

**SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE**

**DEPARTMENT OF PUBLIC HEALTH AND SPEECH-
LANGUAGE PATHOLOGY AND AUDIOLOGY**

**Graduate Program in
Speech-Language Pathology**

Vision:

*To be progressive, transformative community educators for excellence in
academic and clinical services.*

Mission:

*To provide active, authentic learning opportunities through dedicated faculty,
diverse clinical experiences, a rigorous curriculum, and a commitment to
antiracism, diversity, equity and inclusion. The program will foster the
development of competent, effective professionals prepared to provide culturally
responsive, evidence-based, interprofessional services to children and adults with
communication needs.*

Graduate HANDBOOK

Effective Fall 2026

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

To

Students in the Graduate Program in Speech-Language Pathology,
Department of Public Health and Speech-Language Pathology & Audiology

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 demonstrate 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

Introduction

The Master of Science (M.S.) education program in speech-language pathology (residential) at Southern Illinois University Edwardsville is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700 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 disorders and differences. 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 and clinical care.

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 Department 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 handbooks and catalog. Material in this handbook is subject to change. You should check the handbook regularly. You are responsible for knowing these changes as they represent the most current policy.

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Part I: PROGRAM INFORMATION

SPPA Program Vision & Mission

Vision: To be progressive, transformative community educators for excellence in academic and clinical services.

Mission: To provide active, authentic learning opportunities through dedicated faculty, diverse clinical experiences, a rigorous curriculum, and a commitment to antiracism, diversity, equity and inclusion. The program will foster the development of competent, effective professionals prepared to provide culturally responsive, evidence-based, interprofessional services to children and adults with communication needs.

SIUE's Goals of Graduate Student Learning

The Graduate Council adopted the following goals for graduate student learning.

- I. Demonstrate breadth and depth of knowledge in the discipline
- II. Effectively communicate knowledge in the discipline
- III. Demonstrate an ability for analytical thinking in the discipline
- IV. Exhibit the best practices, values, and ethics of the profession
- V. Apply knowledge of the Discipline

More information about the goals of graduate student learning can be found through the Graduate School, [here](#).

Speech-Language Pathology Program's Student Learning Objectives

The program of Speech-Language Pathology has identified program-specific goals in alignment with each of the five areas defined by the Graduate Council (above).

Learning Objective 1: Students will demonstrate knowledge in research methods and prevention, assessment, and treatment of speech, language, cognitive and swallowing disorders and differences across the lifespan. Knowledge base includes (1) interpretation of discipline-specific research, and (2) the role of cultural/linguistic differences in assessment and intervention.

Learning Objective 2: Students will select, implement, adapt and interpret appropriate evaluation procedures meeting professional standards of care. Appropriate evaluation will involve (1) using evidence-based practice to select and implement evaluation strategies, instruments and materials, including both formal and informal measures, (2) accurately scoring evaluation measures, integrating all components of the evaluation, and interpreting evaluation results, (3) using evaluation results to accurately describe a client's communication functioning, and (4) making appropriate recommendations for treatment and/or referral.

Learning Objective 3: Students will select, develop, adapt, and use appropriate treatment methods meeting professional standards of care. Treatment will involve (1) using evidence-based practice to select and implement strategies, materials and instrumentation that enhance

the treatment process; (2) collecting valid and reliable data to monitor treatment effectiveness, and (3) modifying treatment to meet the individual needs of the client.

Learning Objective 4: Students will demonstrate evidence of contemporary professionalism. Contemporary professionalism includes (1) self-reflection and growth as part of the clinical process, (2) critical thinking defined as reappraising ideas and thoughts in order to make more informed decisions and actions (Brookfield, 2012), (3) engaging in interprofessional practice, (4) demonstrating effective communication skills with clients, stakeholders, colleagues, and community members across modalities and across communicative contexts (counseling, clinical documentation, oral presentations, academic papers, electronic correspondence, client conferences, etc.), (5) adhering to the ASHA code of ethics in all practice matters, and (6) demonstrating cultural competence and humility in provision of services.

Speech-Language Pathology Program's Diversity Statement

In an ideal world, the things we learn, including scientific facts would be objective. However, much of our knowledge is subjective and is historically built on a small subset of privileged voices. In this program, we will make an effort to represent information from diverse individuals and experiences but limits still exist on this diversity. Integrating a diverse set of experiences is important for a more comprehensive understanding of the world we live in thus we will do what we can to create a learning environment that supports diversity of thoughts, perspective, and experiences and honors your identities (including race, gender, class, sexuality, religion, spirituality, ability, etc.).

SIUE Land Acknowledgement

Southern Illinois University Edwardsville exists in and serves a region that includes the lands of the Kiikaapoi (treaty in Edwardsville, 1819); The Illinois Confederacy, including the Peoria, Kaskaskia, Michigamea, Cahokia, and Tamaroa (treaty in Edwardsville, 1818); Dhegiha Siouan peoples; and others. We affirm their contemporary and ancestral ties to the land and their contributions to this place. In alignment with the academic mission of the institution, we are committed to building responsible relationships with indigenous communities through the development of educational pathways and opportunities for indigenous students and the advancement of research and knowledge about indigenous peoples, cultures, and histories. Click here for more information.

Strategic Plan

The strategic plan of the Speech-language pathology graduate program is aligned with the mission, vision, goals, and expectations of

- Southern Illinois University Edwardsville (<https://www.siue.edu/about/mission-goals-plans>)
- Graduate School (<https://www.siue.edu/graduate-faculty/index.shtml>)
- SIUE-approved graduate assessment plan
- Council on Academic Accreditation (<https://caa.asha.org/>)

The program has identified the following Focus Areas as part of the 2024-2027 Strategic Plan:

Focus Area 1: Quality program and instruction

Focus Area 2: Research

Focus Area 3: High-impact community outreach

The full Strategic Plan can be found in *Appendix A* with updates found on our website.

Part II: STUDENT RIGHTS AND CONDUCT

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 discriminatory harassment. Discrimination against any person or group of persons on the basis of race, color, national origin, ancestry, religion, sex, sexual orientation, gender expression, gender identity, marital status, genetic history (including family medical history) age, physical or mental disability, pregnancy or related conditions, military status, or unfavorable discharge from military service.

This policy on non-discrimination and non-harassment reaffirms SIUE's commitment to maintain an environment in which ideas are pursued free of intimidation or fear, and the policy applies to admissions, employment, access to and treatment in all University programs and activities. The full policy can be found [here](#).

The Kimmel Belonging and Engagement Hub (K-Hub) is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact the Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333. There is also an online form for reporting campus climate incidents [here](#).

Student Services and Support

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 but not limited to:

ACCESS: Accessible Campus Community & Equitable Student Support provides reasonable curricular and co-curricular accommodations to diverse learners and students with differing abilities. ACCESS also provides resources which students can use to increase skills in learning, time management, and test-taking. For more information, please contact ACCESS directly, [here](#).

Cougar Cupboard Food & Essentials Pantry: The Cougar Cupboard is a campus resources providing food and toiletry items for SIUE students, faculty, and staff members. More information can be found [here](#).

SIUE Counseling and Health Services: Counseling and Health Services provides compassionate and inclusive outpatient clinical care to promote and maintain the health and overall well-being of SIUE students. Counseling services include group and individual counseling, healthy living workshops, consultation, and referral. Health Services provides physician services, women's health, allergy injections, TB and HIV testing, health education, and access to an on-campus pharmacy. Walk-ins are welcome; however, Counseling and Health Services ask for scheduled appointments with a healthcare provider to help support patients efficiently. Counseling & Health Services is located in the Students Success Center. More information can be found [here](#).

Housing Affinity Groups: University Housing offers several affinity groups connecting students with common interests and life experiences including Brother to Brother, Kaleidoscope, Sister Circle, and I'm First. More information can be found [here](#).

Timely Care: SIUE students have FREE, 24/7 access to virtual care services with TimelyCare — the virtual health and well-being platform. That means SIUE students have access during breaks, after-hours and any time support is needed. Students do not need insurance to access TimelyCare services. More information can be found [here](#).

Graduate School Catalog: The Graduate School Catalog provides students with all university requirements related to graduate study at SIUE. The graduate catalog outlines policies, programs, course descriptions and faculty information for graduate students across campus. For more information, please contact the Graduate School directly, [here](#).

Library & Information Services <https://www.siu.edu/lovejoy-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: Learning Support Services (LSS) is an instructional support unit for the students, faculty and staff of SIUE. LSS is home to the Tutoring Resource Center, Writing Center, and Supplemental Instruction. Graduate students are recommended to utilize 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. More information can be found [here](#).

SIUE's Division for Anti-Racism, Diversity, Equity, and Inclusion is responsible for leading efforts to operationalize inclusive excellence and facilitate pathways for involvement and connect individuals to relevant resources and tools. More information can be found [here](#).

Kimmel Belonging and Engagement Hub (KHub): KHub is dedicated to achieving and supporting SIUE's institutional goal of inclusion which is central to the learning, development, and success of our campus community through educational opportunities that encourage dialogue and critical reflection. The KHub offers opportunities for students to participate in the Campus Activities Board, Fraternity and Sorority Life, the LEAD Program, student government, community engagement, and over 300 student organizations. More information can be found [here](#).

Student Conduct and Academic Integrity

Information about the SIUE Student Code of Conduct can be found [here](#). Within the Speech-Language Pathology program, students are expected to behave in a respectful, professional manner and to be considerate of others' perspectives, 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 the instructor in maintaining a classroom environment that is conducive to teaching and learning. Faculty have the authority to manage their classrooms to ensure an environment is 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. Use of any of these or other disruptive behavior in the classroom will result, minimally, in a request to leave class. Examples of disruptive behavior includes, but is not limited to the following:

- Private conversations (e.g., talking, signing, writing, texting, e-mailing) and general noise
- The use of cell phones, watches, tablets 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

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: Assessments evaluate how well the student has learned. Therefore, unless the professor specifies otherwise, all assessments 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 assessment; no books, notes, calculators, electronics or other materials of any kind are to be used. 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 person or source 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, AI, or the content of a past report is plagiarism. Just because you have retyped and changed the content slightly, it is still not your work and you have avoided 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 prohibited. 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 social media platforms.

