Department of Communication Disorders

2024 – 2025 Handbook

Updated November 15, 2024

Table of Contents

Updated November 15, 2024

Section One: OVERVIEW

I. Introduction

The purpose of this handbook is to provide an overview of the [Department of Communication Disorders](#) and its respective procedures, operations, resources, and expectations for faculty, students, and staff. Aspects that reflect accreditation requirements set forth by the [Council on Academic Accreditation (CAA)](#) are denoted throughout.

II. Organizational Structure

The Department of Communication Disorders is part of [the College of Education, Health, and Human Studies (CEHHS)](#) within Southeast Missouri State University, which [holds regional accreditation from the Higher Learning Commission](#) (CAA 1.1). The university is authorized under applicable laws to provide programs at the baccalaureate and master's levels in communication disorders (CAA 1.2). The [Center for Speech and Hearing](#), which operates under the purview of the Department of Communication Disorders, is a community clinic that functions as a training facility for undergraduate and graduate students taking clinical practicum courses.

The department chairperson is [Dr. Susan Fulton](#). The [Dean of the CEHHS](#) is Dr. Joe Pujol. The interim [Provost](#) of the University is Dr. Doug Koch. The [President](#) of the University is Dr. Carlos Vargas.

The University maintains a [Faculty Handbook](#) and [Statement of Student Rights and Code of Student Conduct](#) on the university's website. The Department operates within these guidelines.

III. Mission, Vision, and Goals

- [The mission and vision for Southeast Missouri State University](#)
- [The mission and vision for the College of Education, Health, and Human Studies](#)

The Department of Communication Disorders

The Department's mission seeks to fulfill the broader missions of Southeast Missouri State University and its College of Education, Health, and Human Studies. Program missions are as follows:

The primary mission of the undergraduate program is to provide a background of knowledge pertaining to normal and disordered communication, a foundation of ethical and clinical practice, and strong preparation for further graduate study in communication disorders. This mission is accomplished in the context of a broader liberal arts education.

The primary mission of the graduate program is to provide professional preparation for entry-level practice in speech-language pathology. This mission is accomplished in accordance with the standards set forth by the American Speech-Language-Hearing Association (CAA 1.3).

The goals of the Department of Communication Disorders and the M.A. program in Communication Disorders (CAA 1.3) are:

- to become a leader in the region in providing exemplary and integrated academic, clinical, and research instruction to students

Updated November 15, 2024

- prepare students to become competent professionals and leaders who can serve the members of the diverse and dynamic community.
- to create and implement practices that contribute to the development of a diverse, representative, heterogeneous body of professionals
- advocate for changes so the field continues to evolve to best meet the individual needs of people with communication disorders

The mission, vision, and goals for the program and department were last revised in August of 2024 (CAA 1.4).

The Department develops a [Strategic Plan](#) every five years that defines actionable steps for programmatic improvements and achievement of established goals. The Plan is reviewed every six months to monitor progress. The most recent Strategic Plan was developed in August 2024. (CAA 1.5).

Center for Speech and Hearing

The Center for Speech and Hearing's mission is to be a collaborative and supportive experiential learning environment for students studying communication disorders that provides accessible high-quality and evidence-based care to individuals with communication disorders throughout the greater Southeast Missouri region.

The Center for Speech and Hearing's vision and goals align with that of the Department of Communication Disorders, the College of Education, Health, and Human Studies, and the University. The Center strives to:

- foster students' ability to integrate evidence-based practice and technological advancements with compassionate, ethical client-driven care
- be a leader in clinical education by implementing innovative and dynamic practices and meet the unique and varied needs of individuals with communication disorders in the greater Southeast Missouri region

Section Two: DEPARTMENT OF COMMUNICATION DISORDERS

I. Academic Programs

The Department of Communication Disorders offers two academic programs: the Bachelor of Science in Communication Disorders and the Master of Arts in Communication Disorders.

The Master of Arts in Communication Disorders residential education program in speech-language pathology at Southeast Missouri State University 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.

II. Faculty and Staff

Please refer to the Department website for the most updated information regarding the names and contact information of all current faculty and staff. All faculty hold the Certificate of Clinical Competence offered by the American Speech-Language-Hearing Association (ASHA) in either speech-language pathology or audiology. All faculty maintain an active state license in speech-language pathology or audiology issued by the Missouri Board of Healing Arts.

In addition to teaching, the majority of faculty in the department serve as academic advisors to assist students in completion of their degrees. Graduate advisors, in collaboration with the on-campus and externship coordinators, assist graduate students to ensure fulfillment of state licensure requirements, graduation pre-requisites, and if desired, national certification. All faculty are active in clinical education and classroom instruction.

One faculty member fulfills the role of clinic coordinator. This role involves the management of day-to-day clinic operations and the coordination of the on-campus clinical practicum experiences at the Center for Speech and Hearing in addition to providing clinical education. The clinic coordinator reports to the Department chairperson. The clinic coordinator has an office in the Center for Speech and Hearing, Room 130.

A clinical administrative assistant provides clerical support and assists the clinic coordinator with managing client in-take, scheduling, billing, and the electronic medical record. A student worker and graduate assistant assist with managing clinical inventory. The graduate assistant also provides support with the on-campus clinical practicum courses, CD402 and CD603, and oversees the Center's computer lab. All report to the clinic coordinator (CAA 6.6).

One faculty member provides coordination for off-campus externships for students in the second year of the graduate program in addition to other teaching duties. This faculty member develops relationships with professionals in the community and the region so students can participate in a variety of practice settings, including but not limited to private practice, outpatient and in-patient medical services, skilled nursing facilities and educational institutions for pre-K through grade 12.

An academic administrative assistant provides support to the Department. The administrative assistant for the Department has an office and reception area in the Grauel Building Room 112. This administrative assistant maintains student academic records, manages daily operations of the

Department and assists the Department Chairperson in meeting institutional and accreditation requirements (CAA 6.6).

The Department Chairperson, in addition to teaching duties, coordinates all aspects of departmental operations and reports to higher administration including the Dean of the College of Education, Health, and Human Studies, the Provost and President of Southeast Missouri State University, and the CAA. The Department Chairperson is the Program Director for the Master of Arts program and is tasked with overseeing all specifications outlined by the accreditation standards (CAA 1.7).

The department occasionally requires support from adjunct faculty. The adjunct hiring process requires that prospective candidates submit the following materials to the Department chair: resume/CV and a list of continuing education courses taken within the last five years. Human Resources also requires the submission of academic transcripts. Adjuncts are hired on a course-by-course basis and renewal of contracts is not guaranteed. The chair will add qualified candidates to the adjunct pool so they can be contacted with teaching opportunities as the need arises. Adjuncts must demonstrate evidence of continuing education and clinical expertise in the area(s) covered by course(s) they are hired to teach. The chair will present potential candidates at a faculty meeting to faculty and obtain department consensus. While the course is in progress, the chair will complete one teaching observation during the semester. Upon completion of the course, the chair will review the peer observations and student evaluations to inform decisions regarding future course assignments.

Faculty new hires without a terminal degree must meet the following criteria: master's degree in communication disorders; Certificate of Clinical Competence from ASHA; Missouri state licensure; 30 hours of continuing education in course content area(s); two years of clinical experience in course content area(s); five years of overall clinical experience; two years of clinical supervisory experience.

III. Facilities (CAA 6.3)

Grauel Building

Overview: The offices of the Department of Communication Disorders are located on the main level of the Grauel Language Arts Building on the corner of Normal Avenue and Pacific Street (480 North Pacific Street) (MS2600). Faculty offices, including those of the Department Chairperson and administrative assistant, are in Rooms 112 E-Q. The office suite includes a common work area for graduate assistants with two additional private rooms available for private tutoring, instruction, or consultation. Campus security has mandated that the side doors of Grauel stay locked throughout the day to increase safety; students and faculty must enter the building through the main entrance on Pacific. Three instructional classrooms are also located on the main level (Rooms 111, 113 and 114). This area was remodeled in 2017 with occupancy starting in the fall semester of that year.

Emergency Procedures: In case of emergency, personnel will follow the procedures developed by the Department of Public Safety, located on their website.

The Center for Speech and Hearing

Overview: The M.G. Lorberg Center for Speech and Hearing was originally established in 1985 to provide students with an experiential training facility while serving the greater Southeast Missouri community.

Its current location was built in 2016 with occupancy beginning in January 2017. The Center is located across from the Grauel building at the corner of Watkins Drive and Pacific Street (402 North Pacific).

The Center houses two instructional laboratories. CSH125 is dedicated to the study of speech science, voice, and swallowing disorders. A specially designed voice recording studio for research, diagnosis and intervention services is connected to this classroom. This laboratory is equipped with current instructional technology and space for up to 20 students under normal operating circumstances. CSH127 functions primarily as a Language Stimulation Laboratory designed to integrate gross motor movement, sensory stimulation, and interactive technology with speech and language therapy.

A contemporary audiological suite located within the Center in CSH119 provides students with opportunities to conduct hearing screenings and assist the department's audiologist with hearing evaluations, auditory processing assessments, and research.

The Center for Speech and Hearing also houses 12 individual treatment rooms (CSH108 – 118) and one large diagnostic/group therapy room (CSH107). All are outfitted with video- and audio-recording systems. The diagnostic/group therapy room also offers direct observation through a one-way mirror and speaker system from a room (CSH105) that can be used for observation by groups of students, caregivers, or family members. The video-recording system, VALT, is a secure, closed system. Recorded sessions are stored on a secure server housed on-site. Access to videos is managed by the clinic coordinator, and with permission, accessible to clinical educators and students. The system is integrated with infrared receivers which student clinicians can wear to receive real-time verbal feedback from clinical educators. The student wears an in-ear receiver to ensure that the feedback is confidential. Parents or caregivers may observe any of the treatment rooms through a secure link on a laptop computer housed in a designated observation room (CSH103) in the Center with restricted access to ensure privacy.

The Center for Speech and Hearing also houses the Mary Ann Vogelsang Waiting Room (CSH101). Designated accessible restrooms, outfitted with diaper-changing stations, are available for customers. Accessible restrooms are also available for students, faculty, and staff.

The Center houses a complete Life Skills kitchen (CSH120). The Life Skills kitchen can be reserved by students for use when providing diagnostic or therapeutic services to address therapy goals and provide opportunities for generalization to more natural communication environments. See Section V for a list of maintenance procedures for the Center for Speech and Hearing.

Students have access to a work area that consists of a computer laboratory (CSH106) and a spacious area for individual and small group work as they prepare for clinical activities.

Individual lockers located along the south wall of the Center in the hallway by CSH113 are provided for students to securely store personal belongings while they are providing diagnostic and intervention services. Lockers 25 – 30 are dedicated for use by CD406 students.

Students majoring in Communication Disorders or enrolled in the master's program are authorized to enter the Center for Speech and Hearing through the side entrance on Watkins Drive. All other students and guests of the Department of Communication Disorders should use the Waiting Room (Main) entrance in the front of the building which enters the building from the parking lot. Only guests of the Department, the Center for Speech and Hearing, faculty and staff, and patrons of the Center for Speech

and Hearing are to park in the Center for Speech and Hearing parking lot. Offenders are first given a written warning and then referred to the Department of Public Safety. Individuals with official, state-issued handicap plates or hangtags on their cars may use the designated handicap parking spaced in the Center for Speech and Hearing parking lot.

Emergency Procedures

In case of emergency, personnel will follow the procedures developed by the Department of Public Safety, located on their website. Additional, site-specific procedures are outlined below:

Grauel Building

The classroom doors to rooms 111, 113, and 114 will remain locked throughout the day. Department faculty can use magnetic strips to allow their room to stay unlocked at the beginning of classes while students are entering the room. Faculty can remove the magnetic strip at their discretion so that rooms can be locked throughout the class if desired to minimize the risk of an intruder entering the room.

An AED is located on the first floor across from the elevator.

Center for Speech and Hearing

1) In the event of a **Tornado Warning**:
    a) The SEAlert system will activate a campus wide alert. The Clinic Coordinator, faculty, clinical educators, or clinic graduate assistants who are present in the building will assist with alerting all persons within the building that a warning has been issued. The SEAlert system will activate a campus wide alert.
    b) All faculty, staff, clients, and their families within the Center for Speech and Hearing will need to move to an interior, windowless room immediately. These rooms include:
    - The student work Room
    - The supervisor work Room
    - The caregiver observation room
    - The bathrooms

    Stay as close to the center of each room as possible. If there are many people in the building, dispersing into across rooms is preferred over congregating in larger rooms such as the work rooms. Crouch down and cover your head.

2) In the event of a **Severe Thunderstorm:**
    a) Stay inside. Encourage caregivers and families that they are welcome to stay and take shelter here.
    b) The Clinic Coordinator, faculty, clinical educators, or clinic graduate assistants will monitor the weather as well as incoming campus wide alerts.
    c) Prioritize use of cellular phones over land lines, as in the event of a lightning strike, electricity can be transported across wires.

3) During times of heightened infection control procedures:
    a) Individuals must adhere to any additional policies and procedures outlined by the University, the Department, the city of Cape Girardeau, and the state of Missouri, to prevent the spread of infection

Updated November 15, 2024

b) The Department will provide students, clients and their families, and faculty with site-specific guidance in line with university and community policies.

4) In the event of a person found unresponsive or in need of medical attention:
   a) All students and faculty are trained in how and when to use an AED by Southeast's Department of Public Safety (DPS). The AED is in the main hallway and marked with signs. An emergency phone is also located in the main hallway. The AED is checked monthly. Should the AED need replacement, DPS will provide a temporary replacement until the new device is in place.
   b) A fully stocked first aid cabinet is in the front office of the Center for minor injuries that do not require professional medical assistance (such as small cuts or scrapes). An emergency phone located in the main hallway should be used for any emergency requiring professional assistance.

5) In the event of an intruder or active shooter:
   a) All department faculty have completed active shooter training, provided by campus DPS, and should adhere to procedures reviewed in the training.

