills (see below).

The remediation of an assessment does not directly impact the student's course grade and is considered a formative process

Academic Support Plan: In some cases, a student might benefit from more intensive, structured support in the form of an academic support plan. A support plan is a formalized document to guide the student through the development of one or more specific skills. The specific requirements of the support plan are determined by the course instructor in consultation with the student and SPPA faculty (as appropriate). Two situations can trigger the creation of a support plan:

- i. A student has unsuccessfully attempted the remediation of an assessment and is having difficulty learning the required information or skill, OR
- ii. A student has demonstrated a pattern of performance indicating that he/she is having difficulty mastering course content. This pattern might consist of inadequate performance on a number of parts of a large assessment, inadequate performance on more than one smaller assessment, etc.

When the need for an academic support plan has been noted by the instructor, the following steps will be taken:

- i. The instructor will notify the student and initiate a meeting.
- ii. A meeting with the instructor and the student should occur within 1 week of notification (an extension may be granted on a case-by-case basis).
- iii. At the meeting:
 - a. The instructor and student, in collaboration, will:
 - i. identify the student's areas of strengths and weakness,
 - ii. complete the support plan template (Appendix C) which must include re-teaching and assessment of the area of weakness.
 - iii. define successful outcomes of the support plan
 - iv. establish a timeline before the end of the semester (and preferably prior to the next assessment) in which to complete the support plan.
 - v. sign the plan.
 - b. In addition, the instructor will:
 - i. Counsel the student about the impact of the need for the support plan on his/her academic program and his/her status in the program, as appropriate.
 - ii. Place a copy of the support plan in the student's academic file and provide a copy to the student.
- iv. If the student does not achieve the successful outcome identified in the support plan, then a second plan will be developed following the steps and procedures outlined above.

- v. If a second support plan for the same area of concern is not successfully completed, the student will need to re-take the course. This will add time to the student's program of study.
- vi. If a support plan is not completed by the end of a semester, the student will receive a grade of Incomplete. This may add time to the student's plan of study and delay graduation.
- vii. Students will not be placed in an off-campus practicum unless all support plans are completed.

The remediation of skills does not directly impact the student's course grade and is considered a formative process.

Student Support Services

The speech-language pathology program provides a supportive environment to help students reach their potential. The university provides a variety of support to all students, services for students, including:

ACCESS: Accessible Campus Community & Equitable Student Support--is dedicated to providing reasonable curricular and co-curricular accommodations to students with disabilities at SIUE. The ACCESS office is located in the Student Success Center of the Morris University Center. For more information, please contact [ACCESS](#) directly.

Counseling Services—As part of Health Services, [Counseling Services](#) actively promotes the personal, social, emotional, and cognitive growth of SIUE students. This service is provided through individual counseling, counseling groups, healthy living workshops, consultation, and referral.

Graduate School Catalog—The [Graduate School Catalog](#) provides students with all university requirements related to graduate study at SIUE.

Health Services—Health services provides a variety of services to students including physician services, women's health, allergy injections, TB and HIV testing, and Health Education. Health Services also has an on-campus pharmacy. [Health Services](#) is located in the Students Success Center.

Library: Lovejoy Library is an excellent quiet space for studying and provides access to online resources directly related to Speech-Language Pathology and related fields!

Learning Support Services (LSS): Learning Support Services is an [instructional support unit](#) for the students, faculty and staff, and through public service to the community at large. Learning Support Services is dedicated to helping the underprepared prepare, the prepared advance, and the advanced excel. Graduate students in the SLP program have often taken advantage of the Writing Center services provided through the LSS. The Writing Center provides a variety of support services to help students further develop their writing skills including course offerings,

on-line resources, and consultative meetings. For more information, please contact the [Writing Center](#) directly.

Office of Institutional Diversity and Inclusion-- The [Office of Institutional Diversity and Inclusion](#) (IDI) is responsible for providing institutional leadership by facilitating, creating and sustaining a campus climate that embraces and promotes diversity and inclusion in their broadest meanings. This office provides campus with programs & events, resources, access to the Multicultural Center, and links to publications and newsletters celebrating diversity and inclusion at SIUE.

Part III: CLINICAL PREPARATION

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.

As a part of being eligible for an ISBE Professional Educator License (non-teaching) to work in the public schools upon graduation, students must complete one of the off-campus practicum experiences in a public school. During the student's externship in the public school, the student must accumulate a minimum of 150 practicum hours.

Students must complete three clinical experiences in the on-campus SIUE Speech, Language, and Hearing Center and three off-campus externship experiences.

Confidentiality concerning our clients and students is critical. All students must complete confidentiality training and sign a confidentiality statement prior to clinical work.

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 Clinic Handbook. The grading scale is as follows:

Graduate Practicum in SLP I (549a) semester 1:

3.75 or higher	A
3.00-3.74	B

2.25-2.99	C
2.25 or lower	D

Graduate Practicum in SLP I (549a) semester 2:

4.00 or higher	A
3.25-3.99	B
2.25-3.24	C
2.24 or lower	D

Graduate Practicum in SLP I (549a) semester 3:

4.25 or higher	A
3.50-4.24	B
2.75-3.49	C
2.74 or lower	D

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

4.50 or higher	A
3.75-4.49	B
3.00-3.74	C
2.99 or lower	D

5 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).

4 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).

3 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).

2 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)

1 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 SLHC, including diagnostic clients. While final letter grades are an average of each of these separate evaluations, students must demonstrate a minimum of “C” with each client in each of the three evaluation areas of the CPE: Evaluation Skills, Treatment Skills, and Preparedness, Interaction, and Personal Qualities

Evaluations will be reviewed at the end of each semester, and any students who does not maintain these averages will require a support plan (described below). Support plans may delay graduation. 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.