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. It is your responsibility to know and understand the rules. When in doubt, ask the instructor.

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 regard to Academic Misconduct. Students must follow the policy and procedures outlined in the Student Grievance Code.

Program Guidance on Generative AI

Faculty and instructors in the speech-language pathology graduate program aim to provide active, authentic learning opportunities through a rigorous curriculum. The goal of our program is to prepare students for professional certification (read more here) which requires “all courses and classes listed in Standards IV-A through IV-C must be completed—and passed.” To do this, our program goals include the development of critical thinking across the clinical process.

The faculty believe a deep understanding of the content in required SPPA coursework and students’ independent demonstration of meeting course learning objectives are critical for future success as professionals. Faculty also recognize their role in guiding students on how to use resources to support learning and critical thinking. In the spirit of emerging technologies, specifically artificial intelligence (AI), faculty may permit the use of AI in graduate course assignments and assessments. The program faculty following the university guidance (found here) on tolerance of AI as a starting point for discussions and expectations within each of their classes.

If AI use is permitted, faculty will explicitly identify the level of use throughout their class/activities/assessments. In addition, students must attest to the level of AI use when asked. If AI use is not explicitly stated, a ‘Zero Tolerance Approach to Generative AI’ is assumed.

Student Grievance Process

Student Complaint Procedure: The Graduate Speech-Language Pathology 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 instructor, the student should:

1. Initially contact the faculty member or instructor and attempt to resolve the matter informally. If the problem is not resolved at that level, and the student believes that their student rights have been violated, the concern should be addressed with the Program Director and/or Clinic Coordinator, as appropriate.
2. 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 within one week of submission of the complaint.

3. 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.

Any complaints retained within the program (e.g., those not reaching upper levels of administration) are stored in a locked cabinet in the program director's office (available to the CAA upon request) and destroyed 5 years after graduation.

Any concerns not resolved within the program, or those in violation of the Student Code of Conduct, shall follow the universities policies and procedures for (3C1).

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; 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 24 clinical credit hours for a total of 60 credit hours. In addition to tuition, an additional program fee of \$100 per credit hour is applied.

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: \$125

Frequency: 1x

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

ClinicNote Is an electronic medical records (EMR) platform used for on-campus clinical experiences.

Fee: \$165 (across 3 semesters)

Frequency: 3 semesters (549a)

For more information about ClinicNote, please see 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 intended for long-term reference as students transition into, and practice in, the field of Speech-Language Pathology. In addition, some online learning materials may be included as part of course fees.

Content Test (232) During the fall of their second year, students take the Non-teaching Content Test required by the Illinois State Board of Education.

Fee: \$110

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 is provided in the Clinic Handbook.

Fee: ~\$30-40

Frequency: 1x

Parking

Fee: \$184 (red lot)

Frequency: each year

Health Requirements In addition to University health requirements, students in the graduate program are required to complete a TB test, be fully vaccinated against COVID-19, 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. Exemptions are handled on a case-by-case basis.

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 (cash or money order)

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 their 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 <https://www.siu.edu/policies>. 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.

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

ASHA Code of Ethics: Each student is responsible for reviewing and practicing the ASHA Code of Ethics ([linked here](#)). 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. Adherence to the Code of Ethics includes following the SIUE Non-Discrimination and Non-Harassment Policy ([found here](#)).

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 graduate program do not interfere with program requirements. This includes being available to accommodate flexible clinical schedules, meet with faculty and instructors prepare adequately for clinic sessions, and complete clinical assignments. Work obligations are not an excuse for failure to complete program requirements in a timely manner.

Part III: 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 graduate program 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. The Clinic Coordinator reserves the right to modify the clinic schedule due to inclement weather or other reasons.

Academic Advising

Once accepted into the program, students meet with the Graduate Program director for initial advising, after which they will be assigned an academic advisor. The program uses a hybrid advising approach—group and individual meetings—throughout the academic program. to

Each semester students will meet as a group with the graduate program director to discuss general information related to registration and upcoming dates. Following this group advising, students will meet with their assigned advisor for individual meetings. Individual meetings are an opportunity for advisors to check on each student's well-being, academic and clinical performance and progress. Progress toward graduation and certification/licensure are also reviewed at this time.

All students, in collaboration with their academic advisor, are responsible for tracking their progress through the program. 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 B) and ISBE Professional Educator Licensure is tracked through the student's curriculum guide (housed in their advising folder; see Appendices C-D) and using 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 and the curriculum guide throughout their graduate program and discuss any questions/concerns with their 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 pass the Content Test (see Section IV) to become eligible for the Illinois professional educator license. Completion of these requirements are monitored by the Clinic Coordinator, Program Director, and Student Services office through the School of Education, Health and Human Behavior.

Attendance

University attendance policy can be found within *Student Academic Standards and Performance: Class Attendance Policy 119*, which can be found [here](#).

Faculty in the graduate program 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 believe and expect that regular attendance, participation in class, and promptness reflect professional responsibility and indicate an eagerness to learn. 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 with University policy, students are responsible for meeting 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 required. Make-up exams will only be permitted for absences as a result of extenuating circumstances, at instructor discretion, that are accompanied by proper documentation. 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 as the exam given during class.

Students have the right to appeal any faculty decision regarding this attendance policy. Students must follow the policy and procedures outlined in Student Rights and Conduct; Student Grievance Code – 3C3, [linked here](#).

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 the eleven (12) core courses 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 550	Culturally Responsive Clinical Practice	3
SPPA 545	Acquired Communication Disorders in Adults	3
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 non-thesis and thesis option is included in Appendices C, and D (respectively).

Non-thesis Plan. All non-thesis students must submit a portfolio and pass the summative assessment in their final semester of the graduate program.

Thesis Plan. Students who choose to complete a thesis are required to take six (6) credit hours of SPPA 599 (Thesis). 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. Thesis students are not required to submit a portfolio nor pass the summative assessment. Successful completion and defense of the thesis replaces the final summative assessment. The Graduate School ([linked here](#)) provides many up-to-date resources to guide students through the thesis process.

The thesis plan revolves around a five-semester schedule, with students formally enrolling for SPPA 599 for six credits distributed across the five semesters. Students may elect to begin their thesis the summer before starting the program. With this option, the program may extend to a sixth semester. Further university requirements and guidance are provided by the Graduate School.

Typical 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 (i.e., 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: 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. **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 (i.e., results) and begin Chapter 5 (i.e., 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, linked here.. The student will be responsible for accessing 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 evaluate the thesis and presentation and vote on the thesis. One half-hour will be allotted for this meeting. The thesis and presentation will be evaluated using the Thesis rubric (Appendix E). The possible outcomes reached by consensus will include 1) accept, 2) accept with modifications, or 3) 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 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.

Core Functions

The Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) has documented core functions (linked here), which future practitioners in speech-language pathology typically are expected to employ in didactic and clinical experiences to acquire the knowledge and demonstrate the competencies that will lead to graduation and successful entry into professional practice. "Core functions" refers to behavioral or cognitive functions that an individual must be able to perform with or without accommodations. Core skills are integrated into many student learning objectives and not assessed separately from academic and clinical assessments. There are multiple ways an individual can successfully meet the demands of clinical education and practice. The determination of possible accommodations exemplified in

this information varies by institution and is not included within the scope of these terms. The degree to which accommodations are determined is under the governance of the American with Disabilities Act, Section 504 of the Rehabilitation Act of 1973.

Information related to core functions is provided to increase transparency of expectations so students can self-identify the need for any additional support. If students become aware that they may need accommodations to successfully complete this program, they are encouraged to contact the speech-language pathology graduate program director to discuss the need for additional support in meeting learning objectives. 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 the Office of Accessible Campus Community and Equitable Student Support (ACCESS) linked here, at 618-650-3726.

Identification of core functions may be used to:

- *inform individuals* about the core functions associated with the profession of speech-language pathology
- prepare students to *initiate discussions* between students and the program regarding student success
- *empower students* to make informed choices regarding their pursuit of profession of speech-language pathology
- *facilitate strategies* to achieve student success
- assist programs and students in *identifying and advocating* for appropriate resources and accommodations
- *advance* the profession of speech-language pathology through the lens of justice, diversity, equity and inclusion

Core functions include:

Communication

Statements in this section acknowledge that speech-language pathologists must communicate in a way that is understood by their clients/patients and others. It is recognized that linguistic, paralinguistic, stylistic, and pragmatic variations are part of every culture, and accent, dialects, idiolects, and communication styles can differ from general American English expectations. Communication may occur in different modalities depending on the joint needs of involved parties and may be supported through various accommodations as deemed reasonable and appropriate to client/patient needs. Some examples of these accommodations include augmentative and alternative communication (AAC) device, written displays, voice amplification, attendant-supported communication, oral translators, assistive listening devices, sign interpreters, and other non-verbal communication modes.

- Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies

- Adapt communication style to effectively interact with colleagues, clients, patients, caregivers, and invested parties of diverse backgrounds in various modes such as in person, over the phone, and in electronic format.

Motor

Statements in this section acknowledge that clinical practice by speech-language pathologists involves a variety of tasks that require manipulation of items and environments. It is recognized that this may be accomplished through a variety of means, including, but not limited to, independent motor movement, assistive technology, attendant support, or other accommodations/modifications as deemed reasonable to offer and appropriate to client/patient needs.

