



Department of Communication Disorders  
**2020 – 2021 Handbook**

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## SECTION ONE

### OVERVIEW

#### I. Introduction

The purpose of this handbook is to provide an overview of the [Department of Communication Disorders](#), its respective operations and obligations of students to the Department, and of the personnel of the Department to students. The information in the handbook is a summary of the academic, clinical, institutional, and national certification requirements that students must meet to achieve the respective degrees and entry-level skills for a career in speech-language pathology. This handbook provides links to specific materials, offices, and persons for assistance. Related information can also be reviewed on the departmental web page <http://www.semo.edu/commdisorders/>.

#### 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. 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 Chair](#) is Dr. Jayanti Ray. The [Dean of the CEHHS](#) is Dr. Joe Pujol. The [Provost](#) of the University is Dr. Mike Goddard . 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. The rest of this document serves as an outline of department-specific information for students taking classes or completing a degree within the Department of Communication Disorders.

#### III. Mission, Vision, and Goals

##### *Southeast Missouri State University*

The mission and vision for Southeast Missouri State University is located on the university's website: <https://semo.edu/planning/mission-vision.html>

##### *The College of Education, Health, and Human Studies*

The mission and vision for the College of Education, Health, and Human Studies is located on the Office of the Dean's page on the website for the College: <https://semo.edu/education-health/dean/mission.html>

##### *The Department of Communication Disorders*

###### Mission Statement

- The Department of Communication Disorders seeks to fulfill the broader missions of Southeast Missouri State University and its College of Education, Health, and Human Studies.
- 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 in the area of speech-language pathology. This mission is accomplished in accordance with the standards set forth by the American Speech-Language-Hearing Association.

#### Vision and Goals

- The vision of the Department of Communication Disorders is to become a leading program in the region while providing exemplary and integrated academic, clinical, and research instruction to students, and preparing them to become competent speech-language pathologists and leaders who can serve the members of the diverse and dynamic community.
- The Department seeks to create and implement practices that contribute to the development of a diverse, representative, heterogeneous body of professionals, and advocate for changes so the field continues to evolve to best meet the individual needs of people with communication disorders.

#### Strategic Plan

- 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 May 2019.

#### *Center for Speech and Hearing*

##### Mission Statement

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

##### Vision and Goals

- 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
  - meet the unique and varied needs of individuals with communication disorders in the greater Southeast Missouri region through the provision of accessible, evidence-based services

## 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 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.

For more information, please visit <https://caa.asha.org/>.

#### 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 are certified by 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 responsibilities, 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 national certification standards, state licensure requirements, and graduation pre-requisites. Faculty are also 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.

An administrative assistant provides clerical support and assists the clinic coordinator with managing client in-take, scheduling, billing, and the electronic medical record. A volunteer assists with managing clinical inventory. A graduate assistant 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 and participate in monthly meetings.

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

An 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 completing institutional and accreditation documents.

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.

Graduate courses are only taught by faculty who have been granted graduate faculty status. 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). 5 of 8 faculty members in the Department hold terminal degrees: Dr. Jayanti Ray, Dr. Martha Cook, Dr. Susan Fulton, Dr. Samantha Washington, and Dr. Misty Tilmon.

### III. Facilities

#### *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 located 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. 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. CSH127 functions primarily as a classroom and

augmentative and alternative communication (AAC) laboratory. Each classroom is equipped with current instructional technology and space for up to 20 students under normal operating circumstances.

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 in audiological problems.

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 large 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), which is handicap accessible. Designated handicap accessible restrooms, outfitted with diaper-changing stations, are available for customers, as well as designated handicap-accessible restrooms for students, faculty, and staff.

The Center houses a complete Life Skills kitchen (CSH120). The Life Skills kitchen is used by reservation and to address therapy goals and provide opportunities for generalization to more natural communication environments.

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. Students enrolled in CD402 and CD603 may reserve a locker each semester by completing the Locker Agreement on the respective Moodle course page. Lockers 25 – 30 are dedicated for use by CD406 students.