IV. Campus Infrastructure (CAA 6.5)

a) The University provides accessible Wi-Fi across campus to meet the academic and clinical needs of students. The University has multiple computer labs available for student use, such as Kent Library.
b) The University provides Zoom licenses to all faculty, students, and staff. Clinical educators can upgrade to a Zoom Pro license or use Microsoft Teams, both of which are HIPAA-compliant and suitable for teletherapy use.
c) The University provides faculty and students with access to Microsoft Office 365 and maintains a BAA.
d) The EDvolution Center, maintained by CEHHS, also houses innovative technologies such as cameras, conferencing suites, 3D printing, AR/VR capabilities, and other equipment for in-house use or loan. The EDvolution Center provides faculty and students with G-Suite for Education upon request and is an Apple-certified lab. Trainings for Microsoft, Apple, or Google certifications are available upon request.
e) Students, faculty, or staff needing support can file a ticket with the Information Technology Help Desk by calling 573-651-4357 or emailing helpdesk@semo.edu.
f) Faculty or staff needing support from Facilities Management can contact 573-651-2214 or create a ticket using the iService Desk while on campus or using a SEMO VPN.

V. Campus Policies

Tobacco Use

The campus of Southeast Missouri State University was designated as smoke-free in the fall of 2017. This policy prohibits smoking and using tobacco products by students, faculty, staff and visitors on all University properties and in all University facilities and vehicles. Prohibited products include lit cigarettes, cigars, pipes, e-cigarettes and smoking products, products or devices used to smoke or mimic smoking, including but not limited to hookahs and vaporizers, and the use of smokeless tobacco products, which include dip, chew, or snuff in any form.

Adherence to University Policies (CAA 1.8)

Updated November 15, 2024

The Department of Communication Disorders adheres to the [Statement of Non-Discrimination put forth by the University](#).

The Department is committed to adhering to all University policies, including the [Business Policies and Procedures](#) and [Academic Policies](#).

Students are expected to adhere to the [Code of Student Conduct as outlined on the web page for the Dean of Students](#).

The department has a list of grievance and complaint procedures for students, faculty, and staff:

Grievance Guidelines

While the Department of Communication Disorders strives to maintain the highest standards of ethical, academic, and clinical practice, there may be a need for constituents to formally make a complaint. In such cases, it is important that proper procedures and documentation be completed. Typically, complaints should be brought to the attention of the proper person, party, or organization in a formal meeting to attempt a resolution. This should be followed by a written, signed complaint if resolution is not possible. The chart below provides resources and initial contact persons for a variety of possible complaints or grievance needs.

Situation	Resource	Initial Contact
Appeal of a Grade	[Undergraduate Bulletin](#) [Graduate Bulletin](#)	Instructor
Appeal of All Decisions (except grades)	[Dean of Students Appeal and Complaint Policies and Procedures](#)	[Dean of Students](#)
Grievance Against Faculty or Staff (SEMO)	[Dean of Students](#)	Department Chairperson 573-651-2155
Grievance Against a Student (SEMO)	[Undergraduate Bulletin](#) [Graduate Bulletin](#)	Department Chairperson 573-651-2155
Grievance Regarding Admissions	[Undergraduate Bulletin](#) [Graduate Bulletin](#)	Department Chairperson 573-651-2155
Grievance About Retention in Graduate Program	[Graduate Bulletin](#)	Department Chairperson 573-651-2155
Grievance of Discrimination or Harassment	[Dean of Students](#)	[Incident Reporting Form](#)
Grievance Pertaining to Clinic Service (SEMO)	[Center for Speech and Hearing](#)	Clinic Coordinator 573-651-2803
Complaint Against Program to University	[Department Handbook](#)	Department Chairperson 573-651-2155
Complaint Against Program to Council on Academic Accreditation (CAA)	[CAA Accreditation Handbook](#) [Standards for Accreditation](#)	[CAA Website](#)

Violation of the Code of Student Conduct or Department Requirements

Students found to be in violation of the Code of Student Conduct will be reported to the Dean of Students. Students found to be in violation of the procedures described within the Department Handbook will first be reported to the Department Chair.

Updated November 15, 2024

Verification of Student Identity and FERPA

In compliance with federal regulation standards, students receive a unique Southeast Missouri State University username and password that they use to login to the Southeast portal and the learning management system. This username and password are used by all students, including those enrolled in distance or correspondence courses. Students are asked to authenticate their location at the start of each enrollment period through the portal. Faculty teaching online have access to a [variety of proctoring tools](#).

 All [Southeast employees follow the FERPA](#) (Family Educational Rights and Privacy Act) guidelines and confidentiality provisions to protect student information. Access to student information and student services is managed and protected through campus password management policies. Faculty and staff access to student information is protected by role management security. Other information technology security policies regarding data protection can be found in section 10 of the campus [Business Policy and Procedures.](#)

VI. Financial Aid

Please refer to the [Student Financial Services](#) website for general financial aid information regarding grants and loans as well as the following endowed scholarships. For more information, please review the [Southeast Missouri University Foundation's overview of endowed scholarships](#).

Endowed Scholarships

Endowed Scholarships are made available to undergraduate majors and graduate students who meet the specified qualifications. Per [Student Financial Services policy](#), "Beginning freshmen will be considered for these awards as part of the regular financial aid process; awarding for [the following] fall will begin in December and continue until the fall semester begins. Continuing Southeast students will automatically be considered and notified beginning in May [for awards given the following fall]. *While not required, completion of the FAFSA is recommended since some endowed scholarships require demonstrated financial need, as indicated by the FAFSA*. Although a separate application is not required for Endowed and Sponsored Scholarships, admitted students may receive a notification that they meet the requirements for certain awards that require additional information."

There are several [scholarships available specifically to students majoring in Communication Disorders](#).

VII. Departmental Committees

The Department consists of several service roles and committees. Program committees are sub-groups of department faculty members devoted to developing procedures and resources for program-specific needs. Department committees are sub-groups of department faculty members devoted to areas that affect both programs offered by the department. Department liaisons are individuals responsible for communicating with entities outside the department that benefit the Department and its mission and goals. Committee chairs and department liaisons report to the department during faculty meetings with voting initiatives and updates. They are as follows:

Program Committees/Roles	
Graduate Committees	*Undergraduate Committees*
Graduate Curriculum	Undergraduate Curriculum
Graduate Advising	Undergraduate Advising
Graduate Admissions	
Department Committees	
Clinical Education	Program Assessment
Interprofessional Education (IPE)	Promotion and Tenure
Scholarship	Department Activities
Website and Technology	Research, Grant, and Publications
Accreditation and Strategic Planning	Professional Development
Public Relations Committee	Recruitment/Retention
First/Next Step Coordinators	Show-Me Days Coordination
Department Liaisons	
Kent Library (1)	
Missouri Speech-Language-Hearing Association (MSHA) (2)	
National Student Speech-Language-Hearing Association (NSSLHA) Faculty Advisors (2)	

The department will also develop ad hoc committees to address temporary needs, such as search committees for open administrative or faculty positions. Department faculty may also be asked to serve on another department's search committee.

VIII. Department Advisory Board

The department advisory board is comprised of practicing clinical professionals in the community. The advisory board communicates with the department chairperson regarding the alignment of the undergraduate and graduate programs' missions and goals with the state of the field. The advisory board also participates in the M.A. application review process, rating applications and interview submissions.

IX. College of Education, Health, and Human Studies Committees

The Department sends representatives to most major committees established at the College level.

College Council	Technology	Interprofessional Education
Tenure/Promotion	Diversity Issues Initiative	
Graduate Program Marketing	Awards	

X. University Committees
The Department sends representatives to most major committees established at the University level.

Academic Assessment	International Council	Professional Affairs	Information Technology
Online Assessment	General Education Council	Promotion, Tenure, & Sabbatical	Commencement
	Academic Council	Funding for Results Grants	
	Honors Council	IRB Committee	
		Faculty Senate Dept Liaison	
		Faculty Senate Subcommittees	

Department faculty members may also serve on university level ad-hoc committees and task forces.

Section Three: BACHELOR of SCIENCE (BS) in Communication Disorders

This section highlights the undergraduate major with related requirements. The curriculum in the major provides the foundation coursework to meet the "pre-professional" requirements for national certification by ASHA for speech-language pathology or audiology, should the student decide to eventually pursue national certification.

I. Program Admission

Upon admission to Southeast Missouri State University or at any time while enrolled as an undergraduate student at Southeast Missouri State University, a student may declare the major in Communication Disorders by completing the Declaration of Major form online in their my.semo.edu dashboard.

All students seeking a career in the field of communication disorders should review *A Guide for Future Practitioners in Audiology and Speech-Language Pathology: Core Functions* (CAPCSD, 2023) so the student can develop an awareness of professional expectations and experiences within the field. Students and faculty can use this guide to help students make informed career choices, initiate career-focused discussions, and determine appropriate resources and accommodations that promote student success.

Students with Reported Disabilities

Students with disabilities are strongly encouraged to contact Accessibility Services (AS) so that the instructor is aware of the appropriate modifications or accommodations that should be provided within each course. Once the student has met with AS, each instructor will receive a notification with a list of accommodations determined to be appropriate for the student's needs. It is the student's responsibility to notify the instructor which accommodations listed in the notification they would like to use for each course. A student does not have to use any or all accommodations listed if so desired. Once the student has met with the instructor, the instructor must implement the requested accommodations. Instructors should contact Accessibility Services for support if the instructor is unsure of how to provide the requested accommodations.

Students can request services via the Accessibility Services' website or by contacting them directly via phone (573.651.5927) or email. The program is committed to make reasonable adaptations in curriculum, policies, and procedures to accommodate differences among individual students.

II. Jane Stephens Honors' Program

The Jane Stephens Honors Program offers educational opportunities tailored to the special needs, aspirations, and motivations of undergraduate students whose intellectual and creative abilities are outstanding. The Jane Stephens Honors Program underscores Southeast Missouri State University's commitment to quality and excellence in matters of knowledge, creativity, and leadership.

Updated November 15, 2024

III. Undergraduate Study Plan

The Degree Map has the most up-to-date version of the undergraduate study plan for the Communication Disorders major.

In the last fall of the degree program, students enroll in CD464. This course prepares students for the application and admission process for graduate education in communication disorders and related disciplines or for employment in related fields.

Undergraduate Clinical Practicum

Undergraduate students begin preparation for clinical practicum during their first courses in Communication Disorders. CD230, CD484, CD404, and CD406 include guided observation opportunities via video recordings or via direct observations at the Center for Speech and Hearing or in off-campus settings. Students can interact with parents, teachers, and other healthcare professionals over the course of their practicum experience, depending on the needs of each individual client. Students earn the minimum 25 hours of guided observation before graduation. Students in CD402 are assigned a minimum of one client for whom they provide intervention services and acquire clinical clock hours, for which up to 50 hours can be attributed toward the 400 clinical clock hours required for national certification or required for graduation from master's programs for students pursuing state licensure as a speech-language pathologist. Because these hours can count towards graduate program requirements, undergraduate students are rated the same way as graduate students, though expectations and grading are adjusted based on experience level.

Students interested in pursuing a career in audiology are encouraged to speak with the clinic coordinator and department advisor as soon as possible. The Department's clinic coordinator and faculty audiologist can develop an alternate clinical practicum experience with an emphasis in audiology given sufficient notice (at least one semester in advance). For example, a student planning to take CD402 in the spring semester should alert the Department as early as possible in the Fall semester.

IV. Program Retention and Remediation

Absences that Affect Classroom Performance

Student absences in academic courses are handled as outlined in the course syllabus. Students who enroll in clinical courses (CD402, CD404, CD406) must adhere to the attendance and participation requirements as outlined in the Center for Speech and Hearing handbook and course syllabi to maintain enrollment in the course.

Retention

Students will be retained as undergraduate communication disorders majors providing the retention criteria are met, as outlined in the Undergraduate Bulletin.

The department administrative assistant receives a report each semester flagging any student with a declared Communication Disorders major whose major GPA is less than 3.0. The student's faculty advisor is then notified. In each advising meeting, the faculty advisor should review the student's GPA and connect the student to support resources. The student, with advisor support, should develop a plan

to increase GPA to the minimum major GPA 3.0 required for graduating with a major in Communication Disorders. For example, a student can retake a major course with a grade of C or lower.

Declared students in their final year of study with a major GPA of less than 3.0 should work with their advisor to develop a secondary, alternative graduation plan in case they are not able to meet the major requirements but do meet the requirements for a bachelor's degree by their desired graduation date.

Retention Grievance Policy

Any student who is not retained in the Communication Disorders major will be notified by the Chairperson of the Department. The student will be given the opportunity to meet with the Department Chairperson to discuss the decision's rationale. An official request for review of the decision must be received by the Chairperson within 10 business days of the mailing date of the denial letter.

V. Graduation Criteria

In addition to fulfilling all major and University requirements for graduation, students wishing to graduate with a major in communication disorders must satisfy the following criteria as outlined in the [Undergraduate Bulletin](). Students must also take the undergraduate comprehensive examination, created by department faculty, and complete a capstone project reflecting application of evidence-based practices and clinical decision-making. The examination and capstone project are used to measure undergraduate program level outcomes (PLOs).

VI. Undergraduate Advising

Each undergraduate student is assigned an academic advisor from among the faculty in the Department. The academic advisor meets with the student each semester and more frequently should the student request or require more assistance. The academic advisor provides guidance to undergraduate majors to assist them in completion of degree requirements and for post-graduation plans for graduate program admission or employment. Advisors should use SupportNet to document meetings and outcomes for each advisee. Plans of study developed in advising meetings should be shared with the student. Advisors should not release semester PINs for enrollment until they have met with the student. Students may request re-assignment to another academic advisor within the Department by contacting the Department Chairperson if desired. Academic faculty advisors can receive specific training and ongoing professional development via the University's [Master Advisor]() program.

VII. Transfer Student Advising

Transfer student advising requires expertise and is provided by a designated and trained faculty advisor in the Department. Students enrolling at the University who have earned an associate degree from a community college or other institution will be notified by the registrar of the courses that were applied toward the bachelor's degree in communication disorders. The transfer student advisor will provide guidance to these students to help them complete their bachelor's degree in a timely manner.