- Engage in physical activities at a level required to accurately implement classroom and clinical responsibilities (e.g., manipulating testing and therapeutic equipment and technology, client/patient equipment, and practice management technology) while retaining the integrity of the process
- Respond in a manner that ensures the safety of clients and others

Sensory

Statements in this section acknowledge that speech-language pathologists use auditory, visual, tactile, and olfactory information to guide clinical practice. It is recognized that such information may be accessed through a variety of means, including direct sensory perception and/or adaptive strategies. Some examples of these strategies include visual translation displays, text readers, assistive listening devices, and perceptual descriptions by clinical assistants.

- Access sensory information to differentiate functional and disordered auditory, oral, written, and visual communication
- Access sensory information to correctly differentiate anatomical structures and diagnostic imaging findings
- Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests

Intellectual/Cognitive

Statements in this section acknowledge that speech-language pathologists must engage in critical thinking, reasoning, and comprehension and retention of information required in clinical practice. It is recognized that such skills may be fostered through a variety of means, including assistive technology and/or accommodations/modifications as deemed reasonable and appropriate to client/patient needs.

- Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies
- Employ informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the client/patient's needs
- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills

- Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care

Interpersonal

Statements in this section acknowledge that speech-language pathologists must interact with a diverse community of individuals in a manner that is safe, ethical, and supportive. It is recognized that personal interaction styles may vary by individuals and cultures and that good clinical practice honors such diversity while meeting this obligation.

- Display compassion, respect, and concern for others during all academic and clinical interactions
- Adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies
- Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities

Cultural Responsiveness

Statements in this section acknowledge that speech-language pathologists have an obligation to practice in a manner responsive to individuals from different cultures, linguistic communities, social identities, beliefs, values, and worldviews. This includes people representing a variety of abilities, ages, cultures, dialects, disabilities, ethnicities, genders, gender identities or expressions, languages, national/regional origins, races, religions, sexes, sexual orientations, socioeconomic statuses, and lived experiences.

- Engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provisions of services.
- Demonstrate the application of culturally responsive evidence-based decisions to guide clinical practice.

Source: Council of Academic Programs in Communication Sciences and disorders (2023). *A guide for future practitioners in audiology and speech-language pathology: Core functions*. <https://www.capcsd.org/academic-and-clinical-resources/>

Academic Performance Standards

SIUE Graduate School Retention Policy (1L2), (linked here) 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 or designee, communicated to the student. If, after 15 semester hours of work in a degree program, a student has earned less than a 3.0 program grade point average in the current degree, the student may be dropped and ordinarily is not again admissible to that degree program.

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 (non-numeric grading)

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). 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 program with their academic advisor 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) to demonstrate competence. For classes using alternative grading, the course syllabi will clearly describe requirements that equate to each final letter grade. Students are required to earn a final letter grade of a C or higher in all classes, regardless whether traditional or alternative grading is utilized.

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 (70% in courses that use traditional grading methods or “meets expectations” in courses that use alternative grading methods; 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 or “meets expectations” 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 or “meets expectations” or greater on the remediation, they will meet with the instructor to discuss an academic support plan (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 F) 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 their academic program and their 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.

Part IV: 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 typically met through 24 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 guided 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 on-campus clinical experiences in the SIUE Speech-Language-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,d) will receive a summative evaluation two times a semester (midterm and final), at a minimum. This summative evaluation, referred to as the CALIPSO Performance Evaluation (CPE), is located in the Graduate Program Handbook, and the grading scale is as follows:

The following grading system recognizes that students new to clinical practice typically benefit from more support and are less independent when compared to students about to graduate. Students are expected to move toward increased initiative and improved clinical performance. Therefore, as a student moves through practicum semesters, they are expected to achieve higher ratings on the scale in order to maintain an acceptable grade.

SPPA 549A- Fa 1 Fall Yr 1 Graduate Practicum I

- 3.75 -5.00 A
- 3.00-3.74 B
- 2.25-2.99 C
- 2.24 or lower D

SPPA 549A- Sp 1 Spring Yr 1 Graduate Practicum I

4.00-5.00 A
3.25-3.99 B
2.25-3.24 C
2.24 or lower D

SPPA 549A- Su 1 Summer Yr 1 Graduate Practicum I

4.25-5.00 A
3.50-4.24 B
2.75-3.49 C
2.74 or lower D

SPPA 549B/C/D- Fa 2 Fall Yr 2 Graduate Practicum (Externship) II, III, & IV

4.50-5.00 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. Instructor 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. Instructor 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. Instructor 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 instructor input. Instructor

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. Instructor must model behavior and implement the skill required for client to receive optimal care. Instructor 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 experiences when applicable. The clinic letter grade for 549a is an average of each of these separate evaluations.

Clinical Support Plan Process

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 instructor 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 instructor 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 instructor agree that the student would benefit from a support plan, the student will be notified.
2. A meeting with the clinical instructor, 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 Appendix G and will be signed by the Clinic Coordinator, clinical instructor, and student. A copy will be provided to the student and placed in their 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.

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 instructor, CALIPSO CPE scores, and ASHA Professional Practice Standards. While the removal of one client should not extend a student's program, the student must demonstrate the 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 instructor 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, they will be dismissed from the program.

Externship Eligibility

Students must meet all 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)
- Successful completion of 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.

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

1. If a student is struggling during an externship placement the externship instructor and/or student will notify the Clinic Coordinator immediately.
2. The student, externship instructor, and Clinic Coordinator will meet to discuss the concern and support options to help the student. During the meeting, the CALIPSO CPE scores, and/or ASHA Certification Standards, 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 Appendix D) 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, reassigned 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 <D, the student will not receive their clinical hours and may be dismissed from the program.
 - ii. If the student's post-support plan CALIPSO CPE >C, the student will receive their clinical hours.

Removal from externship site: In some instances, the most appropriate support is to remove from an externship site. Decisions to remove a student are made by the Clinic Coordinator and Program Director after consulting with the student, externship instructor, CALIPSO CPE scores, and/or ASHA Certification Standards. Documentation of this decision will be provided to the student, externship instructor, 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).

Students are referred to the Clinic Handbook (available on Blackboard) for more information regarding clinical expectations and experiences.

More information related to the clinical components of the program (including externship procedures and policies) can be found in the Clinic Handbook.

Part V: PREPARING FOR GRADUATION

Progress Toward Degree Requirements

Progress toward degree requirements is reviewed at each academic advising appointment (please see *Academic Advising* section of this Handbook).

Upon graduation, students will be eligible to apply for:

- IL state licensure (through IDFPR): Completion of the program meets all program requirements to apply for a practice license through Illinois Department of Financial and Professional Regulation. Program compliance in meeting other state's requirements for licensure is determined as part of initial advising, as needed. ASHA also provides State-by-State resources for state level licensing requirements.
- ASHA certification: upon achieving a passing score on the Praxis (below) and completing all other application materials as outlined by ASHA (linked here)
- Professional Educator License (non-teaching): upon achieving a passing score on the Content Test (below) and completing all other application materials as outlined by Illinois State Board of Education (linked here).

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 who take the PRAXIS II Series ASHA exam (test code: 5331) should have their scores sent directly from ETS to 1) ASHA (recipient code R5031), 2) SIUE (recipient code RA0800), and 3) IDFPR (recipient code R7219 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. More information can be found at ETS.

Content Area Test

If students are considering applying for the Illinois State Board of Education's Professional Educator License (PEL) non-teaching, they should take the non-teaching content test (code: 232) to fulfill the requirements. This content test is a computer-based test with 125 multiple-choice items. Students typically take this exam during the fall semester of their 2nd year. 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

Students must apply for graduation through SIUE. They 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 Portfolio

To receive an MS (or masters) degree from SIUE, a cumulative exit requirement is mandatory. Students will submit and present a comprehensive portfolio. The final portfolio represents growth, reflection, mastery, and diversity. The portfolio will be regularly reviewed by the student's academic advisor throughout the student's program (i.e., formative assessments) and will be formally reviewed by a committee of three faculty during the final semester of the student's program (i.e., summative assessment). Once satisfactorily completed, a report to the University will be made via a "Summary of Completion" form.

Following are the portfolio requirements for a student beginning the program in the Fall semester with a standard program of study timeline.

Requirements:

The portfolio will include:

1. 8 artifacts:
 - Artifacts must document acquisition of knowledge and skills in at least 6 of the 9 content areas identified by ASHA (articulation/phonology; voice and resonance; fluency; receptive/expressive language; hearing; dysphagia; cognition; social; AAC).
 - At least 2 artifacts must demonstrate knowledge and skills of assessment
 - At least 2 artifacts must demonstrate knowledge and skills of treatment
 - Interprofessional education/practice (IPE) should be evident in at least 1 artifact
 - DEI should be evident in at least 1 artifact
 - All artifacts must have an accompanying Artifact Description and Self-Evaluation (ADSE) form
 - 4 artifacts must be from academic or 'other' coursework (no 2 can be from the same class/experience)
 - 4 artifacts must be from clinical experiences
2. Artifact Description and Self-Evaluation form (ADSE): Each artifact will include a description and self-evaluation, using the ADSE form.
3. Plan of Action: The student's Plan of Action will include regular review of progress, goal setting, and future directions of continuing education accumulated throughout the process. The Plan of Action will be signed by the student and advisor at each review.
4. Diversity Narrative: Completed as part of SPPA 550.

Timeline: Standard Program of Study

Fall 1: Orientation

A mandatory portfolio orientation meeting will be held in the fall, first semester for all incoming graduate students. All forms and instructions related to portfolios can be found in each student's Academic Advising folder (->Portfolio) in OneDrive. (Documents to include: template ADSE form, Plan of Action, summative assessment, artifact tracking table)

1st Semester in Program (Fall 1): Collection of Artifacts

Students must upload one clinical artifact and one coursework artifact to their Portfolio folder in OneDrive. Each artifact must be accompanied by an ADSE form. Artifacts must be uploaded by the second full week of class of the following semester (e.g., Spring). Uploaded artifacts must include feedback from the course/clinic instructor/instructor (e.g., comments, rubric, etc.). Information about naming artifact file(s) can be found below under *Guidelines for Artifacts*.