Any student receiving an evaluation of a D or lower in any of the three CPE evaluation areas at the end of the semester will be counseled about his/her status in the program.

At any point in time a student is violating the ASHA Code of Ethics a support plan will be immediately implemented, and the student may be removed from the clinical placement.

Clinical Support Plan Policy

A clinical support plan is a formalized document to guide the student through the development of one or more specific skills. If at any point in time (a) a supervisor has concerns that a student is not providing acceptable performance, (b) a student receives *below* a “C” in *any line item* of the three evaluation areas of the CPE for any client, and/or (c) 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 notify the Clinic Coordinator of concerns. If the Clinic Coordinator and supervisor agree that the student would benefit from a support plan, the student will be notified.
2. A meeting with the clinical supervisor, student, and Clinic Coordinator should occur within 1 week of notifying the student to collaboratively develop specifics of the support plan.
3. At the meeting, the plan will be finalized using the Support Plan Template (see Clinic Handbook) and will be signed by the Clinic Coordinator, clinical supervisor, and student. A copy will be provided to the student and placed in his/her academic file.
4. All support plans are expected to be successfully completed by the end of the semester. The student will complete and submit a self-reflection statement to finalize this process. This document will be kept in the student’s academic file.
5. If the support plan is not completed by the end of the semester, the student will be required to meet with the SPPA Clinic Review Panel (see below) and the subsequent semester will be considered probationary.

See Clinic Handbook for Sample Support Plan Template

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.

Multiple support plans: If a student has two or more support plans during the first year (fall, spring, or summer clinic sessions) the student will be referred to meet with the SPPA Clinic Review Panel. Multiple support plans may impact externship eligibility.

Removal of clinic client assignments: In some instances, the most appropriate support is to remove a client from a graduate clinician's caseload. The safety of our clients as well as therapy progress is monitored closely. Decisions to remove a client are made by the Clinic Coordinator and Program Director after consulting with the student, clinical supervisor, CALIPSO CPE scores, and ASHA Professional Practice Standards/Essential Skills. While the removal of one client should not extend a student's program, the student must demonstrate ability to successfully manage a full caseload the following semester.

SPPA Review Panel: The role of the SPPA Review Panel is to evaluate the student's skills and progress in achieving externship eligibility. Students may be referred to the SPPA Clinic Review Panel for the following reasons:

1. multiple support plans during the first year
2. to determine externship eligibility of students having required multiple support plans
3. to determine satisfactory completion of a probationary semester

Decisions by the SPPA Review Panel are individual to each student's skills and circumstances and may include the need for additional time, resources and/or supports, extension of program, and/or designations and parameters of a probationary semester. SPPA Review Panel members will include: the SLHC Clinic Coordinator, the SPPA Program Director, a rotating SPPA academic faculty member, and a rotating full-time SPPA clinical supervisor member.

Probationary Semester: Probationary semesters will be designated by the SPPA Review Panel. If the student is unable to successfully complete the requirements of the probationary semester, he/she will be dismissed from the program.

Externship Eligibility

Students must meet all of the following requirements to be eligible for off-campus externships experiences (549b/c/d)

- Students must have successfully completed all required academic coursework and support plans (academic and clinic)
- Successfully complete full case load responsibilities the semester prior to externship
- An affirmative decision by the SPPA Review Panel following the meeting and review of the student's program (for students who have incurred two or more support plans during the first year of the program)

- Students must earn a CPE score of “C” or higher for each client for each CPE line item the semester prior to externship in order to be considered eligible for externship.

One or more of the following renders the student ineligible for the first externship placement in the fall of the second year of the program. This will likely delay a student's graduation date.

- Failure to successfully complete a support plan
- Removal of client(s) the semester prior
- Failure to earn a CPE score of “C” or higher for each client for each CPE line item
- SPPA Review Panel determines that the student requires an extended program to develop clinical skills (for students who have incurred two or more support plans)

Students who are not eligible for externship after three semesters of on-campus clinical experience will have to complete additional clinical requirements during their 2nd fall semester and an additional on-campus experience during the Spring (2nd year) semester. If at this time, the student is eligible for externship, he/she will complete them over the following two semesters. This will delay a student’s graduation. Students who are unable to achieve externship eligibility after this clinical extension will be dismissed from the program.

Externship Support Policy

The program provides individual clinical support to its students during all clinical experiences—on- and off- campus. Although rare, such individual clinical support may include a support plan or removal from externship site to ensure that both the student and clients receive optimal benefits from the clinical experience.

Support Plan: A support plan is a formalized document to guide the student through the development of one or more specific skills.

1. If a student is struggling during an externship placement the externship supervisor and/or student will notify the Clinic Coordinator immediately.
2. The student, externship supervisor, and Clinic Coordinator will meet to discuss the concern and support options to help the student. During the meeting, the Calipso CPE scores, ASHA Certification Standards, and/or the Essential Skills document may be used for support and guidance.
3. Documentation of the meeting and details of clinical support will use the Clinical Support Plan template (see Clinical Handbook) and include a timeframe for improvement—which is expected to be quick and immediate.
4. Once agreed upon, a copy of the Support Plan will be provided to the student and placed in the student’s file and/or externship site file.
5. Upon *successful completion* of the support plan (at original externship site, re-assigned externship site, or repeated experience), the student will complete a self-evaluation and reflection of the support plan. This document will be placed in the student's file.
6. Upon *unsuccessful completion* of the support plan within the given timeframe:

- a. The student may be removed from the site. While every effort will be made to re-assign the student immediately to a similar site, if re-assignment is unsuccessful, the student may need to repeat the experience which will add time to the student's program of study.
- b. Regarding clinical hours:
 - i. If the student's post-support plan Calipso CPE \leq D, the student will not receive his/her clinical hours and may be dismissed from the program.
 - ii. If the student's post-support plan Calipso CPE \geq C, the student will receive his/her clinical hours.