VIII. Post-Baccalaureate Program

Students who have graduated with bachelor's degrees in other disciplines may enroll in the [post-baccalaureate leveling program,]() which consists of undergraduate courses that fulfill requirements for

Updated November 15, 2024

admission to programs in communication disorders and sciences. The program was designed to ensure students also meet coursework requirements outlined by the American Speech-Language-Hearing Association for national certification in speech-language pathology, should the student pursue it.

Students who have already completed a bachelor's degree in a major other than communication disorders who want to pursue graduate study in communication disorders should contact the department for a meeting with a faculty advisor. Students should apply as an undergraduate applicant and select "Returning" for "Student Type." A post-baccalaureate advisor can assist the student with course enrollment and a plan of study.

To make the leveling program as flexible as possible, post-baccalaureate students can choose whether to attend the program's courses online (asynchronously or synchronously) or in-person. Department faculty instructors will modify course access so that the post-baccalaureate student can fully participate in leveling courses. Students with concerns or questions about a course should first contact the course instructor, then bring any unresolved issues or concerns to the department chairperson, as outlined in course syllabi.

IX. Research Opportunities

Students majoring or minoring in Communication Disorders are encouraged to participate in undergraduate research opportunities. The Department will cover the cost of printing one research poster per student should the student present a research project at the annual Student Research Conference at the university or at a professional conference (such as the Missouri Speech-Language-Hearing Association's annual convention).

Section Four: MASTER OF ARTS (MA) in Communication Disorders

Program Overview

The graduate program in Communication Disorders is a residential program that provides the necessary training to prepare students to enter the profession of speech-language pathology. Program faculty initiate, implement, and evaluate all decisions affecting all aspects of the program, including the curriculum (CAA 1.6), and the program director holds a graduate degree and a full-time position at the university. The program director must report on program director activities in the Faculty Activity Report that is reviewed by department faculty and the Dean of CEHHS. (CAA 5.11).

The program maintains a department website that publishes accreditation status and student outcomes, and regularly updates program requirements, course descriptions, admissions criteria, grading policies, academic offerings, and matriculation expectations in the Graduate Bulletin or Department handbook. The university posts both semester and 3-year academic calendars (CAA 1.9).

The program consists of 7 full-time department faculty lines, as well as part-time adjunct academic and clinical faculty, whose areas of expertise align with courses taught to provide students with essential knowledge and skills required for entry-level practice in speech-language pathology. Courses are offered in a manner that ensures timely completion of the degree program. Doctoral faculty guide student research. The university provides financial support for both the Center for Speech and Hearing and operational Department expense to ensure that the program is well-supported (CAA 6.1).

Graduate academic courses are only taught by faculty who have been granted graduate faculty status. Graduate faculty with graduate faculty status must continue with focused continuing education hours in content areas related to courses or clinical supervision (CAA 2.4). To maintain ASHA certification and Missouri state licensure, faculty must complete a minimum of 30 hours in a three-year period, with specific courses in ethics (1 hour) and diversity, equity, & inclusion (DEI; 2 hours) required for CCC renewal. To supervise students pursuing national certification offered by ASHA, faculty must maintain their CCC and complete a supervision course of at least two hours prior to initiating their role as a clinical educator.

The university provides funding through professional development funds and internal grants to promote continued professional development (CAA 6.2). The majority (greater than 50%) of academic content in graduate courses is taught by doctoral-level faculty who hold the appropriate terminal academic degree (EdD, PhD). There are currently 3 full-time faculty members in the Department who hold terminal degrees: Susan Fulton, PhD; Samantha Washington, EdD; and Misty Tilmon, EdD (CAA 2.3).

Department academic and clinical faculty will review the annual faculty activity report to ensure that these qualifications are met and that sufficient time has been allotted to ensure accessibility to students, sufficient time for scholarly and creative activities, advising, faculty governance, and university service (CAA 2.1) Tenure-track faculty are expected to carry 24 credit hours annually, with non-tenure-track faculty assigned 30 credit hours annually. Both tenure-track and non-tenure track faculty have opportunities to participate in both annual (CAA 5.9) and periodic review programs to ensure opportunities to meet expectations for ongoing employment or apply for promotion (CAA 2.2).

Faculty participate in the evaluation process each February, reviewing Faculty Activity Reports and determining whether each member "needs improvement" or "met/exceeds" established expectations

for the position held. The chair reviews this feedback and makes the final recommendations to the Dean (CAA 5.9; 5.10). Faculty needing improvement in specified areas meet with the Department Chair to develop a plan that promotes growth (CAA 5.10).

The graduate program is a residential program, as defined by the Council on Academic Accreditation, which indicates that more than 50% of graduate, academic coursework offered is provided on-campus without separation between the student and instructor. This program is also designed so that graduates of the program will meet the minimum knowledge and skill standards required for ASHA's Certificate of Clinical Competence in speech-language pathology (CCC-SLP), should the student wish to pursue this certification. It is also designed to meet state licensure requirements for the state of Missouri and to meet the accreditation requirements set forth by the CAA.

The University has not yet determined the eligibility of its students seeking licensure in states outside of Missouri. The Department will help students review the requirements of each state in which they wish to pursue licensure to make these determinations. Students interested in practicing in a state other than Missouri upon graduation should contact the department chair. Students may also obtain relevant information from the State Licensing Board for the desired state.

All students seeking a career in the field of communication disorders should review *A Guide for Future Practitioners in Audiology and Speech-Language Pathology: Core Functions* (CAPCSD, 2023) so the student can develop an awareness of professional expectations and experiences within the field. Students and faculty can use this guide to help students make informed career choices, initiate career-focused discussions, and determine appropriate resources and accommodations that promote student success.

I. Program Admission

Admission criteria is located on the department website and in the Graduate Bulletin. Program criteria exceed those of the institution and are designed to ensure students are prepared for the degree program (CAA 4.1). All students must apply through the Centralized Application Service for Communication Science & Disorders Programs (CSDCAS). Students who are U.S. citizens or who hold permanent U.S. resident status only need to apply via CSDCAS. Students who are not U.S. citizens or who do not hold permanent U.S. resident status must also complete a separate application to the University as an international student and meet all requirements for admission as established by the University.

The Graduate Admissions Committee, which is comprised of department faculty as well as the Department's Advisory Board, uses a standardized Holistic Review admission process grounded in the mission and vision of the department, college, and university, with checks embedded throughout intended to minimize reviewer bias. Southeast faculty will review applications from students who apply from outside of Southeast, while the Advisory Board members review Southeast student applications, to minimize bias. Department faculty make the final recommendations to the chair regarding candidate admission to the graduate program.

Due to the amount of intensive individualized faculty-student interaction required in the clinical instruction component of the training program, the graduate cohort size is limited to 24.

Requirements for English Proficiency

Program guidelines regarding English proficiency are in the Graduate Bulletin.

Students with Reported Disabilities

Students with disabilities are strongly encouraged to contact Accessibility Services (AS) so that the instructor is aware of the appropriate modifications or accommodations that should be provided within each course. Once the student has met with AS, each instructor will receive a notification with a list of accommodations determined to be appropriate for the student's needs. It is the student's responsibility to notify the instructor which accommodations listed in the notification they would like to use for each course. A student does not have to use any or all accommodations listed if so desired. Once the student has met with the instructor, the instructor must implement the requested accommodations. Instructors should contact AS for support if the instructor is unsure of how to provide the requested accommodations.

Students can request services via the AS website or by contacting them directly via phone (573.651.5927) or email. The program is committed to make reasonable adaptations in curriculum, policies, and procedures to accommodate differences among individual students (CAA 4.2).

Probationary Admission

Occasionally, a student may be admitted on probationary status. The department's graduate admission committee grants this status when a student exhibits potential for graduate study but does not meet the established criteria for regular admission. Probationary students will only be considered for admission once all applicants who met the established criteria have responded to offers of admission.

Post-Baccalaureate Applicants

Applicants with undergraduate majors in disciplines other than Communication Disorders must meet the admission criteria for all graduate students. Students who have not yet met these requirements should apply for undergraduate admission to the post-baccalaureate program.

II. Graduate Assistantships

The Department of Communication Disorders has four graduate assistantships (GA) available within the department each year. Only graduate student applicants and current graduate students are eligible to apply for a graduate assistantship. The deadline for the GA application is the same as the deadline for the graduate admission application, January 15. Due to the limited number of assistantships available, not all students receive assistantship positions and selection is based on the qualifications of the student. The responsibilities of departmental graduate assistants are described below.

Students may also wish to consider applying for graduate assistantships in other campus units. Currently available graduate assistant positions may be viewed on the Graduate School's Graduate Assistantships webpage.

Updated November 15, 2024

Graduate Assistants' Responsibilities

The graduate assistant is expected to adhere to all policies outlined in the [Graduate Assistant Handbook](#). Graduate assistant assignments require 20 hours per week. The assignment starts the week before the start of classes to the end of final exams week for each semester the assistantship is awarded. While there is some flexibility in the scheduling of the required 20 hours, the GA is expected to communicate carefully with his/her GA supervisor and to make herself/himself available for the appropriate amount of time. Depending on the nature of the assignment, the student may be required to perform any of the following duties or some combination of these:

Teaching Duties - Assist in didactic, laboratory, and clinical preparation; attend and or provide supervised instruction in undergraduate courses, supervise, and assist in the evaluation of undergraduate assignments.

Research Duties - Assist in maintenance of database compilation, file reviews, literature search and data collection activities; preparation of convention/workshop presentations and pertinent publications.

Graduate Assistant Evaluation

Each graduate assistant is assigned a supervisor. Upon completion of each semester, the supervisor completes the evaluation form provided by Academic Affairs and submits it electronically to the Department Chairperson and administrative assistant. Once reviewed by the Chairperson, it is submitted to the School of Graduate Studies. The graduate assistant must complete the online Annual Student Evaluation of Graduate Assistantship upon completion of each full year in the position and submit the form electronically to Graduate Studies.

III. Graduate Program of Study

The graduate program prepares students for entry-level positions in speech-language pathology serving individuals across the lifespan and any employment setting (CAA3.1B). Students earn 400 supervised clinical hours prior to graduation. [Programs of study for active cohorts](#) are listed on the Department website. Note that curriculum patterns may differ depending on the year the program began. Changes to the curriculum plan may occur because of periodic program review, analysis of student performance, student feedback, changes to ASHA accreditation standards, changes to national certification requirements, or the evolving needs of the profession (CAA 3.2B).

Total credit hours in the graduate program range from 59 – 65 semester credit hours. These include the completion of necessary coursework, experiential training in the on-campus clinical practicum and externships (CAA 3.6B), and the capstone case conference and research projects. Students take academic courses in a prescribed sequence to ensure that they have knowledge of different communication disorders prior to or concurrent with gaining clinical skills in corresponding disorders (CAA 3.3B). Clinical educators also adjust their level of support accordingly based on student experience. Clinical and academic experiences support students' ability to identify, prevent, evaluate, and treat individuals with communication disorders, as tracked via CALIPSO (CAA 3.1.3B, 3.1.4B, 3.1.5B).

Upon enrollment in the program, graduate students participate in an on-campus graduate orientation in August prior to the official start of the fall semester where faculty review the program's policies and procedures regarding academic integrity, honesty, ethical practice, and degree requirements for professional credentialing, including the guidelines for filing a complaint (CAA 4.5). Faculty also review university support services (CAA 4.9).

Each course provides a detailed syllabus outlining relevant policies and procedures, which is reviewed by the instructor. The syllabus lists the support services provided. The program also offers CD685, Professional Issues in Speech-Language Pathology course which provides detailed information regarding professional licensure and certification. (CAA 4.4)

Occasionally, situations occur where the student is not able to complete a course in the timeline designated. In these cases, the Department adheres to the policies outlined in the Graduate Bulletin for a grade of "Incomplete."

Knowledge and Skills for Entry-Level Practice in Speech-Language Pathology

Student learning outcomes and specific standards for knowledge and skill acquisition are explicitly addressed in respective course syllabi and are guided by accreditation standards established by ASHA's Council for Academic Accreditation (CAA). Many standards are addressed in multiple courses via assignments and examinations and during clinical experiences. Students demonstrate the acquisition of the specified standards by successfully completing all course requirements and earning a grade of "B" or higher for each academic course. Students are regularly provided verbal and written feedback in both academic and clinical courses (CAA 5.1). Remediation is provided when needed.

Students with the career goal of applying for the American Speech-Language-Hearing Association's Certification for Clinical Competence in speech-language pathology (CCC-SLP) must demonstrate acquisition of knowledge and skills outlined in the certification standards established by the Council for Clinical Certification (CFCC). The graduate program is designed to provide knowledge and skills aligned with these standards, though pursuing certification is the student's decision. The certification process has additional steps completed outside of the graduate program.

Assessment

The program has developed specific program learning outcomes (PLOs). These outcomes are reported to the university each semester. The Department has an Assessment committee that reviews the purpose of program assessment and metrics used. It also works to ensure consistent and systematic implementation (CAA 5.2).

The program is committed to providing content and opportunities for students to learn so that each student can demonstrate the following professional practice competencies, as rated via clinical performance evaluations in CALIPSO. Each student is assessed by the assigned clinical educator(s) at each semester's completion. Students' cumulative skill proficiency is tracked via the Cumulative Evaluation in CALIPSO, which averages the ratings across all experiences equally. For students who have demonstrated satisfactory progress but whose average skill rating is below the minimum required (3.0), the graduate advisors or program director may choose to focus on later evaluations conducted in the second half of the program as evidence that the student has in fact demonstrated satisfactory entry level competency. The program director must cite evidence that the student has demonstrated

satisfactory competencies for all standards before signing off on the program verification form required for national certification or the Documentation of Academic and Practicum Requirements form (Missouri) or similar form if required for state licensure.

The program aims to provide students opportunities to develop knowledge and skill competencies required for entry-level practice in speech-language pathology. The program also integrates opportunities to address Professional Practice competencies developed by CAA throughout academic and clinical courses.