Advising Meeting (Fall 1):

During the fall advising meeting, the academic advisor will review the expectations of the portfolio. This will include discussion of potential artifacts to be included, ADSE form, and Plan of Action. Students, in collaboration with their advisor, will draft the Plan of Action during this meeting. Advisor and student will sign off on Plan of Action.

2nd Semester in Program (Spring 1): Collection of Artifacts

Students must upload one clinical artifact and one coursework artifact to their Portfolio folder in OneDrive. Each artifact must be accompanied by an ADSE form. Artifacts must be uploaded by the second full week of class of the following semester (e.g., Summer). Uploaded artifacts must include feedback from the course/clinic instructor/instructor (e.g., comments, rubric, etc.).

At the end of the 2nd semester, students should have at least one artifact related to assessment and one artifact related to treatment. In addition, the 4 total artifacts should relate to at least 3 of the 9 areas identified by ASHA (i.e., articulation/phonology; voice/resonance; fluency; receptive/expressive language; hearing; dysphagia; cognition; social; AAC). Students should also update their Plan of Action.

Preparation for mid-program review:

- Artifacts and accompanying ADSE forms submitted from fall semester will be used during the mid-program review and must be completed and uploaded prior to mid-term (week 8). Negligence in meeting this deadline may result in a delay in program completion.
- Artifact presentation: Students should prepare a power point as part of presenting one artifact to the advisor using the summative assessment format (see below). The student should be prepared to entertain questions from the advisor similar to the summative assessment.

Advising Meeting (Spring 1): Mid-Program Review (Formative Assessment)

During the spring advising meeting, the academic advisor and student will 1) discuss class registration, 2) complete mental health/wellness check-in, and 3) complete summative assessment progress check.

Mid-Program Review: The mid-program review materials include:

- 1) Artifacts: 2 submitted from fall semester including accompanying ADSE forms.

- 2) Artifact presentation. The advisor will provide feedback about the presentation, review summative assessment rubric and expectations, and answer any questions the student may have. This is considered the “official” formative assessment.
- 3) Review/discuss Plan of Action. Advisor and student work to update progress on plan and identify goals for the second year of the program. Advisor and student will both sign-off on the Plan of Action.

The mid-program review must be completed by May 1.

3rd Semester in Program (Summer): Collection of Artifacts

Students must upload one clinical artifact and one coursework artifact to their Portfolio folder in OneDrive. Each artifact must be accompanied by an ADSE form. Artifacts must be uploaded by the second full week of class of the following semester (e.g., fall). Uploaded artifacts must include feedback from the course/clinic instructor/instructor (e.g., comments, rubric, etc.).

4th Semester in Program (Fall 2): Collection of Artifacts

Students must upload one clinical artifact and one coursework artifact to their Portfolio folder in OneDrive. Each artifact must be accompanied by an ADSE form. Artifacts must be uploaded by January 15 (the following semester). Uploaded artifacts must include feedback from the course/clinic instructor/instructor (e.g., comments, rubric, etc.).

Preparation for fall advising meeting: The student must upload and ensure all review materials (see below) are uploaded and available in their Portfolio folder in OneDrive. These materials should be completed and uploaded prior to week 8 in the semester. Negligence in meeting this deadline may result in a delay in program completion.

Advising Meeting (Fall 2): Formative Assessment

During the fall advising meeting, the academic advisor and student will 1) discuss class registration, 2) complete mental health check-in, and 3) check in on progress of portfolio. Progress of portfolio will include: verifying all required number and types of artifacts (to date) are present, update progress on current goals, completed future goals and continuing education. The advising meeting and portfolio review must be completed by Thanksgiving.

Review: The review materials will include:

- 1) Artifacts: 6 submitted from previous semesters including accompanying ADSE forms
- 2) Review/discuss/update Plan of Action.

5th and Final Semester in Program (Spring 2): Summative Assessment

No new artifacts are required for this semester. By *January 15*, students must have all portfolio materials uploaded to their OneDrive folder. Final portfolios must include:

- 8 total artifacts (related to at least 6 of the 9 areas identified by ASHA) with accompanying ADSE forms
- two artifacts related to evaluation
- two artifacts related to treatment
- at least one artifact reflecting IPE

- at least one artifact reflecting DEI
- completed Plan of Action with goals for continuing education post-graduation
- Completed artifact tracking table

Failure to complete these steps on this timeline will result in cancellation of the summative assessment, potentially delaying graduation.

Preparation for Summative Assessment: The student should prepare three artifacts for presentation during the summative assessment meeting. At least one artifact should demonstrate assessment skills and at least one artifact should demonstrate treatment skills. Preparation for presentation of artifacts must include at least one clinical artifact and at least one coursework/other artifacts. Each artifact should be from a different ASHA area (i.e., articulation/phonology; resonance; fluency; receptive/expressive language; hearing; dysphagia; cognition; social; AAC). The student should determine the order of presentation of each artifact prior to the summative assessment.

Artifact presentations: Each artifact presentation will be 2-minutes long and should include (1) a description of the artifact; (2) foundational knowledge demonstrated in the artifact; (3) application and use demonstrated in the artifact; (4) analytical processes demonstrated in the artifact. The student may refer to notes to guide their presentation but the presentation should NOT be read.

Questions and Discussion: Following the presentation, there will be 8-minutes of questions and discussion with the review committee. Students should be prepared to answer questions about their presentation and/or artifacts. Discussions may include references to other artifacts, ADSEs, and/or the plan of action. Students should refer to the *Summative Assessment Guide* document for more guidance on types of questions used during the summative assessment.

Alternative Portfolio Schedules: The above set of guidelines is based on a program of study on a standard timeline (with entry in the fall semester and graduation after 5 semesters). Students who deviate from this timeline (e.g., start in summer or spring semester; delay start of clinical work, delayed graduation, etc.) will require some adjustment to the schedule outlined above. A revised timeline of the portfolio schedule and summative assessment will be developed in collaboration with the academic advisor, Graduate Program Director and should be completed by the end of the semester in which knowledge of alternative timeline is determined. The plan must include regular meetings between the advisor and student to discuss progress toward completion of the portfolio and program. The revised timeline will be stored in the student's portfolio folder on OneDrive and noted in advising notes. The student's advisor serves as the primary source of information and advice for the portfolio, formative assessment, and summative assessment. Thus, any changes to a student's portfolio plan, graduation date, or plan of study must be reviewed with and approved by the student's advisor and Graduate Program Director. Failure to consult with your advisor on changes to your portfolio or assessment plans could have consequences for on-time graduation.

Guidelines for Artifacts

Students are encouraged to use the artifact tracking table (available in their portfolio folder one OneDrive) throughout the program to manage their artifacts. Specific course materials meeting the requirements as a portfolio artifact are identified in each course syllabus. All artifacts must include instructor feedback and an ADSE form. Use underscore letter at the end of the file name if you have multiple files with the same name (e.g., _a, _b, etc.)

Academic Artifacts: Academic artifacts must be gathered from registered SPPA coursework and be identified as a portfolio artifact option in the course syllabus. Academic artifacts must include feedback from the course instructor (e.g., comments, rubric, etc.). Any exceptions to pre-identified artifacts should be approved by the student's clinical instructor and academic advisor prior to inclusion of that artifact for that semester. The knowledge area identified for a given artifact should be specific to the artifact. For example, some courses are listed in multiple knowledge areas, if the artifact only relates to one of those areas, then the ONE knowledge area is what should be identified on the portfolio. Academic artifacts must be taken from different courses. That is, you may not include 2 academic artifacts from the same course.

File names for academic artifacts and ADSEs include artifact number, content area, and type (academic) as follows:

artifact_#_fluency_academic
artifact_#_fluency_academic_adse

Clinical Artifacts: Clinical artifacts must be gathered from clinical experiences as part of 549a/b/c/d and be identified as a portfolio artifact option in the course syllabus. Clinical artifacts must include both the feedback from the course instructor (e.g., comments, rubric, etc.) as well as supporting evidence (e.g., therapy support, documentation, strategy, picture, SOAP). Any exceptions to pre-identified artifacts should be approved by the student's clinical instructor and academic advisor prior to inclusion of that artifact for that semester. Documents from any clinical experience (549a/b/c/d) must be de-identified to keep client information confidential. Artifacts used from off-campus clinical experiences require the explicit approval of the immediate instructor and Clinic Coordinator. The use of a Calipso evaluation (midterm or final) by itself is insufficient as a clinical artifact. Supplemental documentation (i.e., redacted client report, session plan(s), SOAP note(s), picture of a therapy session setup, etc.) must accompany a Calipso evaluation. The SIUE SPPA program holds student and client confidentiality in the highest priority. Any violation of clinic/program confidentiality policies may delay the students' program.

File names for clinical artifacts and ADSEs include artifact number, content area, and type (clinical) as follows:

artifact_#_articulation_phonology_clinical
artifact_#_articulation_phonology_clinical_adse

"Other" Artifacts: Artifacts gathered from experiences outside of the classroom and formal clinical practicum may be submitted as an artifact with advisor approval. These 'other' artifacts may come from other clinical experiences not otherwise assigned (e.g., diagnostic experiences,

hearing screening events, speech and/or language screenings, community engagement events organized through the SPPA program) or academic work (e.g., research) and must have an ASHA area assigned. 'Other' artifacts must include feedback from instructor/mentor (e.g., comments, rubric, etc.). All 'other' artifacts must be approved by the supervising instructor and the student's academic advisor prior to being included in the portfolio for that semester. Students may use one 'other' artifact as part of their final portfolio.

File names for 'other' artifacts and ADSEs include artifact number, content area, and type ('other') as follows:

artifact_#_voice_resonance_other

artifact_#_voice_resonance_other_adse

IPE artifact: Interprofessional education/practice must be reflected in at least one of your artifacts. The IPE artifact does not need to be a separate artifact although it can be.