All support plans must be successfully completed prior to graduation or the student will receive an incomplete. All incompletes must be satisfactorily completed within 1 year.

Removal from externship site: In some instances, the most appropriate support is to remove from an externship site. Affiliation agreements are established between the program/university with each site. This legal contract outlines the responsibilities and rights of each party (the site, supervisor, student, and university) to maintain the placement as well as the right of each part to end the placement, with or without cause.

Decisions to remove a student are made by the Clinic Coordinator and Program Director after consulting with the student, externship supervisor, Calipso CPE scores, ASHA Certification Standards, and/or the Essential Skills document. Documentation of decision will be provided to the student, externship supervisor, and placed in the student's file.

Students who are removed from an externship assignment (for any reason) will actively participate in clinically oriented activities while waiting for re-assignment and/or through the remainder of the (8-week) session. Clinically oriented activities will be coordinated with the Clinic Coordinator who will guide and document the student's participation and may include, but is not limited to: completion of simulations, intense observations, case reviews, etc. If externship re-assignment is not possible, the student may need to repeat the experience (which will add time on to the student's program of study).

Part IV: PREPARING FOR GRADUATION

PRAXIS Examination

The PRAXIS exam consists of 132 case-based multiple choice questions to be completed in 2 1/2 hours. The PRAXIS is computer-based and offered through [Educational Testing Services \(ETS\)](#), which offers a study guide with more details about the tests. Students need to take the PRAXIS II Series ASHA exam (use code: 0800) and have their scores sent directly from ETS to 1) ASHA, 2) SIUE, and 3) IDFP (or other state board). Students typically register for the examination during the fall semester of their 2nd year to take it during the spring semester of their second year. This examination is required for the Illinois practice license in Speech-Language Pathology and for Certification from ASHA.

Content Area Test

Students need to take the Speech-Language Pathologist: Non-teaching content area test (use code: 154) to fulfill the requirements for Illinois State Board of Education. This content test is a computer based test with 125 multiple-choice items. Students should take this exam during the fall semester of their 2nd year. Passing the exam is required prior to starting their school externship experience. More information can be found in the [Students Services Office](#) of the School of Education, Health, and Human Behavior or directly through the Illinois State Board of Education [website](#).

Applying for Graduation

You must apply for graduation through SIUE. You can do so on CougarNet using a valid ID and PIN, by completing an Application for Graduation form at the Service Center, Rendleman Hall Room 1309, or by printing and completing the Graduation Application on this registrar's [website](#).

Applications for Graduation are due on the first day of the term in which you expect to complete degree requirements.

Comprehensive Examination

The comprehensive final examination is one of the culminating activities for students completing the non-thesis plan of study. Completion of the exam affords students the opportunity to 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 comprehensive exam typically takes place in the final Spring Semester of a student's course of study, specifically on the first Friday in March. Students whose course of study has been delayed may take the exam in the Summer Semester (first Friday in June) or the Fall Semester (first Friday in October).

SPPA faculty pairs submit case studies for the comprehensive exam. The faculty member responsible for coordinating the comprehensive examination coordinator (CEC) reviews these case studies in order to ensure that they are equitable in terms of the level of difficulty and that they all require the student to synthesize and apply information from coursework and clinical practica. The case study assigned to a specific student is selected at random from among those provided each year by faculty.

Students are given the general topic of their case study 2 weeks prior to the examination to help them focus their preparation. On exam day, students are given 2 hours to complete the examination and are expected to complete the examination independently. The examination is proctored by the CEC. Students are expected to be seated in the examination room 15 minutes

prior to the designated start time. Students begin and complete the examination only at the designated times. No late arrivals are permitted to write the examination.

Grading of Case Studies

Each case study is evaluated on four qualities based on the Goals of the Speech-Language Pathology program:

1. Students will demonstrate breadth & depth of knowledge in the discipline
2. Students will demonstrate an ability for analytical thinking in the discipline.
3. Students will exhibit the best practices, values and ethics of the profession.
4. Students will effectively communicate knowledge in the discipline.

Each faculty member independently scores their case study on a 1 to 5 rating scale for these four qualities and then averages the scores for a final score for their case study. The rating scale is indicated below:

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

This average score addresses the final Goal of the Speech-Language Pathology program:

5. Students will apply knowledge of the discipline.

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

Pass: 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.

Fail: Students who attain an average score below 3.0 on their exam have failed the exam and should contact the specific faculty members who wrote their case to discuss concerns or needed areas of review. At no time are students allowed to review their examinations alone. Review of the examination must be completed with the involved faculty member present in order to discuss any questions or concerns. During this time, the students are provided feedback on their examination and guidance on how to better develop their skills to prepare for a re-examination. Students then must retake the examination within two weeks after

notification of failure. The date of the retake examination is determined in collaboration between the CEC and the student.

If the student is unable to pass the re-evaluation, he/she must immediately meet with the Program Director to discuss his/her performance on the re-evaluation and prepare for a final, re-evaluation. A third attempt at meeting the comprehensive examination requirement will add additional time to the student's program of study and delay graduation. 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.

Guidelines for Final Re-evaluation of Comprehensive Examination

Students may choose a case study from their practicum experiences or a case study from their previous comprehensive examination attempts to present orally to the faculty. The case study must be appropriate for the examination setting. Specifically, it must allow a student to address the areas of concern raised in the previous exam attempt. As a result, students must discuss the case with the faculty prior to preparing the oral presentation. The student should prepare a power point that accompanies the oral presentation.