3.1.1B Professional Practice Competencies (CAA)

Accountability

- *Adhere to the professional codes of ethics, the speech-language pathology scope of practice documents, professional fiduciary responsibility for each client/patient/student served, and federal state, and institutional regulations and policies related to the profession of speech-language pathology and its services, including compliance with confidentiality issues related to the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).*
- *Differentiate service delivery models based on practice sites (e.g., hospital, school, private practice).*
- *Demonstrate an understanding of the effects of their actions and make appropriate changes as needed.*
- *Explain the health care and education landscapes and how to facilitate access to services in both sectors.*

Effective Communication Skills

- *Demonstrate the ability to communicate in a responsive and responsible manner with clients/patients/students, communities, and interprofessional team colleagues and other professionals.*

Evidence-Based Practice

- *Access and critically evaluate information sources, apply information to appropriate populations, and integrate evidence in provision of speech-language pathology services.*

Professional Duty

- *Demonstrate knowledge of one's own role and those of other professions to appropriately assess and address the needs of the individuals and populations served.*
- *Demonstrate knowledge of the roles and importance of interdisciplinary/interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.*
- *Demonstrate knowledge of the roles and importance of individual and collective (e.g., local, national organizations) advocacy for clients/patients/students' right to care.*
- *Demonstrate knowledge of the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel.*

3.1.6B General Knowledge and Skills Applicable to Professional Practice

Updated November 15, 2024

The program must include content and opportunities to learn so that each student acquires knowledge and skills in working with individuals with communication and swallowing disorders across the lifespan and by demonstration of:

- *ethical conduct*
- *integration and application of knowledge of the interdependence of speech, language, and hearing*
- *engagement in contemporary professional issues and advocacy*
- *engagement in self-assessment over the duration of the program to improve effectiveness in the delivery of clinical services*
- *clinical education and supervision*
- *clinical counseling skills appropriate to the individual, family members, caregivers, and others involved in care*
- *professionalism and professional behavior that is reflective of cultural and linguistic differences*
- *interaction skills and interpersonal qualities, including counseling and collaboration*
- *ability to work effectively as a member of an interprofessional team.*

Expectations for academic and clinical integrity are reviewed regularly and intentionally in writing. Course syllabi address ramifications of violations of academic and clinical conduct (CAA 3.10B).

The program is committed to preparing its graduates to understand the diversity of individuals served and to promote inclusivity and equitable practices within the field by embedding content and instruction directly and explicitly addressing these areas across both academic and clinical curricula. The program has a course specifically dedicated to discussions centered on diversity, equity, and inclusion (CD670) and offers a study abroad course (CD570). (CAA 3.4B).

The department chair solicits information from faculty regularly regarding implementation of these practices. Student competency is monitored within course activities and in clinicals via CALIPSO.

Clinical Opportunities

Students participate in both on-campus and off-campus clinical experiences to obtain the 400 required clinical hours (375 clinical clock hours; 25 guided observation hours) and to develop knowledge and skills across all nine disorder areas within the scope of speech-language pathology.

Tracking of knowledge and skill acquisition in clinical experiences is completed electronically via CALIPSO, a web-based clinical education tool created specifically for this purpose (CAA 4.7). The expectation is that the student will have achieved satisfactory acquisition of all expected knowledge concepts and clinical skills by the time the graduate degree is awarded. Students are trained in how to use this tool to monitor their progress during clinical practicum and during graduate advising meetings (CAA 4.8).

On-Campus Graduate Clinical Practicum

Graduate students enroll for three semesters of CD603 Advanced Communication Disorders Clinical Practicum. They typically are assigned both intervention and assessment experiences. Students provide individual or group services for children and adults for a variety of speech, language, swallowing, and hearing impairments. They gain experience with service provision, consultation, recordkeeping, and administrative duties relevant to service delivery (CAA 3.6B). They conduct speech, language, or hearing screenings on-campus at the Employee Health Screening Fair, at parochial and private schools within the

city and at other programs affiliated with Southeast including Chateau Girardeau (assisted living facility), SEMO Alliance for Disability Independence, and the University School for Young Children. Students can interact with parents, teachers, and other healthcare professionals over the course of their practicum experience, depending on the needs of each individual client.

Clinical educators provide a minimum of 25% supervision per student per client, adjusting upward as needed to ensure the welfare of the client (CAA 3.8B), which is documented via semester tracking sheets submitted to the clinic coordinator as well as in CALIPSO. In the event a student is taking or has not yet taken a specific disorders course that would be beneficial during the first year of clinical practicum, supervisors increase their level of support accordingly to ensure the welfare of the client (CAA 3.7B, 3.8B). Students are given a wide variety of experiences on-campus (CAA 3.6B). Section Five contains additional information regarding the Center for Speech and Hearing.

Externship

Graduate students enroll in two semesters of CD669: Externship in Communication Disorders. Each externship consists of a supervised clinical practicum in either a pediatric or adult setting distinctly different from the Center for Speech and Hearing to ensure students have access to a wide variety of clinical experiences (CAA 3.6B). Section Six contains detailed information regarding the Externship experience.

Acquisition of Clinical and Educational Materials (CAA 6.4)

The Center for Speech and Hearing and the Department have multiple avenues of securing current, quality materials and equipment for student use and practice to support competency development. Kent Library houses holdings acquired by the Department through library grant funding, a list of which is updated annually and shared with students, faculty, and staff. Kent also provides access to multimedia technology. The Center for Speech and Hearing houses a materials room containing diagnostic and intervention materials to serve individuals with a variety of communication disorders across the lifespan. The clinic coordinator maintains a catalog of these materials in AssetTiger, an online inventory management service, which is accessible by students and faculty for materials browsing, check-in/check-out, and advance reservation. The clinic coordinator also maintains partnerships with publishers that promote student access to diverse diagnostic and intervention materials, such as but not limited to Western Publishing Services' Graduate School Alliance Program (GSAP) and Super Duper's University Partnership Program (UPP). The CEHHS houses the EDvolution Center, which has dedicated educational technology such as computers, virtual reality, augmented reality, and 3D-printing that can be incorporated into clinical or academic courses.

Audiological equipment at the Center is calibrated annually. Sound level meters are calibrated during the semester CD399 *Speech and Hearing Science* is taught. Students are trained in providing biological checks of equipment prior to patient use to ensure that the equipment is working properly. Students and clinical educators are responsible for checking the functionality of equipment prior to use and must alert the clinic coordinator if equipment is broken or malfunctioning. The clinic coordinator annually takes an inventory of university-funded clinical technology and reports to the Department chair.

IV. Graduate Student Advising (CAA 4.6)

Upon admission, students correspond with the full-time graduate faculty member designated as the graduate advisor in the department. The initial advising meeting may occur any time following admission into the program but prior to the beginning of the first semester. The student and the academic advisor review the corresponding graduate curriculum pattern during this meeting and identify if there are any other courses that can be substituted or added to ensure the student completes all required coursework for graduation (and national certification if desired). Thereafter, group meetings are scheduled each semester to:

- review academic and clinical performance and progress
- complete other University forms (*Application for Candidacy*; *Graduation Intent Form*) which are available on the student portal (my.semo.edu)
- enroll in courses for the following semester

Students can request individual meetings by contacting the graduate advisor. The advisor may also choose to schedule meetings with instructors or students to address any issues or concerns brought to the advisor regarding a student's performance in course. The advisor can support the instructor with matters such as the need for a Student Assistance Plan. The advisor can also provide guidance regarding any necessary modifications to the student's graduate plan of study or the need to access various resources on campus. The graduate advisor works closely with the department chair to support students as they progress through the graduate program.

V. Remediation and the Student Assistance Plan (CAA 4.3)

Background

The master's program in Communication Disorders at Southeast Missouri State University prepares its students to meet the knowledge and skill standards for entry into professional practice as a speech-language pathologist. Furthermore, the program is tasked with developing in its students professional practice competencies that encompass accountability, integrity, evidence-based practice, clinical reasoning, cultural competence, professional duty, collaborative practice, empathic concern for others, and effective communication skills.

Graduate students' progress towards satisfactory acquisition of the necessary knowledge and skills is maintained by the graduate program and verified by the program director. Knowledge acquisition is mainly addressed in content-specific academic courses, while skills acquisition is supported via various supervised internal and external clinical practicum experiences.

The academic course checklist indicates which knowledge outcomes are addressed in each course and how they are assessed. Students can access this information in CALIPSO to assist in documenting his/her progress or deficiencies; this checklist is completed by the course instructor at the end of the course and placed in the student's academic record. The graduate advisor then ensures that the information is recorded electronically via CALIPSO.

Note that skill outcomes are typically demonstrated in clinical practicum experiences. The student receives regular feedback from the clinical educator throughout the semester and formalized evaluation at mid-term and at the end of each semester. The student can monitor overall progress towards skill outcomes during the program at any time by accessing the Cumulative Evaluation in CALIPSO.

To maintain enrollment in graduate study at Southeast, minimum standards specified by the School of Graduate Studies must be met, which includes maintaining a 3.0 GPA.

Maintaining enrollment in the Master of Arts in Communication Disorders program requires meeting additional, program-specific provisions as outlined in this handbook.

Overview of Knowledge and Skills Outcomes Assessment

Academic Courses

At the end of each course taken at the graduate level, students receive a course grade. In content-specific academic courses, competencies are assessed according to the established knowledge outcomes for each course. Achievement of these knowledge outcomes is rated as met or not met based on the overall course grade. A student earning an "A" or "B" in an academic course has demonstrated the required level of competence for all knowledge standards addressed within the course. Progress is documented in the KASA modules section of CALIPSO.

Clinical Practicum Courses

In the university clinical practicum courses (CD603, CD669), students receive a course grade in addition to a rating on a scale of 1-5 (below) on each individual knowledge or skill outcome addressed in the course. Clinical educators use the Performance Rating Scale to guide skill assessment. The clinical performance rating corresponds with a score on a grading scale. This score is weighted such that it comprises the majority of the course grade. Additional assignments and requirements also factor into the calculation of the student's course grade. Each course's syllabus statement will outline course-specific grading procedures.

The student can only receive ratings for clinical standards actively addressed within the practicum. **All clinical standards must be met prior to graduation.** Students who do not demonstrate competency for required clinical standards within CD669 or CD603 must demonstrate clinical skill competency in other experiences provided by the department. Currently, CD641 (Voice Disorders), CD642 (Stuttering and Cluttering), and CD643 (Augmentative, Alternative, & Assistive Communication Modalities) provide clinical skills modules using patient simulations to address relevant clinical standards working with populations identified as low incidence in the region. Students also have the option to complete a patient simulation in the area of hearing disorders that addresses all standards within this area.

Remediation

All remediation opportunities must be provided in a systematic, timely manner that directly addresses each individual student's specific needs. There are two mechanisms for providing remediation in the graduate program.

1) The Student Assistance Plan (SAP) addresses situations in which a student must complete additional work to achieve a specific knowledge or skill outcome not achieved during the regular course offerings. It is limited in scope.
    a. For clinical courses, the SAP can be used to address skill deficiencies characterized by a rating of <3.0 in skill areas on the student Performance Evaluation OR the Cumulative Evaluation.

Updated November 15, 2024

      b. In academic courses, the SAP can be used to address specific knowledge standards or areas within a standard for which the student has demonstrated a need for additional support (ex: failed assignments or exams; performing significantly lower than peers).

      c. The SAP is designed to provide intensive, formalized support targeting a specific area to help the student achieve competency within a standard. The SAP goes beyond what an instructor or clinical educator would typically provide within the course.

      d. The instructor or student may initiate the SAP process regardless of course grade. The student should meet with the graduate advisor to discuss all remediation options.

2) A student earning a "C" in an academic or clinical course may need to repeat the course to demonstrate sufficient competence in knowledge or skill areas required for graduation, as competence must be demonstrated when applying for licensure or professional certification in speech-language pathology.

      a. When a student earns a "C" in a clinical course, clinical clockhours will not count towards the 400-hour requirement for graduation and professional certification. This may affect a student's ability to proceed to externship (CD669) if they have not met the minimum hours requirement (100). It may delay graduation if the student does not have 400 hours by the anticipated graduation date.

      b. Retaking a course is considered a broad measure that would address multiple skill or knowledge deficiencies beyond what is appropriate for the SAP.

The student should meet with the graduate advisor and department chair to discuss knowledge and skill deficiencies and identify the best mechanism for remediation. Time completed in the program, remaining opportunities to address deficient knowledge and skill areas, and individual student needs should be considered in the decision-making process.

In addition to completion of coursework and clinical practicum experiences, there are other requirements for the graduate degree that must be met. These include written or oral comprehensive examinations and completion and presentation of a capstone research project. For students failing to meet these requirements, the SAP can be used to provide necessary remediation with increased mentorship to satisfactorily complete any requirements for the graduate degree.

A student must meet all knowledge and skills outcomes and all other graduate program requirements before the graduation application deadline (in Spring or Summer of the second year of graduate study).

- If the student is unable to achieve satisfactory completion of the clinical skill requirements prior to the deadline for application for graduation despite consistent and substantial support provided by the graduate faculty, as documented in the SAP(s), the result may be a delayed graduation date and participation in ongoing remediation experiences. The student may need to retake academic or clinical courses if the need for support goes beyond what the SAP can provide. This will vary by student and depend on the number of standards or areas involved and the student's level of competency.

- If the student is on academic suspension as defined in the Graduate Bulletin, the student must repeat or take additional coursework to achieve a cumulative grade point average of 3.0 or higher.

All coursework required by the graduate program must be completed within six years of the initial enrollment date, as outlined in the Graduate Bulletin.

The graduate program admits only full-time students. The only time a student's time to degree is not calculated in consecutive semesters is in an illness or emergency. In such cases, the student must apply for a leave from the program or request permission to go below full-time status, and permission is granted on a case-by-case basis. Records of such cases are kept in the student's advising file.

The Student Assistance Plan (SAP)

To develop the SAP, [the SAP form](#) must be completed and retained in the student's academic record.

SAP Requirements

This plan should be developed collaboratively with the student and list the following:

> 1. the knowledge or skills outcomes that are deficient
>
> 2. the activities that will be completed by the student to address the deficiencies
>
> 3. how successful completion of the SAP will be assessed
>
> 4. the time frame for completion of the SAP
>
> 5. the designated SAP supervisor responsible for providing mentorship for the SAP

This form must be signed by all parties involved, with final approval by the department chair. SAPs should be limited in scope, require regular meetings with the SAP supervisor, and have actionable activities completed each week that support competency development. The SAP supervisor should keep a log of meetings and activities. This log should be added to the student's record to document the support provided during the SAP. Students must commit to the meeting schedule. It is not the SAP supervisor's responsibility to remind the student to complete SAP activities or participate in scheduled meetings. The student or SAP supervisor should bring any concerns to the department chair regarding the SAP.