File name for the artifact with IPE content and ADSE should include the IPE extension as follows: artifact_#_language_(clinical/academic/other)_IPE
artifact_#_language_(clinical/academic/other)_adse_IPE

DEI artifact: Diversity, equity and inclusion must be reflected in at least one of your artifacts. The DEI artifact does not need to be a separate artifact although it can be.

File name for the artifact with DEI content and ADSE should include the DEI extension as follows: artifact_#_hearing_(clinical/academic/other)_DEI
artifact_#_hearing_(clinical/academic/other)_adse_DEI

Assessment: At least two artifacts must reflect the student's skills or knowledge related to assessment. Demonstration of skills or knowledge related to assessment may be included as part of an academic, clinical, or 'other' artifact.

File name for the assessment the artifact should include the 'assessment' extension in the final position of the file name (e.g., artifact_4_dysphagia_clinical_assessment).

Treatment: At least two artifacts must reflect the student's skills or knowledge related to treatment. Demonstration of skills or knowledge related to assessment may be included as part of an academic, clinical, or 'other' artifact.

File name for the treatment artifact should include a 'tx' in the final position of the file name (e.g., artifact_5_social_clinical_IPE_tx).

Note: Improper labeling of artifacts/artifact files by the stated deadline may result in a delay in scheduling your portfolio presentation

Summative Assessment

Schedule/timeline: The summative assessment will occur during the final semester of enrollment.

- By January 15, students must have the following uploaded to their Portfolio folder on OneDrive
 - all artifacts (including feedback) and ADSEs with proper file names
 - completed artifact tracking table
 - updated Plan of Action
 - diversity narrative
- After January 15, staff and faculty will be completing checks of the portfolio and assign a tentative presentation day/time. Students will work with the Clinic Coordinator and their externship placement to ensure time off to complete the assessment.
- Once the portfolio is approved, the date/time of presentation will be confirmed.
- Students must upload a final version of their presentation no later than 2 weeks prior to the presentation.
- Summative assessment meetings will be on campus. If students currently live beyond 75 miles from the university, they may request a virtual meeting.
- The summative assessment will be completed between March 15 and April 15 (to be completed after March 15). Failure to set-up a time for the summative assessment by the stated deadline may delay graduation.

Summative Assessment Review Committee Composition: Summative assessment review committees will consist of three faculty members, one of which will be the student's advisor. Students will be assigned to the committee that includes their/their academic advisor. The advisor will serve as the chair of the summative assessment committee for each student. Specific assessment times and committee composition will be e-mailed to each student. Re-scheduling of summative assessment time will only be granted with prior approval, on a case-by-case basis. Re-scheduling may not be possible during the student's final semester resulting in delayed graduation.

Prior to the summative assessment, the review committee will review final portfolio materials in detail.

Summative Assessment Presentation: The student will have 2 minutes to present the first artifact. The committee will then have eight minutes to ask questions and engage in discussion. This cycle of two-minute student presentation and eight-minute committee questioning/discussion will be followed for the second and third artifacts. All time limits will be strictly enforced so students should plan presentations accordingly. After all three artifacts have been presented and discussed, the student will be excused from the exam so that the committee can discuss the student's performance and generate an average rating on the assessment rubric (~10 minutes) and subsequent final score of Pass or Fail.

Scoring:

Each portfolio will be evaluated using the Summative Assessment (Appendix H) which is aligned with the 4 learning objectives of the Speech-Language Pathology program:

Learning Objective 1: Students will demonstrate knowledge in research methods and prevention, assessment, and treatment of speech, language, cognitive and swallowing disorders and differences across the lifespan.

Learning Objective 2: Students will select, implement, adapt and interpret appropriate evaluation procedures meeting professional standards of care.

Learning Objective 3: Students will select, develop, adapt, and use appropriate treatment methods meeting professional standards of care.

Learning Objective 4: Students will demonstrate evidence of contemporary professionalism.

Using the following rating scale

- 1 = Does Not Meet Expectations
- 2 = Meets Expectations
- 3 = Exceeds Expectations

- Pass = average score for each construct (A-M) must be ≥ 2 for all 13 constructs
- Fail = average score for any construct (A-M) falls < 2

In the event of a final score of Pass, the committee will then reconvene with the student to discuss the student's strengths and weaknesses as well as provide suggestions for continuing education activities during the CFY (~5 minutes). Following the conclusion of the assessment, the Summary of Completion form will be completed and submitted to the university.

In the event of a final score of Fail, the committee will reconvene with the student to discuss the student's strengths and weaknesses and develop a plan for a second attempt at the summative assessment. The second attempt of the summative assessment will be focused on a subset of the area(s) from the first assessment based on committee feedback. All second attempts should be completed within 2 weeks of the first attempt. The date/time of the second attempt should be established within 24 hours of the first attempt. The format of the second attempt will be individualized to the student and may/may not include the same artifacts.

Second attempt:

In the event of a final score of Pass on the second attempt, the committee will then reconvene with the student to discuss the student's strengths and weaknesses as well as provide suggestions for continuing education activities during the CFY (~5 minutes). Following the conclusion of the exam, the Summary of Completion form will be completed and submitted to the university.

In the event of a final score of Fail on the second attempt, the committee will then reconvene with the student to discuss the student's strengths and weaknesses. Failure of a second attempt will cause the program to reconsider if the student has made satisfactory progress and whether they are able to complete the program. At that time, the student can either voluntarily withdraw from the program or they can pursue a third (and final) attempt at the summative assessment.

Third attempt: If the student decides to pursue a third attempt:

1. The committee and student will schedule a meeting with the review committee within 2 weeks of the (failed) second attempt.
2. At the meeting, the committee will provide specific written and verbal feedback across all components of the portfolio. Committee and students will discuss expectations of portfolio, previous attempts, and areas of improvement. The meeting should last 1-2 hours. Written documentation of feedback will be uploaded to the student's portfolio folder on OneDrive.
3. At the end of the meeting, the committee and student will schedule a time for the third attempt of the summative assessment no sooner than the following semester but must be completed within 1 year. The timeline for the third attempt will be documented on the feedback (see #2 above) and also copied to student's advising notes.
4. Between the meeting and third attempt, the student and academic advisor will work closely at revisions to the portfolio and preparations for the third summative assessment. Documentation of all meetings will be retained in the student's portfolio.
5. All revisions to the portfolio must be completed and uploaded to OneDrive 2 weeks prior to the third summative assessment.
6. The committee will review all portfolio materials during the 2 weeks prior to the third summative assessment.
7. The third summative assessment meeting may follow the procedures of the previous attempts or be individualized to the student
8. In the event of a final score of Pass, the committee will then reconvene with the student to discuss the student's strengths and weaknesses as well as provide suggestions for continuing education activities during the CFY (~5 minutes). Following the conclusion of the exam, the Summary of Completion form will be completed and submitted to the university.
9. In the event of a final score of Fail, the committee will then reconvene with the student to discuss the student's strengths and weaknesses. Failure of a third attempt will result in dismissal from the program.

Summary of completion forms (required for graduation) will not be completed by program faculty until the Portfolio is successfully completed.

Exit Advisement

All graduate students will complete an exit advisement meeting following completion of their comprehensive portfolio 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 their 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!

Retaining Student Records

Student academic records are retained through the university's Records Management office. Program specific records, including ISBE requirements/curriculum map and clinical hours are retained by the program, indefinitely. These records are stored in a locked cabinet, in a locked room.

Part: VI: CERTIFICATION AND LICENSURE

The program is accredited by CAA. CAA is the accreditation body of ASHA. The program and clinical coursework are 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. ISBE requires all students to complete coursework in Reading Methods, Reading in the Content Area, Exceptional Child Instructional Methods, and ESL/Bilingual Methods and pass the Content Test. The requirements of this coursework are embedded into our SPPA 540, 541, and 544 courses. The Content Test is a requirement for ISBE, but not the program; therefore students sign-up for the Content Test individually. Upon graduation, students who have completed the Content Test will be eligible for a non-teaching Professional Educator License (PEL) through ISBE.

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; including:
- 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.

If you are, or plan to be, seeking licensure in a state other than Illinois or Missouri, it is the student's responsibility to notify the Program Director as soon as possible.

Part VII: 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 to facilitate professional development and growth. Students are encouraged to join the SIUE Chapter. The SIUE Chapter of NSSLHA can be contacted at siuensslha@gmail.com.

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

NBASLHA is a 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 schlebo@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.

Faculty and Academic Areas of Expertise	<u>Rank and Title</u>	<u>Office</u>	<u>Phone</u>
Steffany Chleboun, Ph.D., CCC-SLP Email: schlebo@siue.edu Expertise: Acquired Brain Injury and Neurogenic Communication Disorders	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
Kimberly Ott, AuD., CCC-A Email: kiott@siue.edu Expertise: Audiology	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.A., CCC-SLP, FNAP 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	Professor	FH 1334	618/650-5838
Allison Sauerwein, Ph.D., CCC-SLP Email: allsaue@siue.edu Expertise: AAC, Child Language Disorders	Associate Professor, UG Program Director	FH 1332	618/650-5751
Elizabeth Schwartz, M.S., CCC-SLP Email: eldecke@siue.edu Expertise: Early Childhood	Clinical Instructor	FH 1331	618/650-3340

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
Vickie Dickerson Email: vdicker@siue.edu	Office Support Specialist (Clinic)	FH 1324	618/650-3949

SPEECH-LANGUAGE-HEARING CENTER

**Adjunct
instructors**
Room 1324

	equipment	Therapy Room 9 Room 1335		
Therapy Room 6 Room 1310				
Therapy Room 5 Room 1308	Therapy Room 7 Room 1330b			Therapy Room 8 Room 1330a
Therapy Room 4 Room 1306				
Therapy Room 3 Room 1304		Work Room Room 1303	Therapy Room 2 Room 1328	
Observation Room Room 1202			Therapy Room 1 Room 1326	
Waiting Room Room 1300		Clinic Office Room 1324		

Dr. Chleboun Room 1336
Dr. Panico Room 1334
Dr. Klopfenstein Room 1333
Dr. Sauerwein Room 1332
Ms. Schwartz Room 1331
Dr. Ott Room 1329
Mr. Masiongale Room 1327
Adjunct Instructors Room 1325

Materials Room Room 1211	Instructional Materials Center (IMC) Room 1208	Mrs. Henderson Room 1214
Designated Confidential Room Room 1212		

Appendix A: Strategic Plan

Department of Public Health and Speech-Language Pathology and Audiology
Graduate Program in **Speech-Language Pathology**

Strategic Plan 2024-2027

The Graduate program in Speech-Language Pathology at Southern Illinois University Edwardsville is housed in the School of Education, Health and Human Behavior. Five departments comprise the School of Education, Health and Human Behavior: Public Health and Speech-Language Pathology and Audiology, Exercise, Sport, and Nutrition Sciences, Curriculum and Instruction, Educational Leadership, and Psychology. The Department of Public Health and Speech-Language Pathology and Audiology supports two graduate programs, one of which is Speech-Language Pathology.