Faculty reviewers for the final re-evaluation will include the faculty members who evaluated the previous two examination attempts, and the CEC.

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. Background information is important for several reasons: It sets the stage for the examination, allows the student to demonstrate 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 CEC 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 CEC 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 then asked to leave the room and each faculty examiner independently completes the grading rubric for the case study oral presentation. The CEC collects the grading rubrics (the written rubric adapted for oral presentation) and completes a consensus rubric that reflects the shared evaluation of the faculty examiners. The rubric will then 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.

Exit Advisement

All graduate students will complete an exit advisement meeting following completion of their comprehensive examination or submission of their thesis to the Graduate School. This meeting typically takes place the final week of the semester. During this meeting, the students will:

- review the KASA and necessary paperwork required for the ASHA application for certification
- verify completion of 400 clinical hours and review *Verification by Program Director* form
- review the application and necessary paperwork required for the applications for Illinois Department of Financial and Professional Regulation and/or any other out-of-state licensure/certification applications and requirements
- review requirements for Illinois State Board of Education entitlement process ISBE
- 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 will also be encouraged to join our alumni social media platform to network with other alumni and keep in touch with the program! 😊

Part: V: CERTIFICATION AND LICENSURE

The program is accredited by 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 (PEL) to work in Illinois public schools, and the Illinois practice license in Speech-Language Pathology.

American Speech-Language and Hearing Association (ASHA)

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 completed 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> .

Requirements for Certification:

- all clinical experiences
- 36 credit hours of academic coursework
- comprehensive examination or thesis defense
- PRAXIS
- application and payment
- *Program Verification Form*
- successful completion of Clinical Fellowship Year (CFY) , and
- final transcripts

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

Illinois Department of Financial and Professional Regulation (IDFPR)

To practice as a Speech-Language Pathologist, students need to apply for a state license from the state in which they are seeking employment. In Illinois, state licensure is under the office of Illinois Department of Financial and Professional Regulation. You may not begin working in the state until you have this license.

Requirements for License:

- all clinical experiences
- 36 credit hours of academic coursework
- comprehensive examination or thesis defense
- PRAXIS
- application and payment
- final transcripts

Illinois Department of Professional Regulations
320 West Washington Street
Springfield, Illinois 62786
Phone: 217-782-8556
Fax: 217-782-7645
Web site: <http://www.idfpr.com/profs/SpeechLangAudio.asp>

Illinois State Board of Education (ISBE)

ISBE is the licensing body for educators in the State of Illinois. Upon graduation, students will be eligible for a Professional Educator License (PEL) through ISBE. In addition, ISBE requires all students to complete coursework in Reading Methods, Reading in the Content Area, Exceptional Child Instructional Methods, and ESL/Bilingual Methods. The requirements of this coursework are embedded into our SPPA 540, 541, and 544 courses.

Students must also accumulate 150 hours of clinical experience in a public school.

ISBE requires students to complete the *Area Content Test* (non-teaching)

Requirements for PEL (non-teaching):

- all clinical experiences include accumulation of 150 hours during externship in the public schools
- 36 credit hours of academic coursework
- comprehensive examination or thesis defense
- Content Area Test
- transcripts
- application and fee

More information can be found through the [Students Services Office](#) of the School of Education, Health, and Human Behavior or directly through the Illinois State Board of Education [website](#).

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 <https://pr.mo.gov/speech.asp> or healingarts@pr.mo.gov.

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 become licensed through the Missouri Board of Registration for the Healing Arts and apply through the Department of Elementary and Secondary Education (DESE). Additional information regarding certification to work in the public schools in Missouri may be found on the [DESE website](#).

Part VI: PROFESSIONAL ORGANIZATIONS

National Student Speech-Language Hearing Association (NSSLHA)

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.

2200 Research Blvd #450
Rockville, Maryland 20850
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.

National Black Association for Speech-Language and Hearing (NBASLH)

NBASLHA is professional organization established to maintain a viable mechanism through which the needs of black professionals, students and individuals with communication disorders can be met. National membership is available to professionals, students, and consumers. Membership includes invitation to annual convention, NBASLH National Speech-Language Pathology exam review course, access to the *Journal of the National Black Association for Speech-Language and Hearing*, and access to *Resound* newsletter. For more information, visit the NBASLH website at www.nbaslh.org

701 Exposition Place, Suite 206
Raleigh, NC 27615
nbaslh@nbaslh.org
Telephone: (919) 661-0820

SIUE is also establishing a local chapter of NBASLH. SIUE NBASLH is provides students with opportunities to collaborate, fundraise and network with other Black students who are interested in the study of communication disorders. THE SIUE Chapter of NSSLHA can be contacted at kabradyl@siue.edu

Illinois Speech-Language-Hearing Association (ISHA)

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

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

Southwestern Illinois Speech-Language-Hearing Association (SWISHA)

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>

Missouri Speech-Language-Hearing Association (MSHA)

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

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

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>

PROGRAM FACULTY AND STAFF

The speech-language pathology program is supported by dedicated faculty and staff. For more information about how we are continually working to improve our program, please see our Strategic Plan (Appendix D).