Persons Involved in SAP Development

- Students requiring remediation in academic courses should meet with graduate advisor and the course instructor.
- Students requiring remediation in CD603 should meet with the on-campus clinic coordinator and clinical educator.
- Students requiring remediation in CD669 (externship) should meet with the externship coordinator and clinical educator.
- All SAPs must be approved by the department chair.

SAP Considerations

1. **Multiple SAPs:** The student can have up to one academic-course SAP and one clinical-course SAP while maintaining a full load of graduate coursework as designated by the curriculum plan. The student may address one clinical SAP and one academic-SAP simultaneously without plan of study modifications if their schedule permits. If the student must address more than one

Updated November 15, 2024

content-specific course SAP in the same semester, the credit load must be reduced by 3 hours. The graduate plan of study must then be modified.

2. **Failure to complete the SAP**
   a. <u>CD603</u>: If a student fails to achieve the SAP requirements during their first or second semester of CD603, the student should continue to work through the SAP into the third semester of CD603. If the student fails to complete the SAP by the end of the third semester of CD603, it may not be appropriate for the student to progress to their first semester of CD669 until the SAP is completed, especially if clinical skill ratings persist below 3.0 or any professional practice areas are marked as "not met." The student may need additional time to complete the specific remediation activities described within the SAP. The student, clinic coordinator, graduate advisor, and department chair should discuss the best course of action that will provide sufficient opportunities to develop competency for the required clinical areas before proceeding to externship.
   b. <u>CD669 (first semester):</u> If a student fails to achieve the SAP requirements during their first semester of externship, it may not be appropriate for the student to progress to the second semester of CD669 until the SAP is completed, especially if clinical skill ratings persist below 3.0 or any professional practice areas are marked as "not met." The student may need additional time to complete the specific remediation activities described within the SAP. The student, externship coordinator, graduate advisor, and department chair should discuss the best course of action that will provide sufficient opportunities to develop competency for the required clinical areas before graduation.
   c. <u>CD669 (second semester):</u> If a student fails to achieve the SAP requirements during their second semester of externship, especially if clinical skill ratings persist below 3.0 or any professional practice areas are marked as "not met," the student will need additional time to complete the specific remediation activities described within the SAP. The student, externship coordinator, graduate advisor, and department chair should discuss the best course of action that will provide sufficient opportunities to develop competency for the required clinical areas before graduation.

Students must demonstrate competency across all knowledge and skill standards established by the CAA to pursue state licensure and standards established by the CFCC to pursue the ASHA CCC-SLP. The program director cannot submit any documentation on their behalf for licensure or certification until all standards have been met.

Verification of Knowledge and Skill Competency for All Standards Required for Licensure/Certification

At the end of the last semester of the program, the student must schedule two review meetings:

1. Academic advisor or department chair to verify that all knowledge outcomes have been achieved.
2. Externship coordinator to verify that all skill outcomes have been achieved. This is documented in CALIPSO in the KASA modules section by marking the "Cumulative Evaluation" as met.
   o Given the variability of clinical experiences, it is possible that skill outcomes in specific areas could be outstanding despite satisfactory completion of CD603 and CD669.
   o The externship coordinator and student will develop a plan to give the student the opportunity to demonstrate competency for these remaining skill areas.

o   This discussion may involve the clinic coordinator, department chair, or any clinical faculty who can support the student with supplemental experiences (Ex: case simulations).

The program director signs the final verification forms required for licensure or professional certification.

Documentation and Appeals Process

The acquisition of knowledge and skills outcomes must be documented in CALIPSO. If the SAP was required and successfully completed, a module in CALIPSO can be created by an administrator to indicate that the SAP was how the objective was achieved, and the SAP form will be available for review in the student's record. If at any point, the student wishes to appeal a particular aspect of the SAP (e.g. the plan itself, the means of assessment, or the final grade or rating), the student must submit in writing an alternative assistance plan for review by the department chair and instructor or practicum coordinator.

Performance Rating Scale for Standards addressed in Clinical Practicum (CAA 3.7B)

1	**Novice**: The student requires direct instructions from the supervisor to execute a predeveloped plan and relies heavily on the supervisor's demonstrations, guidance, knowledge, and expertise. The student requires significant support to make adjustments and is unable to provide an underlying rationale.
2	**Advanced Beginner:** The student can follow specific instructions with increasing consistency and has emerging understanding of the rationale behind clinical decision-making. The student is starting to recognize when adjustments should be made based on the situation or individual client needs, but still heavily relies on the supervisor to provide guidance in implementation of those adjustments.
3	**Competent Questioner:** The student can consistently carry out specific instructions but is beginning to recognize the complexity of each situation, leading to a recognition of key gaps in knowledge affecting independent decision-making. The student asks questions frequently and may present with self-doubt, affecting resilience. The student initiates discussions and actively seeks out support.
4	**Proficient Analyzer:** The student considers multiple variables when making clinical decisions and has sound rationale backing the choices made. However, the student may still rely on collaboration with the supervisor for learning "how" to achieve desired goals. The student is now more resilient when an action does not have expected results. The student can make effective adjustments based on the experiences they have.
5	**Emerging Expert:** For areas in which the student has had multiple experiences, the student will recognize the needed course of action and present a developing idea of how to execute it. The student is able to recognize the nuances of a situation and make more refined judgments. The student can work through the clinical decision-making process more quickly, reflecting a developing intuition. The supervisor serves as a consultant in the clinical decision-making process.

<u>Student Assistance Plan (SAP) Form</u>

Student _____Date _____

Describe reason necessitating a Student Assistance Plan and knowledge or skill outcome

addressed in plan:

Describe the required activities for meeting the goals of the Student Assistance Plan:

Describe the method and criteria by which the student's performance on the Student

Assistance Plan will be assessed:

Indicate the semester (or other deadline) by which the Student Assistance Plan should be

completed:

_____   _____

Faculty Instructor or Clinic Coordinator   Student

_____   _____

Student's Academic Advisor   Department Chairperson

_____

Externship Coordinator (If applicable)

Date Completed _____ Verified By _____

**A copy of this form should be retained in the student's academic file.

Updated November 15, 2024

VI. Graduation Criteria

Students wishing to obtain a Master of Arts degree in Communication Disorders must satisfy each of the following requirements:

1. Complete the Graduate Plan of Study with a minimum of "B" in each course.
2. Present a minimum cumulative GPA of 3.0.
3. Obtain a passing score (80%) on the Clinic Capstone presentation (CAA 3.5B).
4. Complete the Research requirement including presentation of research results (CAA 3.5B).
5. Obtain the minimum of 400 clock hours of clinical practicum and earn a minimum cumulative clinical competency score of 3.0 for all clinical standards across all nine disorders areas and the professional practice, interaction, and personal qualities section.

Meet the requirements for passing the Comprehensive Examination. *Graduate Capstone Research Requirement (Non-thesis option)*

Students complete a group research project and must submit their first draft of their Research paper to the research supervisor and graduate advisor with the graduate acceptance form by the first Monday in April. The Department will cover the cost of printing one research poster per student group at the annual Student Research Conference (SRC) at the university OR at a professional conference (such as the Missouri Speech-Language-Hearing Association's annual convention).

Graduate Capstone Research Requirement (Thesis Option)

Students pursuing the thesis option must meet the requirements set forth by Graduate faculty. The Department will cover the cost of printing one research poster per student at the annual Student Research Conference (SRC) at the university OR at a professional conference (such as the Missouri Speech-Language-Hearing Association's annual convention).

PRAXIS Speech-Language Pathology Exam

To be eligible for state licensure in Missouri, students must pass the PRAXIS Speech-Language Pathology (SLP) prior to submitting their application. It is recommended that students take this examination near the end of completion of the master's degree. Current information about the examination, when and where the examination is offered, and minimum score requirements are available on ASHA's website or Educational Testing Services (ETS) website. Taking or passing the Praxis is not required for graduation (CAA 5.2). The Department will request Praxis test data from students to meet reporting requirements set forth by the Council on Academic Accreditation (CAA). Students wishing to pursue the ASHA CCC-SLP are required earn a passing score on the Praxis.

Graduate Comprehensive Exam

The written comprehensive exam created by department faculty covers the nine main disorder areas within the scope of practice of speech-language pathology using multiple-choice questions. Passing this examination is a graduation requirement. Students enroll in GR698. Students complete the comprehensive exam in the spring of their second year (CAA 5.2). Students who do not pass the written exam on their first attempt will have an opportunity to retake the exam. Students who do not pass the written exam on their second attempt must schedule a meeting with the Department's Assessment committee and participate in an oral comprehensive examination that addresses areas of deficiency

identified during the written exam. The committee must unanimously agree that the student has demonstrated entry-level competence across all knowledge standards addressed in the oral-comprehensive examination for the student's graduation requirement to be fulfilled.

Cumulative Clinical Competency Tracking

The program will use CALIPSO to track students' progress towards meeting all CFCC and CAA standards established for entry-level clinical practice in speech-language pathology. Competencies are rated via evaluations in CALIPSO that are completed by clinical educators following clinical experiences in clinical courses or supplementary clinical skills modules within academic courses targeting low-incidence populations (ex: AAC; Stuttering & Cluttering; Voice). The externship coordinator and the program director should consult both the Cumulative Evaluation to determine if students have met all skills standards prior to graduation.

VII. ASHA Standards for the Certification for Clinical Competence in Speech-Language Pathology (CCC-SLP)

The master's program in Communication Disorders at Southeast is designed to meet the requirements outlined in the 2020 standards for the ASHA Certification of Clinical Competence in Speech-Language Pathology should students wish to pursue it after graduation.

Standard I: Degree

Upon graduation, the student will earn a master's degree.

Standard II: Education Program

The Master of Arts program is accredited by the Council of Academic Accreditation in Audiology and Speech-Language Pathology (CAA). Upon graduation, the student can request that the Department Chairperson, who is also the program director, sign the verification of program completion form from the application for ASHA certification. The Department Chairperson will return this form to the student in a timely manner. The student is then responsible for submitting it to ASHA.

Standard III: Program of Study

To meet the criteria for Standard III, the graduate program of study must offer a minimum of 36 semester credit hours at the graduate level, including academic coursework and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standards IV-A through IV-G and Standards V-A through V-C.

Standards IV and V: Knowledge and Skills Outcomes

The Master of Arts program in Communication Disorders also provides sufficient opportunities for students to demonstrate acquisition of the required knowledge and skills outlined in Standards IV and V for each of the nine areas of the major disorder categories described in Standard IV-C. The Department tracks the student's progress towards meeting Standard IV: Knowledge Outcomes via grades earned in academic coursework.

Via both academic coursework and clinical practicum experiences, the program also addresses Standard VI-E, ethical responsibilities, and Standard IV-F, knowledge of processes used in research and of the

Updated November 15, 2024

integration of research principles into evidence-based clinical practice. Standard IV-F is further addressed by the Capstone Research component required for graduation. Information regarding the [Research Requirement for the Master of Arts degree in Communication Disorders](#) can be found on the Department's website.

Progress towards Standard V: Skills Outcomes that occurs while the study earns clinical clock hours is tracked primarily via the Cumulative Evaluation feature in CALIPSO. Clinical skills may also be developed through clinical modules completed in academic courses, clinical simulations, or community outreach projects. These skills are tracked using the KASA feature in CALIPSO.

Progress towards Standard V-D, the requirement to obtain at least 325 supervised clinical clock hours at the graduate level and 400 total clock hours of supervised clinical experiences, is tracked via CALIPSO and monitored by the student, clinic coordinator, and externship coordinator. Students must obtain at least 100 supervised clinical clock hours prior to participating in CD669. This requirement helps to ensure that students will earn at least 400 clock hours by graduation. Southeast's graduate program adheres to the guidelines established by the ASHA CFCC regarding teletherapy versus in-person clinical experiences.

Standard V-E is maintained by ensuring that all clinical educators at the Center for Speech and Hearing are licensed in the state of Missouri and certified by ASHA in speech-language pathology or audiology. Clients are assigned to clinical educators in accordance with the educator's expertise and scope of practice. Starting in 2020, all clinical educators will have completed at least 2 hours of continuing education in clinical education. Direct supervision is provided in real-time, with the exception of clock hours obtained during clinical simulations. A clinical educator is always present on-site when students are working with clients at the Center for Speech and Hearing or at affiliate on-campus sites. Clinical educators provide the minimum requirement of 25% per student per client, while allowing time for the educator to adjust the level of supervision upward as needed and ensure the welfare of the client. The Department will adapt in a timely manner to any updated recommendations from ASHA CFCC in times of state, national, or global emergencies.

VII. Quality Improvement Measures (CAA 5.3, 5.4, 5.8)

Graduate students are asked to complete course evaluations at the conclusion of each course. Students also are requested to complete clinical educator evaluations each semester of practicum. Students graduating from the program are given the electronic Graduate Exit Survey to determine strengths and areas for improvement throughout the program. The externship coordinator collects feedback from both students and off-site clinical educators regarding their preparedness for externship. Praxis pass rates, comprehensive examination analysis, and program completion rates also inform program review. Community members participating in services at the Center for Speech and Hearing are sent an electronic Customer Satisfaction survey at the end of each semester regarding the quality of their experiences. The Department Advisory Board also provides input regarding programmatic directions. Program level outcomes are monitored by the department's Assessment committee. Faculty review data at the annual department retreat in August, and periodically thereafter during monthly faculty meetings, to make programmatic adjustments that align with the program and university's mission, vision, goals, and strategic plan.

VIII. Student Outcomes Data (CAA 5.5, 5.6)

Updated November 15, 2024

The Department posts Student Outcomes Data to the graduate information website. The Department continually meets the threshold of at least 80% of students completing the program within the designated 2-year time frame. The Department's percentage of students who pass the Praxis for speech-language-pathology continually exceeds the CAA's established threshold of 80%.