The strategic plan of the Speech-Language Pathology program is aligned with mission, vision, goals, and expectations of:

- Southern Illinois University Edwardsville (<https://www.siu.edu/about/mission-goals-plans>)
- Graduate School (<https://www.siu.edu/graduate-faculty/index.shtml>)
- SIUE-approved graduate assessment plan
- Council on Academic Accreditation (<https://caa.asha.org/>)

Vision

To be progressive, transformative community educators for excellence in academic and clinical services.

Mission

To provide active, authentic learning opportunities through dedicated faculty, diverse clinical experiences, a rigorous curriculum, and a commitment to antiracism, diversity, equity and inclusion. The program will foster the development of competent, effective professionals prepared to provide culturally responsive, evidence-based, interprofessional services to children and adults with communication needs.

Focus Areas of the Speech-Language Pathology Program

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

Focus Area 1: Quality program and instruction

Focus Area 2: Research

Focus Area 3: High-impact community outreach

Focus Area #1: Quality program and instruction

SIUE Value: Citizenship, Excellence, Integrity, Inclusion

Graduate School Goals: #1 (demonstration of breadth and depth of knowledge), #2 (communication), #3 (analytical thinking), #4 (best practices, value and ethics), #5 (application of knowledge)

SPPA Long Term Goal	Increase quality academic and clinical programming and instruction
Resources Needed	Administrative support; time; faculty administrative time

Course development:

- OBJ: establish ADEI class/curriculum by fall 2025 (development of class, course objectives/content, integration of CAA, CFCC and CRTL standards, inclusion of Allyship conversations and IPE experiences, etc.)
Update f25: first cohort of students participating in SPPA 550

Assessment:

- OBJ: continuous improvement/revision (mid-point; summative) of portfolio process with intention toward how students demonstrate being a culturally responsive clinician within the clinical artifact component of the portfolio; consider requiring volunteer experience
Update f25: 1 hr of experiential learning is integrated into SPPA 550 each semester
- OBJ: add question to mid-point assessment specifically targeting cultural responsiveness by spring 2025;
Update f25: question included
- OBJ: compare summative data spring 2025 to previous year
Update f25: completed as part of annual assessment meeting
- OBJ: collect fall 25 data on Content Test initial pass rate; update supports each spring
Update f25: hold; as ISBE requirements are changing

Curriculum:

- OBJ: Meet for peer review (as faculty/instructor group) 1x/year; re: how ADEI is incorporated into our classes
Update f25: meeting scheduled for December

IPE:

- OBJ: maintain and enhance 2-4 program-level IPE experiences per cohort;
- OBJ: establish and implement program specific pre-post survey spring 2025 to be used across experiences

Update f25: survey in-progress; continue to discuss new IPE experiences

Dx model revisions:

- OBJ: re-think about 5th load every fall
- OBJ: updated referral list at beginning of each semester, support our families post eval

Update f25: updated hearing referral sheet

Faculty:

- OBJ: each faculty member will engage in at least 1 PD related to ADEI each year

Diverse Experiences: maintaining hearing screenings, language/literacy enrichment services in areas with diverse populations;

- OBJ: diversify the geographical area in which we place students;
- OBJ: leveraging social media to increase diversity of adjuncts and externship experiences;

Update f25: started program Instagram page; NBASLH Instagram

•

- OBJ: establish systematic system for tracking diverse experiences starting spring 2025

Update f25: on-going discussed further

Mental Health and Wellbeing:

- OBJ: integrate resiliency training fall 2024-spring 25

Focus Area #2: Research

SIUE Value: Wisdom, Excellence

Graduate School Goals: # 2 (communication), # 3 (analytical thinking), #4 (best practices)

SPPA Long Term Goal	For faculty and students to be good consumers of research
Resources Needed	Time

Student involvement in research:

- OBJ: each TT faculty member will submit a thesis integration project each year (NTT may also);

Update f25: no longer applicable

- OBJ: at least 3 graduate students/year involved in research (on some level—thesis, research integration, volunteer)

Update f25: 1 thesis; 4 research volunteers in past year

Presentations:

- facilitate at least 5 presentations each year (may include faculty at conferences, and/or students at conferences and/or on-campus events (e.g., symposiums)

Update f25: 7 presentations across 3 faculty

Consumers of research:

- OBJ: revise SPPA 503 in establishing a process for evaluating and consuming information (include The Informed SLP, technical reading); incorporating transparency for AI usage expectations into all classes

Update f25: revisions to 503; clinical and academic AI policy implemented

Equipment:

OBJ: obtain state of the art diagnostic equipment for audiology research and hearing services

Focus Area #3: High-Impact Community Outreach

SIUE Value: Citizenship, Excellence, Inclusion, Wisdom

Graduate School Goal: #2 (communication)

SPPA Long Term Goal	Support the community
Resources Needed	Faculty, administrative support, funding; community partners

Strategies/objectives:

- Diverse experiences: maintaining hearing screenings, language/literacy enrichment services in areas with diverse populations (see Focus Area #2)
 - Continuous improvement/revision (mid-point; summative) of portfolio process with intention toward how students demonstrate being a culturally responsive clinician within the clinical artifact component of the portfolio; consider requiring volunteer experience (see Focus Area #1)
 - Hearing services (from Focus Area #2) obtain state of the art diagnostic equipment for audiology research and hearing services
 - OBJ: explore collaboration and support between program and Madison County Head Start every spring (on-going; clinical hours)
- Update f25:* with loss of faculty member, program refocusing outreach
- OBJ: Re-establish participation in inter-disciplinary campus health fair presence, reaching out spring 2025
- Update f25:* sp 2025 health fair had 7 UG/G student representatives
-

- OBJ: Foster involvement of community by reaching out to alumni, SWISHA, and local SLPs during spring semesters through social media and listserv to foster more involvement (e.g., at annual NSSLHA fundraiser; solicit as guest speakers and as externship supervisors as needed; potential Advisory Board members)

Appendix B: 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
Nature of communications and swallowing processes to include knowledge of: • 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 For the following elements:						
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)					
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)					
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	549 b/c			

	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
		(Graduate Practicum in SLP I)	(Graduate Practicum in SLP II/III)			
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)			
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	549a (Graduate Practicum in SLP I)	549 b/c (Graduate Practicum in 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
	(Seminar in Language Disorders in Children); 545 (Acquired Language Disorders in Adults)					
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,						

	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
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:						
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	540 (Early Intervention for Infants, Toddlers, & their Families); 544	549a (Graduate Practicum in SLP I)	549 b/c (Graduate Practicum in 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
communication, and paralinguistic communication) in 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)			

	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
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)			
3.1.6B 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		549a	549 b/c			

	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
interdependence of speech, language, and hearing		(Graduate Practicum in SLP I)	(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)			

Appendix C: Curriculum Guide: Non-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
				Spring 1	
				542	Seminar in Voice Disorders 3
		**		544	Seminar in Language Disorders in Children 3
				545	Acquired Communication Disorders in Adults 2
				549a	On-campus clinical experience 3
				Summer	
				548	Dysphagia 3
		**		550	Culturally Responsive Clinical Practice 3
				549	On-campus clinical experience 3
				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
				549d	Off-campus clinical experience 5
				Spring 2	
				560	Professional Issues in Speech-Language Pathology and Audiology 3
		**		549b	Educational externship 5
				549c	Adult externship 5
**					Portfolio Presentation
	**				PRAXIS

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

^ 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.

Appendix D: 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	3
			549a	On-campus clinical experience	3
			599	Thesis	1-6
				Summer	
			548	Dysphagia	3
		**	550	Culturally Responsive Clinical Practice	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	

*thesis students are required to take six (6) credit hours of SPPA 599

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

^ 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.

Appendix E: Thesis Rubric

Graduate School Goals:

- I. Demonstrate breadth and depth of knowledge in the discipline
- II. Effectively communicate knowledge in the discipline
- III. Demonstrate an ability for analytical thinking in the discipline
- IV. Exhibit the best practices, values, and ethics of the profession
- V. Apply knowledge of the Discipline

Program Goals or Program Learning Outcomes:

The Graduate Program at SIUE provides candidates with a comprehensive graduate education resulting in a M.S. degree in Speech-Language Pathology allowing candidates to meet the most current practice standards needed for national certification and state licensure. As a result, the program has identified 5 major Learning Outcomes (LO) to be completed by the end of the program.

Each of the identified LOs is assessed as part of the Thesis defense, by the student's advising committee. The following conversion of rubric scores will be used for the Graduate Assessment Plan.