Faculty and Academic Areas of Expertise	<u>Rank and Title</u>	<u>Office</u>	<u>Phone</u>
Kathryn Brady, Ph.D., CCC-SLP Email: kabrady@siue.edu Expertise: Child Speech and Language Development/Disorders, Multi-Cultural Issues	Associate Professor	FH, 1342	618/650-3794
Steffany Chleboun, Ph.D., CCC-SLP Email: schlebo@siue.edu Expertise: Acquired Brain Injury and Neurogenic Communication Disorders	Associate Professor, Graduate Program Director	FH, 1336	618/650-3677
Jaime Henderson, M.S., CCC-SLP Email: jahende@siue.edu Expertise: Clinical Education, Language	Clinic Coordinator	FH, 1214	618/650-3669
Lauren Heimbuecher, M.S., CCC-SLP Email: lleding@siue.edu Expertise: Early Childhood	Clinical Instructor	FH, 1329	618/650-3668
Marie Klopfenstein, Ph.D. Email: maklopf@siue.edu Expertise: Phonetics, Phonology, Adult Speech Disorders	Associate Professor	FH, 1333	618/650-3492
Tedd Masiongale, M.S., CCC-SLP Email: tmasion@siue.edu Expertise: Dysphagia	Clinical Instructor	FH, 1327	618/650-3427
James Panico, Ph.D., CCC-SLP Email: jpanico@siue.edu Expertise: Stuttering	Associate Professor	FH, 1329	618/650-5838
Allison Sauerwein, Ph.D., CCC-SLP Email: ameder@siue.edu Expertise: AAC, Child Language Disorders	Assistant Professor	FH, 1332	618/650-5751

Support Staff:

	<u>Rank and Title</u>	<u>Office</u>	<u>Phone</u>
Brenda Cusanelli Email: bcusane@siue.edu	Office Support Specialist (IMC)	FH 1208	618/650-3494
Karla Harrington Email: kaburk@siue.edu	Office Support Specialist (Clinic)	FH 1324	618/650-3949

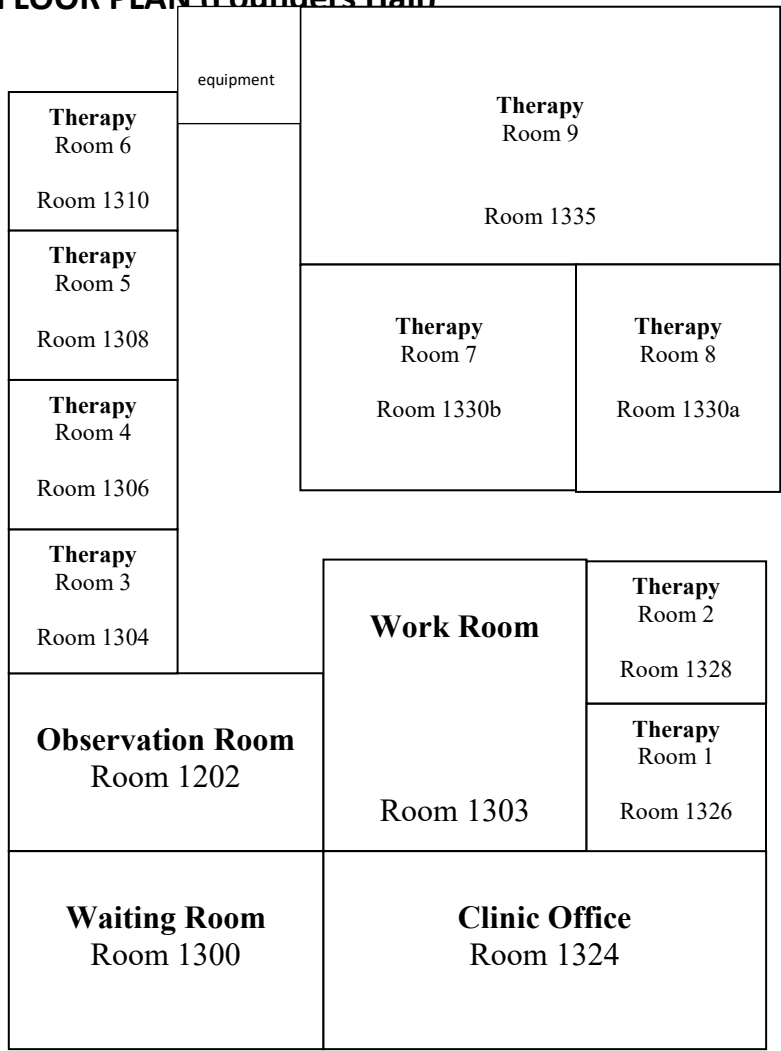
Retired Faculty:

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
T.K. Parthasarthy	Full Professor
Joyce S. Taylor	Professor Emeritus

SPEECH-LANGUAGE-HEARING CENTER

**Dr. Ott &
adjunct
instructors**
Room 1324

FLOOR PLAN (Founders Hall)



Dr. Chleboun
Room 1336

Dr. Panico
Room 1329

Dr. Klopfenstein
Room 1333

Dr. Sauerwein
Room 1332

Dr. Brady
Room 1331

Mrs. Heimbuecher
Room 1329

Mr. Masiongale
Room 1327

lab

Instructional Materials Center (IMC)
Room 1208

Mrs. Henderson
Room 1214

Appendix A
SIUE/ASHA Knowledge and Skills Acquisition (KASA) Summary

	Academic Course Title and #	Clinical Course Title and #	Practicum Experience Title and #	Labs Title and # or Description	Research Title and # or Description	Other Title and # or Description
3.1.1B PROFESSIONAL PRACTICE COMPETENCIES						
Accountability	All academic courses	549a (Graduate Practicum SLP I)	549b/c (Graduate Practicum SLP II/III)			
Integrity	All academic courses	549a (Graduate Practicum SLP I)	549b/c (Graduate Practicum SLP II/III)			
Effective Communication Skills	All academic courses	549a (Graduate Practicum SLP I)	549b/c (Graduate Practicum SLP II/III)			
Clinical Reasoning	All academic courses	549a (Graduate Practicum SLP I)	549b/c (Graduate Practicum SLP II/III)			
Evidence-Based Practice	All academic courses	549a (Graduate Practicum SLP I)	549b/c (Graduate Practicum SLP II/III)			
Concern for Individual Served	All academic courses	549a (Graduate Practicum SLP I)	549b/c (Graduate Practicum SLP II/III)			