Section Five: THE CENTER FOR SPEECH AND HEARING

All students receive clinical training through enrollment in clinical practicum courses. This requirement fulfills the University mission of experiential learning and provides an opportunity for students to obtain the necessary clock hours for graduation. All clinical training is supervised by nationally certified (CCC-SLP or CCC-A) and Missouri-state licensed speech-language pathologists and audiologists. The Department offers a variety of clinical training opportunities through the on-campus Center for Speech and Hearing and through contractual agreements with a variety of off-campus clinical or externship sites.

A separate handbook of clinic procedures is provided to students enrolled in CD406, CD402, CD603, and CD608. It is posted to the learning management platform for those courses and on the clinical practicum page of the website. The clinic coordinator maintains this resource. Students are responsible for adhering to all of the procedures presented in this handbook and should seek clarification when needed.

Course Enrollment Procedure

Undergraduate students who have completed CD406 Service Delivery in Communication Disorders are eligible to be enrolled in CD402 Clinical Practicum in Communication Disorders. Typically, the student will have senior standing. During advising meetings, students may request to be enrolled for CD402 one time during their undergraduate program of study. By requesting to be enrolled in this course, students are agreeing to commit to consistent participation during the designated semester to ensure ethical, consistent clinical care and to meet all course requirements. The academic advisor will submit a list of eligible students to the department's administrative assistant, who will enroll the students in the appropriate sections of CD402 for the subsequent semester. CD402 is a controlled course and therefore, cannot be accessed by students through the Banner registration system. The Clinic Coordinator of the Center for Speech and Hearing receives a list of undergraduate students and will contact them to obtain their availability for appointments for clinical practicum. The Clinic Coordinator, upon receiving the individual Student-Clinician Schedule will generate clinical assignments for enrolled students in alignment with course requirements. The Clinic coordinator will also assign the supervisor for each student enrolled in CD402.

Graduate students are enrolled in CD603 for three semesters within their first year; however, a student may substitute CD570 for one semester of CD603, given that students will earn clinical experience abroad in CD570. Three semesters of clinicals and 100 clinical clock hours must be completed prior to participating in CD669 (Externship). The department administrative assistant will enroll all eligible students in CD603 prior to the start of each semester of the first year of study.

II. Requirements for Participation in On-Campus Clinical Practicum

Essential Functions and Responsibilities of Student Clinicians

The training program at the Center for Speech and Hearing is pre-professional in nature and requires students to meet certain qualifications to participate in a clinical practicum placement. The Council on Academic Programs in Communication Sciences and Disorders outlined the Essential Functions requisite to the practice of speech-language pathology or audiology. Students who do not meet, or do not

demonstrate the ability to meet given experience over time, these minimum qualifications will be unable to participate in clinical practicum.

The Center for Speech and Hearing provides services to the community, and as such, maintains a high standard of professionalism. Students must review and adhere to the [Responsibilities of the Student Clinician](#) while completing their placement at the Center.

Student-Clinician Schedule

Upon enrollment in CD402 or CD603, the Clinic Coordinator will contact students and request that they submit the Student-Clinician Schedule. Students must submit contact information, class schedule, and work obligations during the operational hours of the Center for Speech and Hearing. The remaining hours are understood to be available for scheduling clinical assignment(s). Undergraduate students must allow for at least six hours of availability from Monday through Thursday with the same hours on Monday and Wednesday or Tuesday and Thursday to facilitate scheduling of client appointments. Graduate students must make 8 hours available Monday through Thursday with the same hours on Monday and Wednesday or Tuesday and Thursday to facilitate scheduling of client appointments. In the fall and spring semesters, they must also make at least three Fridays available for diagnostic experiences, including community screening opportunities and diagnostic evaluations at the Center.

Student Professional Liability Insurance

All students enrolled in CD402 and CD603 are required to present proof of Student Professional Liability Insurance for Speech-Language Pathology via the Certificate of Insurance which includes the inclusive dates of coverage on or before the first day of the semester in which the student is enrolled in CD402. Students who do not comply with this requirement by the deadline will have their grade for the semester reduced due to failure to comply with clinic procedures. Students who do not provide proof of coverage by the first day of clinic will not be able to participate in clinical practicum.

Tuberculin Skin Test (TST)

A Tuberculosis Mantoux, TB tine test, T-SPOT, or Tuberculin Skin Test (TST) must be completed only once while the student is consistently enrolled as a student at Southeast, unless that is an outbreak of tuberculosis in the community in which the student resides or the student presents with observable symptoms of active tuberculosis, or if the student has engaged in activities that increase the risk of contracting tuberculosis. Students may access this test through their personal healthcare provider, county health department or the Campus Health Clinic at Southeast Missouri State University. A risk assessment should be completed annually to determine if further testing is required This requirement is mandated by the [Department of Health of the State of Missouri](#) for students attending educational institutions.

CPR/First Aid/AED Training

Students participating in a clinical practicum course must obtain certification offered by the American Red Cross or the American Heart Association in cardio-pulmonary resuscitation (CPR) and basic first aid. Students participate in AED training.

Updated November 15, 2024

Registration in the Missouri Family Care Safety Registry (FCSR)

Students participating in a clinical practicum course must register with the [Missouri Family Care Safety Registry](#) and submit a letter with the results of their background screening. The screening must be completed prior to the start of clinical practicum.

Influenza Vaccination

Students are required to obtain an influenza vaccination during the flu season in which they will be participating in clinical practicum. Fall practicum students must obtain their vaccination between September 1 and November 1st. Spring practicum students obtain their vaccination between September 1of the previous fall and January, prior to the start of the practicum.

Registration for CALIPSO

CALIPSO is a web-based application that manages key aspects of academic and clinical education designed specifically and exclusively for speech-language pathology and audiology training programs. For more information, please see https://www.calipsoclient.com/video.html . All students enrolled in CD402, CD603, CD608, and CD669 must be enrolled in CALIPSO. Students only need to enroll once during their time in the program. Students who enroll as undergraduates will continue to have access to CALIPSO during graduate school at no additional charge. For students in CD402, who demonstrate a significant financial hardship, an alternate system for tracking and evaluating the student can be provided using a printed copy of the CALIPSO evaluation form and printed clock hour tracking sheets. Graduate students must enroll in CALIPSO.

Pre-requisites Tracking

Student pre-requisite completion is tracked via CALIPSO, managed by the Center's administrative assistant, and overseen by the clinic coordinator. The Department's clinic coordinator handles background screenings and updates CALIPSO accordingly once the screening has been completed.

III. Locations of First-Year Placements

The Center for Speech and Hearing

The [M.G. Lorberg Center for Speech and Hearing](#) is a community-based speech, language and hearing clinic located on the campus of Southeast Missouri State University serving clients across the lifespan. The Center provides assessment and intervention services for a wide variety of disorders representing nearly all major areas defined with the ASHA [scope of practice](#) for speech-language pathology. Students typically provide individual services but may participate in providing services to groups of individuals with similar communication disorders who may benefit from the group interaction for generalization of skills taught in the individual sessions. Groups at the Center are developed based on the needs of the community members. Opportunities for interprofessional practice include collaborating with caregivers, teachers, our faculty audiologist, and other healthcare professionals, depending on each client's individual needs.

    A.   Facility Maintenance Procedures
        a.   Common areas and restrooms in the building are cleaned daily by Facilities Management.

b. After each session with a client, the student clinician wipes down the table and chairs and session materials with sanitizing spray.

c. The Center's student worker may assist student clinicians with materials sanitization. Each week, the student worker cleans each room, restocks supplies, and reports any damage to the clinic coordinator. The student worker also signals to the coordinator the need to reorder any consumable supplies.

d. The Language Stimulation Lab has a specific set of rules to ensure client and student safety. These rules are posted on the door of the stimulation lab.

e. The Life Skills kitchen must be sanitized after each use. A dishwasher is available and should be used to sanitize any reusable materials involved in food/drink consumption during a session. Food stored in the refrigerator shall be free from spoilage and stored in a manner to prevent contamination. Rules specific to Life Skills Kitchen sanitation are posted on the door of the kitchen.

f. The Mary J. Vogelsang waiting room is sanitized weekly by the Center's student worker.

Chateau Girardeau

Students participate in a cognitive therapy group with individuals either at risk for or diagnosed with cognitive communication impairments. The clinical educator and a group of graduate students offer cognitive group therapy for those with mild cognitive impairment or mild to moderate dementia. The treatment involves themed activities to engage clients in an optimal learning environment for improving communication skills and social interactions.

SEMO Alliance for Disability Independence (SADI)

SADI's day program is designed to encourage independence and community interaction for adults with intellectual disabilities who are currently cared for at home or in an assisted living situation. The program provides supportive programming each day by teaching basic life skill lessons, offering a variety of services, and accessing community facilities and events. Students provide alternative or augmentative communication supports as well as opportunities to strengthen social language skills among participants. Opportunities for interprofessional practice include collaboration with center staff and aides.

Practicum alternatives to the Center for Speech and Hearing in CD603

Beginning in summer of year 2 of the graduate program, students may have the opportunity to gain clinical experience at an off-campus placement with an adjunct clinical educator while enrolled in Advanced Clinical Practicum (CD603) [when available]. Up to four students may be selected to participate in this opportunity. Students would be assigned to the off-site placement 2 half-days per week (note: an externship is 3 full days per week). To be eligible, the following requirements must be met:

a. Completion of two prior semesters of on-campus clinical practicum

b. Submission of application

c. Submission of clinical ratings from two previous semesters

Updated November 15, 2024

d. Clinic committee approval. The adjunct clinical educator has the right to request an interview with eligible candidates during the selection process.

Adjunct clinical educators are hired by Southeast to supervise multiple students at their practice location, rather than at the Center for Speech and Hearing. While externship clinical educators typically take on one student for a full-time (3+ full days per week) placement, adjunct clinical educators are committed to supervising multiple students with partial placements (2 half days per week). Given that the students participate earlier in their practicum training, the level of support may be higher compared to the externship student. This opportunity allows advanced students to gain additional off-campus experience earlier in the program.

Service Modalities

The clinic coordinator will follow the ASHA CFCC guidelines regarding telepractice versus in-person hours when considering student placements. Students may need to supplement their practicum experience at the Center for Speech and Hearing with simulations supervised by on-campus clinical educators if they need additional skills or experiences to graduate, though the number of total simulation hours earned over the course of the program may not exceed 75. Debriefing activities are not counted for clinical clock hours, but time spent debriefing must be 25% of the total time earned for direct-contact hours within the simulation. For example, if a student spends at least 100 minutes working on a simulated case that has been designated as 100 minutes, the student must participate in a 25-minute debriefing with a licensed and certified clinical educator. The student will then earn 100 minutes towards their clinical clock hour requirement (not to exceed 75 hours).

IV. Procedures for the Center for Speech and Hearing

Scheduling

Clients seeking services at the Center may self-refer or be referred by medical or educational specialists. However, a doctor's order is only necessary when the client or caregiver wishes to submit an invoice from the Center for reimbursement through a third-party payer. The Center does not directly bill any third-party payer for services provided. The Center does not maintain fee-for-service contracts with Medicare beneficiaries, in compliance with federal regulation. Most clients are scheduled for initial evaluations to determine appropriate treatment plans before intervention services are started. However, if the client provides a recent evaluation or current therapy notes from another facility, the initial evaluation may be waived. All requests for services require the client or his parent/caregiver to complete an intake form. [Forms are available for download on the Center's website](#) or by request

Evaluations and screening activities are typically provided on Friday mornings in the fall and spring semesters from 8:00am – 12:00pm but may vary depending on site needs and opportunities. Graduate students are assigned in teams to evaluations and work in screening teams at off-campus screening sites. One supervisor provides supervision for each evaluation. Multiple supervisors may be assigned to screening activities depending on the number of students participating on the screening teams. The clinic coordinator assigns students to evaluations and screenings according to their experience level and need for a variety of clinical experiences to meet minimum KASA Skills requirements. Supervisors are assigned according to their areas of expertise, depending on availability and allocated clinical assignment load. The assignments allow the supervisors to meet the minimum of 25% supervision of

each client served by the Center for Speech and Hearing with room for adjustments upward depending on the skill level of the student providing the services. During the summer semester, evaluations are scheduled on a rolling basis as slots become available while clinic is in session.

Treatment services at the Center for Speech and Hearing during the fall and spring semesters are offered Monday – Thursday between the hours of 8:00am – 6:00pm. Intervention services are typically provided two times per week for individual, 50-minute sessions. This schedule may be adjusted according to the needs of the client. In the summer semester, the Center operates from 8:00am – 12:00pm, Monday – Thursday.

Fees

Fees are charged for services at the Center for Speech and Hearing. These fees support the services provided to all customers of the Center. Fees are nominal considering that the Center does not bill Medicare, Medicaid or private insurance. Clients are charged for each date of service at a set rate. Discounts are available. The Fee Schedule is located on the Center's website.

Fees are adjusted on a sliding scale based on verified family income of the client. The Sliding Scale Discount Application must be completed and documents verifying household income, such as W2s for all income sources or a copy of the page listing the family's adjusted gross income (AGI) from the previous year's tax return, must be submitted for the fees to be adjusted. A new application must be completed at the beginning of each year to determine qualification for reduced fees. The qualifying income guidelines are based on the Department of Health and Human Services Federal Poverty Guidelines, which are updated annually. Additional discounts are available to students, faculty, staff, and their dependents.

Permission to Provide Services

Prior to provision of any service, the client, parent or guardian of a minor child, or the guardian of an adult client must sign the *Authorization to Provide Services* form, located in the clinic administrative assistant's office and on the clinic shared drive. The student providing the service will have the form signed prior to providing services for evaluation or at the time of the first appointment for intervention and again within one year of the date of the original signature as this permission expires after one year. Families receiving telehealth services must complete an additional form consenting to participate in telepractice.

Health Insurance Portability and Accountability Act (HIPAA)

The Health Insurance Portability and Accountability Act (HIPAA) requires that facilities providing healthcare services to customers provide protection of the Private Healthcare Information (PHI) of each customer. Students, faculty and staff who handle PHI must be trained in HIPAA policy each semester. This training is typically done by video with an online test completed with passing score verified by the Clinic Coordinator. The form explaining the rights of the customer related to HIPAA is signed by the client, parent or guardian of a minor child, or the guardian of an adult client at the beginning of service provision and annually thereafter. The authorization expires after one year. This form is signed at the time of evaluation or on the first visit for intervention services.