Exceeds expectations	Meets Expectations	Does not Meet Expectations
3	2	1

Thesis Defense

LO 1: Students will demonstrate **knowledge** in research methods and prevention, assessment, and treatment of speech, language, cognitive and swallowing disorders and differences across the lifespan. Knowledge base includes (1) interpretation of discipline-specific research, and (2) the role of cultural/linguistic differences in assessment and intervention,

- I. Demonstrates breadth and depth of knowledge in the discipline

A. The thesis, as a whole, reflects the student's depth of <u>content knowledge</u> (research, cultural/linguistic difference, IPP, EBP) adequate to support clinical skills.		
Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
3	2	1
3 = student demonstrates deep, accurate and thorough understanding of content knowledge throughout all aspects of portfolio, with confidence and depth; professional practice considerations (research, cultural/linguistic differences, IPE, EBP) are evident and integrated		
2 = student demonstrates accurate and adequate understanding of content knowledge; professional practice considerations are evident and integrated		

1 = student demonstrates is superficial, inaccurate, or incomplete understanding of content knowledge; understanding may present with notable errors or omissions

LO 4: Students will demonstrate evidence of **contemporary professionalism**. Contemporary professionalism includes (1) self-reflection and growth as part of the clinical process, (2) critical thinking defined as reappraising ideas and thoughts in order to make more informed decisions and actions (Brookfield, 2012), (3) engaging in interprofessional practice, (4) demonstrating effective communication skills with clients, stakeholders, colleagues, and community members across modalities and across communicative contexts (counseling, clinical documentation, oral presentations, academic papers, electronic correspondence, client conferences, etc.), (5) adhering to the ASHA code of ethics in all practice matters, and (6) demonstrating cultural competence and humility in provision of services.

- II. Effectively communicate knowledge in the discipline
- IV. Exhibits the best practices, values, and ethics of the profession

G. The student exhibits <u>critical thinking</u> when responding to questions in the thesis defense.		
Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
3	2	1
3 = student demonstrates consistent, independent ability to determine relevance and reliability of information, and connect information; demonstrate reasoning with discipline;		
2 = student demonstrates ability to determine relevance and reliability of information and connect information with minimal support; demonstrates reasoning within discipline		
1 = student is unable to determine relevance and reliability of information and/or connect information or requires substantial support; does not demonstrate reasoning within the discipline		
H. The student exhibits the <u>self-assessment</u> , <u>deep reflection</u> , and <u>growth</u> of knowledge and skills required for continued lifelong learning throughout the research and/or during the defense.		
Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
3	2	1
3 = demonstrates thoughtful, specific self-assessment throughout all aspects of portfolio and presentation; self-assessment is accurate; reflection is genuine, includes both positive and negative, integrates feedback; reflection is evident and accurate throughout the portfolio, student embraces the process of self-assessment, reflection and growth, including the role of goal setting and progress		
2 = demonstrates self-assessment as required in portfolio and presentation; self-assessment is mostly accurate and genuine, but may have some minor inaccuracies or not integrate all feedback; reflection is evident and accurate, self-assessment, reflection, and growth evident		

1 =does not demonstrate self-assessment or may be inaccurate, incomplete or disingenuous; self-assessment, reflection and/or growth are not evident		
J. The student is prepared for the presentation and provides an organized, effective, cohesive <u>presentation</u> of all materials.		
Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
3	2	1
3 = presentation well prepared, stays within time limits, is well organized, required components exceed expectations		
2 = presentation prepared although may be disorganized and/or not meet time limits; required components meet expectations		
1 = presentation unprepared or underprepared; may be disorganized and/or not meet time limits; required components are not met		
K. The student uses <u>oral and written communication</u> consistent with entry level clinical practice.		
Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
3	2	1
3 = communication is accurate and professional; uses appropriate level of professional terminology; no errors; appears confident; makes eye contact; purposeful, non-distracting non-verbal communication; communication (volume, graphics, gestures, visuals) enhances summative assessment		
2 = communication is accurate and appropriate; may use some informal language and/or have minor errors; may rely moderately on supports (note cards, reading from slides); non-verbal communication is minimally or non-distracting; communication (volume, graphics, gestures, visuals) meets expectations for summative assessment		
1 = communication may be in accurate and/or inappropriate; may use informal language, and/or have major errors; may rely substantially on supports be noticeably unprepared; non-verbal communication may distract from summative assessment; communication (volume, graphics, gestures, visuals) does not meet expectations for summative assessment		
L. The portfolio and/or student demonstrates understanding of and adherence to the <u>ethics</u> of the profession.		
Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
3	2	1
3 = understanding and adherence to Code of Ethics evident throughout portfolio; student demonstrates thorough understanding as well as application of Code of Ethics		
2 = understanding and adherence to Code of Ethics evident in portfolio; student demonstrates basic understanding of the Code of Ethics; portfolio may have minor concerns that do not violate the Code of Ethics, but may not have been thoroughly considered or evident		
1 = inadequate understanding of and/or adherence to and/or application of Code of Ethics		

M. The student demonstrates <u>cultural competence and humility</u> throughout the research and presentation.		
Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
3	2	1
3 = demonstrates thorough understanding own culture and awareness of how experiences have shaped it; thoroughly recognizes and responds to cultural biases; demonstrates understanding of complexities of other culture(s) as they intersect with one's role in the patient care process; initiates resources to expand own understanding and/or to develop interactions with culturally different others; demonstrates curiosity about other cultures and/or views		
2 = demonstrates understanding own culture and awareness of how experiences have shaped it; recognizes and responds to cultural biases; understands other culture(s) and how they may impact patient care		
1 = demonstrates limited understanding of own culture, awareness of how experiences have shaped it, and/or cultural biases; cultural considerations may be inadequately represented in portfolio and/or presentation; demonstrates lack of understanding of or minimal interest in other cultures and how they may impact patient care		

Appendix F: 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 G: Clinical Support Plan

Clinician Name:

Client Number:

Supervisor:

Semester:

Purpose:

The purpose of this document is to outline clinical remediation procedures for _____ (Student Name). Consistent with the procedures outlined in the SPPA Program Handbook, a support plan is being initiated.

Areas of concern as stated on the most recent CALIPSO Performance Evaluation.

Area of Concern: _____ (i.e., Evaluation, Treatment, or Professional Practice, Interaction, and Personal Qualities)

Comments from Supervisor(s) on CPE for this section:

Recommendations for improving weaknesses:

Support Plan Goals

Please complete this section for each broad area with any line-item-score of "C" or lower.

Broad area: _____

Long-term Goal Timeline: By the end of the semester _____ will demonstrate improvement and earn a score of "C" or higher on each line item in the broad area of _____.

The following line items (within the broad area) received below a "C" on the most recent CPE. Therefore, each has been made into a goal or target area. The student will be assessed in these areas by the supervisor at the end of the semester to determine the overall average for the broad area.

- List short term objectives here.

Steps/ approaches clinical supervisor(s) will take to assist _____ in meeting goals:

The supervisor(s) will do the following:

- This section is completed by the supervisor.

Steps/approaches graduate student will take to work toward meeting long-term goal.

The student will do the following:

- This section is completed by the student.

2020 ASHA/CFCC Standards

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)

Standard IV: Knowledge Outcomes

- ☐ Standard IV-E

The applicant must have demonstrated knowledge of standards of ethical conduct.

- ☐ Standard IV-F

The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

- ☐ Standard IV-G

The applicant must have demonstrated knowledge of contemporary professional issues.

Standard V: Skills Outcomes

- ☐ Standard V-A

The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

- ☐ Standard V-B

The applicant must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

Evaluation

- ☐ Conduct screening and prevention procedures, including prevention activities.
- ☐ Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including

other professionals.

- ☐ Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures. ☑ Adapt evaluation procedures to meet the needs of individuals receiving services.
- ☐ Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
- ☐ Complete administrative and reporting functions necessary to support evaluation.
- ☐ Refer clients/patients for appropriate services.

Intervention

- ☐ Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
- ☐ Implement intervention plans that involve clients/patients and relevant others in the intervention process.
- ☐ Select or develop and use appropriate materials and instrumentation for prevention and intervention.
- ☐ Measure and evaluate clients'/patients' performance and progress.
- ☐ Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
- ☐ Complete administrative and reporting functions necessary to support intervention.
- ☐ Identify and refer clients/patients for services, as appropriate.

Interaction and Personal Qualities

- ☐ Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others.
- ☐ Manage the care of individuals receiving services to ensure an interprofessional, team based collaborative practice.
- ☐ Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- ☐ Adhere to the ASHA Code of Ethics, and behave professionally.

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

Jaime Henderson, MS, CCC-SLP (Clinic Coordinator)

(Clinical Supervisor/Instructor)

(Graduate Student)

Appendix H: Portfolio Summative Evaluation

Graduate School Goals:

- I. Demonstrate breadth and depth of knowledge in the discipline
- II. Effectively communicate knowledge in the discipline
- III. Demonstrate an ability for analytical thinking in the discipline
- IV. Exhibit the best practices, values, and ethics of the profession
- V. Apply knowledge of the Discipline

Program Goals or Program Learning Outcomes:

The Graduate Program at SIUE provides candidates with a comprehensive graduate education resulting in a M.S. degree in Speech-Language Pathology allowing candidates to meet the most current practice standards needed for national certification and state licensure. As a result, the program has identified 4 major Learning Outcomes (LO) to be completed by the end of the program.

Each of the LOs is assessed through the Summative Portfolio and/or Presentation. The following conversion of rubric scores will be used for the Graduate Assessment Plan.