	Academic Course Title and #	Clinical Course Title and #	Practicum Experience Title and #	Labs Title and # or Description	Research Title and # or Description	Other Title and # or Description
Cultural Competence	All academic courses	549a (Graduate Practicum SLP I)	549b/c (Graduate Practicum SLP II/III)			
Professional Duty	560 (Professional Issues)	549a (Graduate Practicum SLP I)	549b/c (Graduate Practicum SLP II/III)			
Collaborative Practice	540, 544, 558, 548	549a (Graduate Practicum SLP I)	549b/c (Graduate Practicum SLP II/III)			
3.1.2B FOUNDATIONS OF SPEECH-LANGUAGE PATHOLOGY PRACTICE						
Discipline of human communication sciences and disorders						UG (transcript review)
Basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases						UG (transcript review)
Ability to integrate information pertaining to normal and abnormal human development across the life span	All academic courses					

	Academic Course Title and #	Clinical Course Title and #	Practicum Experience Title and #	Labs Title and # or Description	Research Title and # or Description	Other Title and # or Description
<p>Nature of communications and swallowing processes to include knowledge of:</p> <ul style="list-style-type: none"> • Etiology of the disorders or differences • Characteristics of the disorders or differences • Underlying anatomical and physiological characteristics of the disorders or differences • Acoustic characteristics of the disorders or differences (where applicable) • Psychological characteristics associated with the disorders or differences • Development nature of the disorders or differences • Linguistic characteristics of the disorders or differences (where applicable) • Cultural characteristics of the disorders or differences <p>For the following elements:</p>						
Articulation	541					

	Academic Course Title and #	Clinical Course Title and #	Practicum Experience Title and #	Labs Title and # or Description	Research Title and # or Description	Other Title and # or Description
	(Advanced Seminar in Child Speech Sound Disorders) 547 (Motor Speech Disorders)					
Fluency	543 (Fluency Disorders)					
Voice and resonance, including respiration and phonation	542 (Voice Disorders)					
Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities	540 (Early Intervention for Infants, Toddlers, & their Families); 544 (Seminar in Language Disorders in Children); 545 (Acquired Language Disorders in Adults)					
Hearing, including the impact on speech and language						UG (transcript review)
Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology)	548 (Dysphagia)					
Cognitive aspects of communication (e.g.,	540					

	Academic Course Title and #	Clinical Course Title and #	Practicum Experience Title and #	Labs Title and # or Description	Research Title and # or Description	Other Title and # or Description
attention, memory, sequencing, problem solving, executive functioning)	(Early Intervention for Infants, Toddlers, & their Families); 544 (Seminar in Language Disorders in Children); 545 (Acquired Language Disorders in Adults) 540					
Social aspects of communication (e.g., behavioral and social skills affecting communication)	(Early Intervention for Infants, Toddlers, & their Families); 544 (Seminar in Language Disorders in Children); 545 (Acquired Language Disorders in Adults); 558 (Augmentative and Alternative Communication)					
Augmentative and alternative communication	558					

	Academic Course Title and #	Clinical Course Title and #	Practicum Experience Title and #	Labs Title and # or Description	Research Title and # or Description	Other Title and # or Description
	(Augmentative and Alternative Communication)					

3.1.3B IDENTIFICATION AND PREVENTION OF SPEECH, LANGUAGE, AND SWALLOWING DISORDERS AND DIFFERENCES						
Principles and methods of identification of communication and swallowing disorders and differences	548 (Dysphagia)					
Principles and methods of prevention of communication and swallowing disorders	548 (Dysphagia)					
3.1.4B EVALUATION OF SPEECH, LANGUAGE, AND SWALLOWING DISORDERS AND DIFFERENCES						
Articulation	541 (Advanced Seminar in Child Speech Sound Disorders) 547 (Motor Speech Disorders)	549a (Graduate Practicum in SLP I)	549 b/c (Graduate Practicum in SLP II/III)			
Fluency	543 (Fluency Disorders)	549a (Graduate Practicum in SLP I)	549 b/c (Graduate Practicum in SLP II/III)			
Voice and resonance, including respiration and phonation	542 (Voice Disorders)	549a (Graduate Practicum in SLP I)	549 b/c (Graduate Practicum in SLP II/III)			
Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in	540 (Early Intervention for Infants, Toddlers, & their Families); 544	549a (Graduate Practicum in SLP I)	549 b/c (Graduate Practicum in SLP II/III)			

speaking, listening, reading, writing, and manual modalities	(Seminar in Language Disorders in Children); 545 (Acquired Language Disorders in Adults)					
Hearing, including the impact on speech and language		549a (Graduate Practicum in SLP I)	549 b/c (Graduate Practicum in SLP II/III)			UG (transcript review)
Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology)	548 (Dysphagia)		549 b/c (Graduate Practicum in SLP II/III)			
Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning)	540 (Early Intervention for Infants, Toddlers, & their Families); 544 (Seminar in Language Disorders in Children); 545 (Acquired Language Disorders in Adults)	549a (Graduate Practicum in SLP I)	549 b/c (Graduate Practicum in SLP II/III)			