All client records are securely stored in the Center for Speech and Hearing or electronically on a secure cloud-based server. Access to these files is strictly controlled by the clinic coordinator. Student files related to the clinical practicum are stored electronically and only accessible to department faculty. Current and archived client files are stored electronically in OneDrive and ClinicNote. They may be accessed by authorized students to facilitate services to the client assigned to the student-clinician. Access permissions are rescinded once the student completes that semester's practicum. Clinic graduate assistants and active faculty retain access to all client files across semesters, until no longer appropriate. The Clinic Coordinator is the official custodian of all client files. A cabinet of paper files containing test protocols and other documents not conducive to scanning are stored in a locked file cabinet in the clinic's front office. Faculty supervisors and student clinicians may sign out these files for use while in the clinic should the need arise using the sign out form located on top of the cabinet. Students returning files should place them in the basket on top of the file cabinet and sign the time that the file was returned on the sign out sheet. Personnel in the front office will return files to the file cabinet and initial the sign out sheet to indicate that the file was returned to the file cabinet. Files should not be removed from the Center.

Patron Letter/Discharge Procedure

The Patron Letter explains the responsibilities of the client/caregiver when receiving services at the Center for Speech and Hearing and the responsibilities of the student-clinician, supervisor, and Clinic Coordinator to the client or caregiver. This information is provided on the front of the document. The Discharge Procedure is provided on the reverse side of the document. This page explains the reasons that might lead to discharge of a client from services at the Center. This document is reviewed on the first visit for intervention services and is signed by the client or caregiver. A copy is retained in the file. The original is given to the client or caregiver. This form is completed at the time of the first appointment for intervention services. The authorization expires one year after the date of the document. It must be completed annually for as long as services are provided. It located on the clinic shared drive and in the clinic office.

Authorization to Receive/Disclose PHI

The Authorization to Receive/Disclose Protected Health Information Form, located in the clinic office, is signed by the client/caregiver to authorize release of information either printed, verbal, video or audio (i.e., observation of clinic sessions) to persons other than the client or caregiver. If the client or caregiver requests a personal copy of a document containing PHI, there is no need for completing this form. All other persons involved in the sharing of PHI should be listed on this form and the type of information should be indicated in the spaces provided on the form. The authorization is dated and expires one year following the signature. It must be re-authorized annually for on-going exchange of information.

Release of video or audio recordings of therapy sessions to anyone other than the supervisor, other faculty members for the explicit purpose of education or the current student-clinician assigned to the client is prohibited. Clients and caregivers are prohibited from making recordings either audio or video with cell phones. A separate form must be signed by the client or caregiver should any recordings be requested for use in presenting outside of the University, or for use in marketing or promotional materials. This form is available on the clinic shared drive and in the clinic office.

Clinic Handbook for Students

An "FAQ" Overview of Clinic Procedures is updated each semester and posted to Canvas for the CD402 and CD603 practicum courses. This document contains key information necessary for students participating in clinical practicum and is available on the clinic shared drive. Key principles for student conduct are also listed below:

Confidentiality

Each student must sign and abide by an *Agreement for Confidentiality* which is posted to Canvas for each semester of CD230, CD406, CD402, CD603, and CD608.

Social Media

Disclosing confidential client and research participant PHI is a federal offense. Client privacy measures should be applied to social networking sites and other online media as those applied to any public forum. Faculty, staff and students should not publicly make comments about the treatment of a specific client; especially online. Even acknowledging the care of a client is an unacceptable disclosure of PHI. It is possible that someone could recognize the client to whom you are referring based upon the context.

Photographs or video recordings of clients or research participants should not be displayed on social networking sites. Interactions on social networking sites with your current clients, their caregivers, parents, etc. should not occur. Interactions with clients, their caregivers, parents, etc. after your relationship at the clinic has ended should not occur if the client continues to receive services at the Center for Speech and Hearing. Friending current or former clients blurs the line between your professional and personal relationships which could result in a HIPAA violation.

Students should not provide treatment advice on social networking sites. Direct individuals with inquiries about services to an appropriate hospital or clinic website or telephone contact information for accessing services.

Any communication via e-mail with a client should be done through the ClinicNote Patient Portal messaging system. Students should use the telephone in the Center for Speech and Hearing office to contact clients if telephone communication is necessary, then document using a Contact Note in ClinicNote. Students should not use their personal telephone or personal e-mail to communicate with clients. If a client or caregiver requests contact information, students must explain the need to communicate through other means due to HIPAA regulations. Refer the client or caregiver to the supervisor for consultation if they have questions about HIPAA.

Code of Ethics and Ethical Conduct

Each student should be familiar with the content of the [ASHA Code of Ethics](). This document contains information to which ASHA members and students in accredited programs in communication disorders and sciences should adhere to maintain their professional integrity and ethical behavior. Students are also expected to act with the highest level of integrity with everyone served.

Updated November 15, 2024

Professional Appearance in Clinical Practicum

The document, *Professional Appearance in Clinical Practicum*, posted on Canvas each semester of CD402, 406, 603, and 608 provides guidance while providing services to clients at the Center for Speech and Hearing. The guidelines were established to provide a common set of expectations when representing the University and the department in an official capacity. Students whose cultural views or traditions contrast with the established guidelines are encouraged to contact the clinic coordinator.

Materials

Client fees and grants from the Kent Library Endowment Fund provide funding for updated materials for evaluation and intervention. The Instructional Materials (IM) Center at Kent Library retains these materials for checkout by students. Test kits and program manuals are also stored in Rooms 131 and 113 of the Center for Speech and Hearing. The Center attempts to be current in all test editions to provide students with the most effective evaluation tools during their training program. Manuals for a variety of intervention programs and activities to facilitate speech and language development are available for student use.

There are several online tests available for use through Western Publishing Services' online portal or other electronic means. These tests are catalogued in AssetTiger. Students or faculty wishing to access online materials should contact the clinic coordinator.

A variety of toys and manipulative materials are also stored in the Center for Speech and Hearing. These may be used by students to facilitate speech and language development in young children and to motivate older children to understand and express themselves. Manipulatives for adults consist of a variety of common household objects and personal care items for use in treating acquired receptive and expressive language disorders. Numerous board and card games are also available for reinforcing customers to continue with drill activities.

Students conducting evaluations may reserve materials for the evaluation by completing the Diagnostic Materials Reserve form in Room 113 of the Center. Test forms and test kits are in that room. Students may checkout materials for preparation for evaluation or intervention services from 4:00 pm until 8:00 am of the following day. If materials are needed for a longer time, please contact the Clinic Coordinator for permission to have the materials for a specified time.

If a student finds broken toys or other materials or missing items in a test kit, please notify Center staff the Clinic Coordinator immediately through e-mail. This written record will allow these individuals to complete the repair or replacement or missing items. Please bring broken items to the individuals so that they can affect the repairs and label the item for the specific problem. If there are items needed for therapy rooms or for use by the student in therapy, please notify Center staff or Clinic Coordinator through e-mail to determine whether these items are available or can be purchased.

V. Evaluation of Students in Clinical Practicum

Knowledge and Skill Acquisition Report

Graduate students demonstrate competency with applicable knowledge or skill standards in each disorder area via their ratings in the CALIPSO program. Graduate students who achieve a rating of 3.0 or

higher (on a scale of 1-5) for skills on the Cumulative Evaluation will be recognized by the program as having achieved the minimum competency required. Undergraduate students can earn ratings and transfer up to 50 clinical clock hours to their graduate clock hour total. Ratings from undergraduate experiences may be factored into the Cumulative Evaluation at program discretion. For example, a student who earned ratings below 3.0 in their undergraduate practicum could later earns ratings above 3.0 in subsequent graduate experiences. The program director may choose to remove ratings obtained in undergraduate practicum from the Cumulative Evaluation's calculation, given that they have demonstrated satisfactory improvement in graduate school.

Observation and Clinical Clock Hours

Student observation hours are typically earned in CD230 and CD406. Students will enter their hours on paper or electronic forms, obtain the signature and ASHA numbers of each supervisor for verification and submit forms to their respective instructors in those courses. The guiding supervisor for these experiences is the course instructor, who is a state-licensed and ASHA-certified faculty member who has completed the mandatory 2 hours of supervisory training. When the student begins participation in CD402 or CD603, the student will enter the observation hours in CALIPSO as part of the documentation for eventual licensure (and professional certification if desired).

Students may enter their clinical clock hours as they are earned (i.e., daily or weekly) in the CALIPSO program. The program will prompt the clinical educator to approve the entries. Once the entries are approved, the numbers are adjusted to indicate the total hours earned in each of the categories of disorders, for different age groups and whether the hours are for evaluation or intervention.

Evaluation of Student Performance

Students receive written and verbal feedback during and at the end of many evaluation and intervention sessions. Clinical educators must observe a minimum of 25% of the services provided to any client. However, the supervisor may determine that due to the severity of the client's disorder and/or the skill level of the student-clinician more observation time may be necessary.

Evaluations are most often scheduled with one clinical educator per student group (2-3 students) who function as a team while evaluating one client. Students are evaluated independently of each other for most measures on the student evaluation form, but they are evaluated according to their performance as a team in some aspects of the evaluation.

Students are evaluated for each clinical experience using a 5-point scale and descriptors found in the CALIPSO program for maintaining student clinical practicum records.

Students are evaluated at mid-term of each semester of enrollment in clinical practicum. Students are also strongly encouraged to complete the self-evaluation form located in CALIPSO as a tool to guide discussions with clinical educators. The discussion of mid-term grades occurs during a one-to-one meeting between the student-clinician and respective clinical educator. Mid-term grades for clinical practicum are exempt from the University requirement for posting through the Banner system.

At the end of the semester, the clinic coordinator accesses scores for each student and reports the cumulative information to the faculty. The final grades are determined independent of the mid-term grades. Final grades are also discussed in a one-to-one meeting which is typically held during the week

of final examinations between the student-clinician and respective supervisor. Evaluations are submitted through the CALIPSO system. For students who participate in multiple clinical experiences, the clinic coordinator weights each evaluation based on the weighting procedure. The coordinator then runs the final Grade Report to obtain the student's overall rating for the course that is then converted to a percentage in Canvas, because students complete additional assignments within the course that must be considered when calculating the final grade (see CD402, CD603 course syllabi). Once the final grade is available in Canvas, the coordinator then contacts the clinical educators who post the grades in the Banner system for students enrolled in their respective section(s) of practicum.

CALIPSO Grading Scale

Level 1: Beginning Clinician

CD402 *Undergraduate Clinician*   **CD603** *Fa1 Fall Year 1*

    2.5 – 4.00+:   A   3.00 – 5.00:   A

    2.00 – 2.49:   B   2.5 – 2.99:   B

    1.5 – 1.99:   C   2.00 – 2.49:   C

    1.25 – 1.49:   D   1.00 – 1.99:   F

    1.00 – 1.24:   F

Level 2: Intermediate Clinician

CD603 *Sp1 Spring Year 1 <u>AND</u> Clinical Simulations in Simucase*

    3.50 – 5.00:   A

    3.00 – 3.49:   B

    2.50 – 2.74:   C

    1.00 – 2.49:   F

Level 3: Advanced Clinician

CD603 *Su1 Summer Year 1;* **CD669** *Fa2 Externship Fall Year 2;* **CD669** *Sp2 Externship Spring Year 2;* **CD669** *Su2 Externship Summer Year 2.*

    4.00 – 5.00:   A

    3.00 – 3.99:   B

    2.00 – 2.99:   C

    1.00 – 1.99:   F

Updated November 15, 2024

How CALIPSO grades are converted to a grade out of 100 that is entered in Gradebook.

The following formula is used to ensure that each student receives the most accurate grade:

a = the percentage that aligns with a letter grade of A/B/C/D

b = the difference between the highest and lowest point in a grade category (ex: 5.0 – 4.0 for an "A").

c = score from the evaluation

d = lowest point in a grade category

$$a \ + \ [(c-d)/b] \times 10 \ = grade$$

*Note that the highest point when determining *b* in the formula above is considered a 4.0 for the "A" grade category for undergraduate students and a 5.0 for graduate students.

Score Weighting in CALIPSO for multiple evaluations

Scores for each evaluation the student receives each semester are weighted manually. They are not weighted by clock hours, which is the default setting in CALIPSO. This is to ensure that diagnostic evaluations are given increased value relative to clock hours, and groups are given decreased value relative to clock hours. Weights combined must equal 1.0. Supervisors must enter individual evaluations for each clinical experience so that they are weighted appropriately.

For diagnostic evaluations, the CALIPSO evaluation receives a weighted score of 0.30

For screenings and short-term group therapy experiences, the CALIPSO evaluation receives a weighted score of 0.05

The remaining difference is split between treatment experiences. They often are weighted between 0.3 – 0.5, though can be weighted differently depending on the other experiences the student participated in over the semester.

Ex: An FA1 (fall semester 1, graduate level) student was given a score of 3.9 for the diagnostic experience, 4.3 for treatment client 1, 3.6 for treatment client 2, 4.8 for group, and 4.0 for screening. The scores are weighted as follows:

3.9 is given a weight of 0.3   4.8 is given a weight of 0.05   4.0 is given a weight of 0.05

To determine the weight of the remaining treatment client evaluations:

   1.0 – (0.3 + 0.05 + 0.05) = 0.6 left for treatment weighting

   0.6/2 = 0.3 (weight given to each treatment evaluation)

   3.6 is given a weight of 0.3; 4.3 is given a weight of 0.3

   Regardless of the number of clock hours, the treatment clients are weighted more than group and diagnostics to reflect the increased work required for an individual client.

[3.9(0.3) + 4.8(0.05) + 4.0(0.05) + 3.6(0.3) + 4.3(0.3)]/1.0 = 3.78

Updated November 15, 2024

The student's overall rating is 3.78. This is then converted to a grade using the formula described in the previous section, using the grading scale corresponding to the semester they are enrolled.