Exceeds expectations	Meets Expectations	Does Not Meet Expectations
3	2	1

Summative Assessment (Portfolio & Presentation)

(Including link to Graduate School Goals and data for Graduate Assessment Plan)

LO 1: Students will demonstrate **knowledge** in research methods and prevention, assessment, and treatment of speech, language, cognitive and swallowing disorders and differences across the lifespan. Knowledge base includes (1) interpretation of discipline-specific research, and (2) the role of cultural/linguistic differences in assessment and intervention,

- Demonstrates breadth and depth of knowledge in the discipline

A. The portfolio, as a whole, reflects the student's depth of <u>content knowledge</u> (research, cultural/linguistic difference, IPP, EBP) adequate to support clinical skills.		
Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
3	2	1
3 = student demonstrates deep, accurate and thorough understanding of content knowledge throughout all aspects of portfolio, with confidence and depth; professional practice considerations (research, cultural/linguistic differences, IPE, EBP) are evident and integrated		

2 = student demonstrates accurate and adequate understanding of content knowledge; professional practice considerations are evident and integrated
1 = student demonstrates is superficial, inaccurate, or incomplete understanding of content knowledge; understanding may present with notable errors or omissions

LO 2: Students will select, implement, adapt and interpret appropriate **evaluation** procedures meeting professional standards of care. Appropriate evaluation will involve (1) using evidence-based practice to select and implement evaluation strategies, instruments and materials, including both formal and informal measures, (2) accurately scoring evaluation measures, integrating all components of the evaluation, and interpreting evaluation results, (3) using evaluation results to accurately describe a client's communication functioning, and (4) making appropriate recommendations for treatment and/or referral.

- III. Demonstrates an ability for analytical thinking in the discipline

B. The portfolio demonstrates the ability to use evidence-based practice to inform <u>selection</u> and <u>implementation</u> of evaluation procedures and <u>adapt</u> procedures as required for a specific client.		
Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
3	2	1
3 = EBP considered and evident throughout all aspects of portfolio; selection and implementation were intentional, accurate, and thorough; any modifications were intentional and appropriate		
2 = EBP considered and evident; selection and implementation were accurate but may not have been intentional and/or thorough; any modifications were appropriate		
1 = some EBP components may be missing or incorrect; selection and implementation was notable for inaccuracies and/or omissions; any modifications may have been inappropriate		
C. The portfolio demonstrates the ability to <u>integrate</u> and <u>interpret</u> all elements of an evaluation and uses them to accurately describe a client's communication functioning.		
Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
3	2	1
3 = integration and interpretation of information was comprehensive and accurate throughout; complete description of client's communication functioning		
2 = integration and interpretation of information was evident; description of client's communicative functioning was accurate but may be missing minor information; no major errors or omissions		
1 = integration and interpretation was superficial incomplete, inaccurate, or not evident; description of client's communication functioning may be incomplete or inaccurate		
D. The portfolio demonstrates the ability to use assessment scoring and data to make appropriate data-driven <u>recommendations</u> , including referral when appropriate.		
Exceeds Expectations	Meets Expectations	Does Not Meet Expectations

3	2	1
3 = recommendations are data driven, appropriate, thorough, and complete throughout the portfolio		
2 = recommendations are data driven; some recommendations may be inappropriate, vague or incomplete		
1 = recommendations not data driven; some recommendations missing or inaccurate		

LO 3: Students will select, develop, adapt, and use appropriate **treatment** methods meeting professional standards of care. Treatment will involve (1) using evidence-based practice to select and implement strategies, materials and instrumentation that enhance the treatment process; (2) collecting valid and reliable data to monitor treatment effectiveness, and (3) modifying treatment to meet the individual needs of the client.

- V. Apply knowledge of the Discipline
- IV. Exhibits the best practices, values, and ethics of the profession

E. The portfolio demonstrates the ability to use evidence-based practice to inform <u>selection/development</u> and <u>implementation</u> of intervention strategies for the treatment of communication and related disorders.		
Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
3	2	1
3 = selection/development of intervention was appropriate and reflects the highest levels of practice standards and EBP; implementation of treatment reflects a deep, thorough understanding of the treatment with all components of treatment clearly and intentionally represented, and without error; treatment adheres to EBP and is specific to client		
2 = selection/development of intervention was appropriate and reflects components of EBP; implementation of treatment reflects understanding of the treatment, but may include minor errors that do not negatively impact the treatment implementation; treatment is specific to client and reflects current best practices		
1 = selection/development of intervention and implementation of treatment was inappropriate and/or may not reflect EBP or current best practices; treatment may reflect notable errors or omissions of important information and/or not reflect the client's communication disorder or needs		
F. The portfolio demonstrates the ability to <u>monitor</u> and appropriately <u>modify</u> treatment.		
Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
3	2	1
3 = monitoring and modification was timely and appropriate, and reflects the complexity of the treatment and/or client		
2 = monitoring and modification of treatment was appropriate, may have few minor errors and/or omissions		

1 = monitoring and/or modification of treatment may not be evident, may have major errors, and/or notable omissions

LO 4: Students will demonstrate evidence of **contemporary professionalism**. Contemporary professionalism includes (1) self-reflection and growth as part of the clinical process, (2) critical thinking defined as reappraising ideas and thoughts in order to make more informed decisions and actions (Brookfield, 2012), (3) engaging in interprofessional practice, (4) demonstrating effective communication skills with clients, stakeholders, colleagues, and community members across modalities and across communicative contexts (counseling, clinical documentation, oral presentations, academic papers, electronic correspondence, client conferences, etc.), (5) adhering to the ASHA code of ethics in all practice matters, and (6) demonstrating cultural competence and humility in provision of services.

- II. Effectively communicate knowledge in the discipline
- IV. Exhibits the best practices, values, and ethics of the profession

G. The student exhibits <u>critical thinking</u> when responding to questions in the portfolio presentation.		
Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
3	2	1
3 = student demonstrates consistent, independent ability to determine relevance and reliability of information, and connect information; demonstrate reasoning with discipline;		
2 = student demonstrates ability to determine relevance and reliability of information and connect information with minimal support; demonstrates reasoning within discipline		
1 = student is unable to determine relevance and reliability of information and/or connect information or requires substantial support; does not demonstrate reasoning within the discipline		
H. The student exhibits the <u>self-assessment</u> , <u>deep reflection</u> , and <u>growth</u> of knowledge and skills required for continued lifelong learning throughout the portfolio and/or during the presentation.		
Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
3	2	1
3 = demonstrates thoughtful, specific self-assessment throughout all aspects of portfolio and presentation; self-assessment is accurate; reflection is genuine, includes both positive and negative, integrates feedback; reflection is evident and accurate throughout the portfolio, student embraces the process of self-assessment, reflection and growth, including the role of goal setting and progress		
2 = demonstrates self-assessment as required in portfolio and presentation; self-assessment is mostly accurate and genuine, but may have some minor inaccuracies or not integrate all feedback; reflection is evident and accurate, self-assessment, reflection, and growth evident		
1 = does not demonstrate self-assessment or may be inaccurate, incomplete or disingenuous; self-assessment, reflection and/or growth are not evident		

I. The student demonstrates understanding of the role and benefit of <u>interprofessional practice</u> in the portfolio and/or presentation.		
Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
3	2	1
3 = reflects understanding of own role and other professionals to IPP; all aspects of portfolio and presentation within Scope of Practice; artifacts reflect deep understanding of responsiveness and responsibility of IPP as it relates to patient outcomes; IPP is evident in portfolio/presentation above and beyond minimum requirements		
2 = reflects understanding of own role and other professionals to IPP; portfolio and presentation are within Scope of Practice; artifacts reflect basic IPP understanding and how it relates to patient outcomes		
1 = may reflect incomplete or inaccurate understanding of own role and other professionals to IPP; components of portfolio or presentation may be outside of Scope of Practice; artifacts may not demonstrate basic understanding IPP and how it relates to patient outcomes		
J. The student is prepared for the portfolio presentation and provides an organized, effective, cohesive <u>presentation</u> of all materials.		
Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
3	2	1
3 = presentation well prepared, stays within time limits, is well organized, required components exceed expectations		
2 = presentation prepared although may be disorganized and/or not meet time limits; required components meet expectations		
1 = presentation unprepared or underprepared; may be disorganized and/or not meet time limits; required components are not met		
K. The student uses <u>oral and written communication</u> consistent with entry level clinical practice.		
Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
3	2	1
3 = communication is accurate and professional; uses appropriate level of professional terminology; no errors; appears confident; makes eye contact; purposeful, non-distracting non-verbal communication; communication (volume, graphics, gestures, visuals) enhances summative assessment		
2 = communication is accurate and appropriate; may use some informal language and/or have minor errors; may rely moderately on supports (note cards, reading from slides); non-verbal communication is minimally or non-distracting; communication (volume, graphics, gestures, visuals) meets expectations for summative assessment		
1 = communication may be inaccurate and/or inappropriate; may use informal language, and/or have major errors; may rely substantially on supports be noticeably unprepared; non-		

verbal communication may distract from summative assessment; communication (volume, graphics, gestures, visuals) does not meet expectations for summative assessment		
L. The portfolio and/or student demonstrates understanding of and adherence to the <u>ethics</u> of the profession.		
Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
3	2	1
3 = understanding and adherence to Code of Ethics evident throughout portfolio; student demonstrates thorough understanding as well as application of Code of Ethics		
2 = understanding and adherence to Code of Ethics evident in portfolio; student demonstrates basic understanding of the Code of Ethics; portfolio may have minor concerns that do not violate the Code of Ethics, but may not have been thoroughly considered or evident		
1 = inadequate understanding of and/or adherence to and/or application of Code of Ethics		
M. The student demonstrates <u>cultural competence and humility</u> throughout the portfolio and presentation.		
Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
3	2	1
3 = demonstrates thorough understanding own culture and awareness of how experiences have shaped it; thoroughly recognizes and responds to cultural biases; demonstrates understanding of complexities of other culture(s) as they intersect with one's role in the patient care process; initiates resources to expand own understanding and/or to develop interactions with culturally different others; demonstrates curiosity about other cultures and/or views		
2 = demonstrates understanding own culture and awareness of how experiences have shaped it; recognizes and responds to cultural biases; understands other culture(s) and how they may impact patient care		
1 = demonstrates limited understanding of own culture, awareness of how experiences have shaped it, and/or cultural biases; cultural considerations may be inadequately represented in portfolio and/or presentation; demonstrates lack of understanding of or minimal interest in other cultures and how they may impact patient care		