Social aspects of communication (e.g., behavioral and social skills affecting communication)	540 (Early Intervention for Infants, Toddlers, & their Families); 544 (Seminar in Language Disorders in Children); 545 (Acquired Language Disorders in Adults); 558 (Augmentative and Alternative Communication)	549a (Graduate Practicum in SLP I)	549 b/c (Graduate Practicum in SLP II/III)			
Augmentative and alternative communication needs	558 (Augmentative and Alternative Communication)	549a (Graduate Practicum in SLP I)	549 b/c (Graduate Practicum in SLP II/III)			
3.1.5B INTERVENTION TO MINIMIZE THE EFFECTS OF CHANGES IN THE SPEECH, LANGUAGE, AND SWALLOWING MECHANISMS						
Intervention for communication and swallowing differences with individuals across the lifespan to minimize the effect of those disorders and differences on the ability to participate as fully as possible in the environment						

Intervention for disorders and differences of the following:						
<ul style="list-style-type: none"> Articulation 	541 (Advanced Seminar in Child Speech Sound Disorders) 547 (Motor Speech Disorders)	549a (Graduate Practicum in SLP I)	549 b/c (Graduate Practicum in SLP II/III)			
<ul style="list-style-type: none"> Fluency 	543 (Fluency Disorders)	549a (Graduate Practicum in SLP I)	549 b/c (Graduate Practicum in SLP II/III)			
<ul style="list-style-type: none"> Voice and resonance, including respiration and phonation 	542 (Voice Disorders)	549a (Graduate Practicum in SLP I)	549 b/c (Graduate Practicum in SLP II/III)			
<ul style="list-style-type: none"> Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities 	540 (Early Intervention for Infants, Toddlers, & their Families); 544 (Seminar in Language Disorders in Children); 545 (Acquired Language Disorders in Adults)	549a (Graduate Practicum in SLP I)	549 b/c (Graduate Practicum in SLP II/III)			
<ul style="list-style-type: none"> Hearing, including the impact on speech and language 		549a (Graduate Practicum in SLP I)	549 b/c (Graduate Practicum in SLP II/III)			UG (transcript review)

<ul style="list-style-type: none"> Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology) 	<p>548 (Dysphagia)</p>		<p>549 b/c (Graduate Practicum in SLP II/III)</p>			
<ul style="list-style-type: none"> Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning) 	<p>540 (Early Intervention for Infants, Toddlers, & their Families); 544 (Seminar in Language Disorders in Children); 545 (Acquired Language Disorders in Adults)</p>	<p>549a (Graduate Practicum in SLP I)</p>	<p>549 b/c (Graduate Practicum in SLP II/III)</p>			
<ul style="list-style-type: none"> Social aspects of communication (e.g., behavioral and social skills affecting communication) 	<p>540 (Early Intervention for Infants, Toddlers, & their Families); 544 (Seminar in Language Disorders in Children); 545 (Acquired Language Disorders in Adults); 558</p>	<p>549a (Graduate Practicum in SLP I)</p>	<p>549 b/c (Graduate Practicum in SLP II/III)</p>			

	(Augmentative and Alternative Communication)					
<ul style="list-style-type: none"> Augmentative and alternative communication needs 	558 (Augmentative and Alternative Communication)	549a (Graduate Practicum in SLP I)	549 b/c (Graduate Practicum in SLP II/III)			
3.1.6B GENERAL KNOWLEDGE AND SKILLS APPLICABLE TO PROFESSIONAL PRACTICE						
Ethical conduct	560 (Professional Issues)	549a (Graduate Practicum in SLP I)	549 b/c (Graduate Practicum in SLP II/III)			
Integration and application of knowledge of the interdependence of speech, language, and hearing		549a (Graduate Practicum in SLP I)	549 b/c (Graduate Practicum in SLP II/III)			
Engagement in contemporary professional issues and advocacy	560 (Professional Issues)	549a (Graduate Practicum in SLP I)	549 b/c (Graduate Practicum in SLP II/III)			
Processes of clinical education and supervision		549a (Graduate Practicum in SLP I)	549 b/c (Graduate Practicum in SLP II/III)			
Professionalism and professional behavior in keeping with the expectations for a speech-language pathologist		549a (Graduate Practicum in SLP I)	549 b/c (Graduate Practicum in SLP II/III)			
Interaction skills and personal qualities, including counseling and collaboration		549a (Graduate Practicum in SLP I)	549 b/c (Graduate Practicum in SLP II/III)			

Self-evaluation of effectiveness of practice		549a (Graduate Practicum in SLP I)	549 b/c (Graduate Practicum in SLP II/III)			
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Appendix B
SPPA Curriculum Guide
Non-thesis Option

Requirement					
Degree	ASHA/ IDFPR	ISBE	(completed)		
				Elective^	2
Fall 1					
				503	Research Methods in Speech Pathology and Audiology
		**		540	Early Intervention with Infants, Toddlers, and their Families
		**		541	Advanced Seminar in Child Speech Sound Disorders
				549a	On-campus clinical experience
Spring 1					
				542	Seminar in Voice Disorders
		**		544	Seminar in Language Disorders in Children
				545	Acquired Communication Disorders in Adults
				549a	On-campus clinical experience
Summer					
				548	Dysphagia
					Elective^ (if not completed the prior summer)
				549	On-campus clinical experience
Fall 2 (8-week academic courses)					
		**			Content Test^
				558	Augmentative and Alternative Communication
				543	Fluency Disorders
				547	Motor Speech Disorders in Adults
				549d	Off-campus clinical experience
Spring 2					
				560	Professional Issues in Speech-Language Pathology and Audiology
		**		549b	Educational externship
				549c	Adult externship
**					Comprehensive Exam
	**				PRAXIS

** identification of program components in which specific content is included/embedded

^ Considerations

Elective: Students may choose to begin their graduate studies the summer prior to the first fall. More specifically, students may take their elective requirement during this summer session. Students must complete a minimum of 2.0 credit hours of electives within the program. These courses are special topics courses (e.g., SPPA 515) and vary from summer to summer.