VI. Clinic Capstone Presentation

As part of the graduation requirement, students are required to complete a Clinic Capstone presentation by the fall of their second year. Students' presentations are viewed by their peers and department faculty. This assignment requires students to demonstrate the application of a critical thinking framework to the clinical decision-making process that integrates the use of the World Health Organization (WHO)'s International Classification of Functioning, Disability, and Health with skills required for evidence-based practice. Students must obtain a minimum score of 80% to satisfactorily meet the requirements for the Capstone presentation. This assignment is typically completed in the third semester of CD603. Students who do not initially meet the minimum passing score are required to revise their presentation until minimum criteria are met prior to graduation. Students typically present to the entire department and graduate program in a weekly lecture series conducted in the fall of their second year.

First-year students must attend each presentation as part of the lecture portion of CD603.

VII. Evaluation of Clinical Educators

Student-clinicians may evaluate their clinical educator anonymously through CALIPSO. Students should enter their ratings at the end of each semester. The feedback is then approved by the Clinic Coordinator and provided anonymously to the supervisors after the end of each semester. As the Clinic Coordinator can identify students submitting evaluations, the Clinic Coordinator will have the Department Chair or administrative assistant approve the student's evaluations to protect the student's anonymity.

Section Six: EXTERNSHIP

Overview (CAA 3.9B)

The department's Externship coordinator facilitates the development and maintenance of contracts with all external facilities in which students are placed for practicum experiences. These contracts are maintained electronically in CALIPSO and backed up on the Department's shared OneDrive. Students consult with the externship coordinator in advance regarding placement preferences and selection. The externship coordinator meets regularly with off-site clinical educators to review performance evaluations monitoring skill competency development. The department is committed to providing students with geographically accessible[1] externship opportunities with consideration that Southeast Missouri is a relatively rural region. Students seeking highly specialized opportunities may need to travel longer distances.

The externship course is CD669, which is repeated once for 6 hours of credit. Students enrolled in CD669 receive concentrated field experiences at pediatric and adult facilities under the supervision of speech-language pathologists at the respective sites.

Requirements

If a student successfully completes the on-campus clinical practicum experiences with a minimum of 100 clinical clock hours acquired through CD402 or CD603 enrollments and obtains approval from the department chair, they may be enrolled in CD669 Externship in Communication Disorders for two semesters during the second year of graduate study. Students who wish to complete their first externship in the fall of their second year must submit a written petition to Department faculty by the end of the spring semester in their first year of study and receive approval from the department chair before being able to enroll given that externship will coincide with multiple academic courses.

Remediation

Students receiving a grade of 'C' in clinical practicum may be required to repeat the practicum course as they will not receive credit for any clock hours earned during that semester, and students must have 400 clinical clock hours prior to graduation. Students must also meet all standards in all clinical skill areas (ratings of >3.0) prior to graduation. Students should review the course syllabus for detailed information regarding requirements for course completion.

Students who are graduate assistants are expected to complete the final semester of enrollment in CD669 during the sixth semester of their graduate program of study. Other students may complete the final semester of enrollment in CD669 during the fifth semester of enrollment in the graduate program of study with written approval from the research supervisor.

The externship coordinator will meet with first-year graduate students during the spring semester to discuss the students' plans for externship. Potential sites for externship experiences will be discussed. Clinical interests of students and the student's skill level will be considered when assigning externships. Students interested in traveling out of state or to locations outside of the greater Southeast Missouri

---

[1] As defined by the US Department of Education

Updated November 15, 2024

region should contact the externship coordinator as soon as possible during the program. Various sites require a student interview and application process, therefore are not guaranteed.

Available Externship Sites

Pediatric

Students are required to have at least one experience in a pediatric practice setting to ensure that they have obtained sufficient diversity of clinical experiences across the lifespan. These experiences may be in a pediatric outpatient rehabilitation facility, home health, a private clinic, or in an educational program (ECSE or K-12). Opportunities for interprofessional practice include collaboration with teachers, administrators, nurses, physicians, and other allied healthcare professionals.

Adult

Students are required to have at least one experience in an adult practice setting to ensure that they have obtained sufficient diversity of clinical experiences across the lifespan. The placement can take place in inpatient or outpatient healthcare, long-term care (skilled nursing facility), adult rehabilitation program, or private practice. Opportunities for interprofessional practice include collaboration with administrators, nurses, physicians, and other allied healthcare professionals. Given that most adult-focused placements require experience with swallowing disorders, the student should have completed and passed CD630 prior to initiating the adult placement. This is required to ensure the welfare of the patients served in these environments.

Service Modality

The externship coordinator will follow the ASHA CFCC guidelines regarding telepractice versus in-person hours when considering student placements. Students may need to supplement their externship experience with simulations supervised by on-campus clinical educators if they need additional skills or experiences to graduate, though the number of simulation hours may not exceed 75. Debriefing activities are not counted for clinical clock hours, but time spent debriefing must be 25% of the total time earned for direct-contact hours within the simulation. For example, if a student spends at least 100 minutes working on a case designated as 100 minutes, the student must participate in a 25-minute debriefing with a licensed and certified clinical educator. The student will then earn 100 minutes towards their clinical clock hour requirement (not to exceed 75 hours).

Enrollment

Once approved for enrollment, the department administrative assistant will enroll the student in CD669.

Site Qualification and Evaluation

The externship coordinator meets with the speech-language pathologist or clinic coordinator of potential sites in person or via phone to determine the feasibility of an extern placement.

Southeast's graduate program is committed to providing students with the option to apply for the ASHA CCC-SLP should they wish to pursue it. So that accumulated clinical hours meet the CFCC criteria, the coordinator will ensure that potential clinical educators have a current ASHA CCC-SLP and active state license. The educator must also have completed the ASHA supervision requirements and be an

adequate candidate for supervision (at least 9 months of clinical practice). The clinician's caseload areas will also be reviewed prior to placement to determine if the site meets the student's training needs.

Should a student wish to participate in an externship experience with a state-licensed speech-language pathologist who does not hold the ASHA CCC-SLP, the student must indicate that they understand that they are waiving the opportunity for these hours to count towards ASHA certification requirements. Any clinical educator must, at a minimum, hold the requirements to practice as defined by state and federal laws. The student must indicate that they understand the expectations and requirements for licensure in any state(s) they wish to practice and for any employers they may apply to work for based on the settings they plan to pursue post-graduation. At this time, the ASHA CCC-SLP is considered required by certain states, employers, and insurers, though the certification is considered voluntary by ASHA.

The externship coordinator engages in periodic reviews with clinical sites to ensure adequate clinical preparation. A face-to-face meeting is conducted with the supervisor midway through the externship experience. During this meeting, the coordinator documents the externship clinical educator's comments regarding student performance and areas for improvement, both personally for the student and for the program. Following completion of the externship placement, students meet with the externship coordinator to review their experiences at each placement. Supervisor styles, feedback, and support are documented. The student also reviews clinical experiences and discusses how they felt their academic coursework prepared them for those experiences. Feedback is then presented to department faculty at the annual retreat. Finally, externship supervisors are sent a final survey to collect their feedback regarding the student and overall placement. The externship coordinator, in conjunction with Department faculty and the program director, determines whether ongoing student participation with a site is appropriate. Clinical educators should attempt to uphold best practices in supervision and foster a supportive learning environment for the student.

Site Selection

The externship coordinator meets with the cohort in March of their first year. During this meeting, externship timelines and site placement options are presented. Students are then asked to complete a survey, in which they supply clinical experience information and rank personal preferences on sites. Following survey completion, students meet with the externship coordinator individually to discuss clinical interests and future career plans. Various sites are then matched based on clinical interests, previous areas of experience, and personal variables including living situation, work availability, etc. Students wishing to pursue a clinical rotation in an area outside of the immediate regional area must discuss this placement with the coordinator. After reviewing the placement, the externship coordinator initiates an affiliation agreement with the desired site. Students are expected to stay at the designated site throughout the semester.

The externship coordinator provides a training handbook developed by the department with all clinical educators. Continuing education opportunities related to supervision via CAPCSD are shared with all externship clinical educators at no cost to the educator.

Section seven: STUDENT SERVICES

The University offers several student support services in addition to what the Department provides (CAA 4.9) which are reviewed with students during advising appointments, at graduate orientation, and in courses at the beginning of the semester and as needed.

SupportNET

SupportNET is Southeast's central portal to connect students to needed services and resources across the university. SupportNET can be accessed all faculty and support staff members to promote collaboration. Students can also connect with resident assistants, coaches, tutors, mentors, and advisors through SupportNET. For more information, please visit the SupportNET website.

Campus Health Clinic

The Center of Health and Counseling Crisp Hall, Room 101 provides services to the campus community. Through a partnership with SoutheastHEALTH, Registered Nurses, Licensed Practical Nurses and Nurse Practitioners provide health treatment including physical exams, laboratory services, immunizations and allergy shots, medical procedures, prescription services, special equipment needs (ice packs/crutches); well women exams and assessment and treatment of illness/injuries for Southeast Missouri State University students, faculty, and staff. http://www.semo.edu/healthclinic/

Department of Public Safety

The Department of Public Safety is located at 1401 North Sprigg. Parking Services, Transit Services, Police and Emergency Preparedness and Safety are divisions of the Department of Public Safety. http://www.semo.edu/dps/index.html

Accessibility Services

Accessibility Services is the institutionally recognized program designated to provide both federally mandated services as well as proactive services for students with disabilities, by ensuring equal access. By providing leadership, advocacy, resources, mediation, and guidance to students with disabilities, Accessibility Services assists students with identifying barriers to their success and thus identifying ways to address those barriers. http://www.semo.edu/ds/

Kent Library

Kent Library is in the center of campus, across from Academic Hall, next to the University Center. The library provides databases, online journals, print and eBooks, and other resources as well as assessment kits and therapy materials located at the Periodicals Desk on the main floor. All library materials are searchable online at https://library.semo.edu

Student Financial Services

Student Financial Services is comprised of the offices of Financial Aid, Student Accounts, and Cashier's Office. Students only need to contact one office to have their billing and financial aid questions answered. http://www.semo.edu/sfs/

Updated November 15, 2024

Student Rights and Code of Student Conduct

The Office of Student Conduct (OSC) administers the Statement of Student Rights and Code of Student Conduct, which outlines the rights and responsibilities of the student body at Southeast. The OSC collaborates with offices within the division of Enrollment Management & Student Success as well as the Department of Public Safety, the Department of Athletics, academic departments, and other campus units to support students in their educational efforts. Along with adjudicating student cases, the OSC provides information related to student conduct and campus civility to students, student groups, athletic teams, and faculty/staff through various outreach efforts. Also, the OSC offers students the opportunity to Mediate certain student conflicts and incidents rather than adjudicating the case through the judicial process.

Student Records Storage

The Department and Center for Speech and Hearing will maintain electronic student and client records for a minimum period of ten years. Students and clients can access their records by contacting the Department.

The Center for Writing Excellence

The Center for Writing Excellence provides writing support to the faculty, staff, and students of Southeast, as well as writers from beyond the campus. An online and face-to-face resource to assist students at all levels to develop as writers is provided through the Writing Lab. The Center for Writing Excellence is housed in Memorial Hall, 103. Online resources are available at

The EDvolution Center

The EDvolution Center, part of the College of Education, Health, and Human Studies, provides access to state-of-the-art technologies that facilitate the development of digital fluency, literacy, and competence, such as 3D Printing, multimedia tools, virtual or augmented reality, collaboration suites, and more.

Military and Veteran Services

Southeast offers resources for students affiliated with the military, which are described on the Military and Veterans Services website.

Section Eight: PROFESSIONAL INFORMATION

American Speech-Language-Hearing Association (ASHA)

ASHA represents speech-language pathologist, audiologists and speech and hearing scientists through advocacy for the professions, advocacy for individuals with communication disorders, online resources and education, and continuing education programs online and in locations throughout the United States. Members may serve on various councils and boards to influence public policy and the future of the professions.

ASHA Certificate of Clinical Competence in Speech-Language Pathology

Students who successfully complete their graduate study program, meet the minimum education requirements for national certification as a speech-language pathologist through ASHA. Additional requirements include successfully completing the Clinical Fellowship experience and earning a minimum specified score on the PRAXIS examination. This certificate is voluntary, though there may be state licensing boards, insurers, and employers who require the CCC-SLP.

National Student Speech-Language-Hearing Association

Graduate students are encouraged to join the National Student Speech-Language-Hearing Association (NSSLHA). Desirable benefits related to discounts for convention registration costs, access to publications of ASHA and NSSLHA and reduced fees for the first year of ASHA membership are included in the benefits.

Southeast NSSLHA Chapter

All majors in Communication Disorders at the undergraduate and graduate levels are encouraged to join the Southeast NSSLHA Chapter. Educational, philanthropic, volunteer and pre-professional educational and service activities as well as leadership opportunities are available to members. Please contact the faculty advisor or student president for the Southeast NSSLHA Chapter for information regarding membership.

Missouri Speech-Language-Hearing Association (MSHA)

MSHA serves as the state association in Missouri representing speech-language pathologists, audiologists, speech, language, and hearing scientists and related personnel associated with organized speech, language, and hearing education and health-care settings. More specifically, to provide leadership, to perform membership services, to advocate rights of people with communication disorders, and to serve as the catalyst for practice innovation toward enabling members to better serve public interest and the profession. Student membership allows students to receive discounts for annual convention registration. Students in the first year of graduate education are encouraged to attend the annual convention in the spring. Second-year graduate students are expected to attend the annual convention and present their capstone research results through the student presentation track. Several faculty members have or currently hold offices in the state association.

Missouri Board of Registration for the Healing Arts

Updated November 15, 2024

Licensure for audiologists, speech-language pathologists, and speech-language pathology assistants in Missouri is managed by the Missouri Board of Registration for the Healing Arts.

Licensure in States other than Missouri

Students seeking licensure in a state other than Missouri are encouraged to work with the graduate advisors to ensure that all pre-requisites for licensure are met. Students should review the state's requirements with the advisor.

By signing below, I am indicating that I understand that I am responsible for adhering to the procedures and understanding the material outlined in the Department of Communication Disorders handbook, and that I have read this document in its entirety, and if I have any questions or need clarification, I will contact my advisor or the Department chair.

_____

Name (Please print)

_____

Signature

_____

Date