Content test: Students must pass the Content Test prior to starting their school externship. Students will not be allowed to start their school externship until the test competency has been met.

**SPPA Curriculum Guide
Research Integration Option**

Requirement			
Degree	ASHA/ IDFPR	ISBE	(completed)
Fall 1			
			503 Research Methods in Speech Pathology and Audiology 3
		**	540 Early Intervention with Infants, Toddlers, and their Families 3
		**	541 Advanced Seminar in Child Speech Sound Disorders 3
			549a On-campus clinical experience 3
			510 Independent Study* 1
Spring 1			
			542 Seminar in Voice Disorders 3
		**	544 Seminar in Language Disorders in Children 3
			545 Acquired Communication Disorders in Adults 4
			549a On-campus clinical experience 3
			510 Independent Study* 1
Summer			
			548 Dysphagia 3
			549 On-campus clinical experience 3
Fall 2 (8-week academic courses)			
			558 Augmentative and Alternative Communication 3
			543 Fluency Disorders 3
			547 Motor Speech Disorders in Adults 3
			549d Off-campus clinical experience 5
		**	Content Test (required completion prior to externship)
Spring 2			
			560 Professional Issues in Speech-Language Pathology and Audiology 3
		**	549b Educational externship 5
			549c Adult externship 5
**			Comprehensive Exam
	**		PRAXIS

* student must register for 2 c.h. of 510 (Independent Study) across their program of study

** identification of program components in which specific content is included/embedded

**SPPA Curriculum Guide
Thesis Option**

Requirement					
Degree	ASHA/ IDFPR	ISBE	(completed)		
Fall 1					
			503	Research Methods in Speech Pathology and Audiology	3
		**	540	Early Intervention with Infants, Toddlers, and their Families	3
		**	541	Advanced Seminar in Child Speech Sound Disorders	3
			549a	On-campus clinical experience	3
			599	Thesis [^]	1-6
Spring 1					
			542	Seminar in Voice Disorders	3
		**	544	Seminar in Language Disorders in Children	3
			545	Acquired Communication Disorders in Adults	4
			549a	On-campus clinical experience	3
			599	Thesis	1-6
Summer					
			548	Dysphagia	3
			549	On-campus clinical experience	3
			599	Thesis	1-6
Fall 2 (8-week academic courses)					
		**		Content Test [^]	
			558	Augmentative and Alternative Communication	3
			543	Fluency Disorders	3
			547	Motor Speech Disorders in Adults	3
			549a	Off-campus clinical experience	5
			599	Thesis	1-6
Spring 2					
			560	Professional Issues in Speech-Language Pathology and Audiology	3
		**	549b	Educational externship	5
			549c	Adult externship	5
**			599	Thesis Defense	1-6
	**			PRAXIS	

** identification of program components in which specific content is included/embedded

^ Considerations

Content test: Students must pass the Content Test prior to starting their school externship. Students will not be allowed to start their school externship until the test competency has been met.

Thesis: Students are required to take six (6) credit hours of SPPA 599.

Appendix C
Academic Support Plan Template

Student Name:

Course:

Instructor:

Semester:

Date of Meeting:

Purpose: The purpose of this document is to outline academic remediation procedures. This plan serves as both documentation of the meeting between the instructor and student, as well as a plan for remediation of skills.

Consistent with the procedures outlined in the SPPA Program Handbook, a support plan is being initiated because performance on _____ assessment on _____ (date) was below 70% or raised instructor concern.

Areas of strengths:

- This section completed by instructor and student.

Areas of concerns:

- This section completed by instructor and student.

Goal(s) of support plan (as associated with course objectives and standards)

- This section completed by instructor and student.

Short-term objective(s)

- List short-term objectives

Steps/approaches instructor will take to assist student in meeting goal(s):

- This section is completed by the instructor

Steps/approaches student will take to work toward meeting goals/objectives.

- This section is completed by the student

Timeline (including date) to complete remediation:

Expected outcome of remediation.

This support plan has been reviewed thoroughly, with all content discussed and consensus reached for any revisions included in this final draft. Regular meetings will be held to discuss and monitor progress toward goals, as needed.

(Instructor)

(Student)

The contents of this support plan will help further advance the student's knowledge and skills in the following CFCC standard(s): (check all that apply)

- basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. Has demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span. (Std. IV.B.)
- communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the nine areas noted in the standard. (Std. IV.C.)
- principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders. (Std. IV.D.)
- has demonstrated knowledge of standards of ethical conduct. (Std. IV. E.)
- processes used in research and of the integration of research principles into evidence-based clinical practice. (Std. IV. F.)
- professional contemporary issues. (Std. IV.G.)
- entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice. (Std. IV.H.)

- skills in oral and written or other forms of communication sufficient for entry into professional practice. (Std. V.A.)
- Supervised clinical experiences include evaluation, intervention, interaction and personal qualities, and interprofessional education and interprofessional collaborative practice (Std. V. B)
- Supervised practicum included experience with individuals from culturally/linguistic backgrounds and with client/patient populations across the life span (Std. V. F.)

Follow-up:

_____ Student successfully completed support plan on _____ (date)

_____ Student is to complete and submit reflection to instructor by _____ (date)

Student reflection to address the following:

- What was most helpful from the remediation process in helping you achieve your goals?
- How will this remediation process help you be successful in the future?

OR

_____ Student did not successfully complete the support plan. Date: _____

- Subsequent support plan was initiated on _____ (date), OR
- Removal from experience on _____ (date)

Appendix D

(To be updated fall 2021)