Students enrolled in CD406, CD402 and CD603 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 or customers 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 state designed 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:

### *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.

d) For more information: <http://www.semo.edu/emergency/tornado.html>

#### 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.
- d) For more information: <http://www.semo.edu/pdf/dps-emergency-plan.pdf>

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

## IV. 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.

#### *Statement of Non-Discrimination*

The Department of Communication Disorders adheres to the Statement of Non-Discrimination put forth by the University. The statement in its entirety can be accessed here:

<https://www.semo.edu/pdf/FinAdm-01-03-Policy.pdf>

The Department is committed to adhering to all University policies. [A complete description of these policies can be found on the web page for the Department of Finance and Administration.](#)

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

#### *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.

#### *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 provided by University Testing Services, Remote Proctor and others:

<https://semo.edu/online/student-resources/proctored.html>

All Southeast employees follow the FERPA (Family Educational Rights and Privacy Act) guidelines and confidentiality provisions to protect student information. This is shared with current and prospective students on the Consumer Information webpage: <https://semo.edu/consumerinfo/general-info.html>. Access to student information and student services is managed and protected through campus password management policies. Once a student is admitted to the University, they are assigned a Southeast ID by the Office of Admissions. The student can activate their Southeast account through an online process by providing this Southeast ID and their date of birth. Their Southeast account is protected by a Southeast Key which serves as their login username and an associated password. Students set their password when they activate their Southeast account. The Password Management policy is available online. Passwords are hashed and synced in Active Directory and Banner LDAP (Lightweight Directory Access Protocol), both of which control access to student email, the learning management system, the campus portal and other campus services. Passwords are not recoverable. If a student cannot remember their password, they can set a new password through a two-factor authentication process using their Southeast Key, date of birth and a trusted service (phone or alternative email). If a student cannot use the two-factor authentication process, they must provide a picture form of identification in order to have their password reset. Faculty and staff access to student information is protected by role management security. Roles determine what student information

faculty and staff can access and are based on job. Each year, the Department of Information Technology provides a report to business units listing current staff roles to ensure appropriate access is maintained. Other information technology security policies regarding data protection can be found in section 10 of the campus Business Policy and Procedures, <https://semo.edu/finadm/procedures/index.html> .

## V. 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."

A [list of scholarships available specifically to students majoring in Communication Disorders](#) is also located on the Department website. Detailed descriptions of these scholarships are located on [Student Financial Services](#) website.

## VI. Departmental Committees

The Department consists of several committees. They are as follows:

Graduate Admissions and Financial Aid	Research Committee	First/Next STEP Coordinators
Clinic Committee	Undergraduate Curriculum Committee	Scholarship Committee
Undergraduate Advising	Graduate Curriculum Committee	Public Relations Committee
Graduate Advising	Comprehensive Examination Committee	Website and Technology Committee
Undergraduate Student Recruitment and Retention	Promotion and Tenure Committee	Library Liaison
Graduate Student Recruitment, Orientation, and Retention	Show-Me Days Coordination	

### VII. College of Education, Health, and Human Studies Committees

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

College Council	Diversity Issues Initiative	IBR Committee
Graduate Program Marketing	Awards	
Technology	Interprofessional Education	

### VIII. University Committees

The Department sends representatives to most major committees established at the University level. These include:

Faculty Senate	Academic Assessment	Professional Affairs
Funding for Results Grant Committee	Online Assessment	Commencement
	International Council	

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.

#### 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 located in the office of the administrative assistant (GB112).

##### *Requirements for English Proficiency*

Department guidelines for students with limited English Proficiency are located on the Department website [here](#).

##### *Students with Reported Disabilities*

Students with disabilities are strongly encouraged to contact [Accessibility Services](#) so that the appropriate modifications or accommodations can be provided. Accommodations can only be provided after the department has been notified by Accessibility Services that accommodations are required. 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 (CAA 4.2).

#### 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. Please [visit the program’s website](#) for more information about admission to the Honors’ Program.

#### III. Undergraduate Study Plan

Please visit the [Degree Map](#) for 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 Introduction to Communication Disorders includes a component of guided observation of previously recorded intervention or evaluation sessions at the Center for Speech and Hearing or direct observations in off-campus settings. Students have the opportunity to interact with parents, teachers, and other healthcare professionals over the course of their practicum experience, depending on the needs of each individual client. Students complete observation of at least 20 hours during CD230. Students enrolled in CD406 Service Delivery in Communication Disorders complete the remaining 5 hours to meet the overall requirement of 25 hours of observation as required by ASHA. Students in CD402 are assigned a minimum of one client for whom they provide intervention services and acquire clinical clock hours toward the 400 clinical clock hours required for certification as a speech-language pathologist. A maximum of 50 hours can be obtained at the undergraduate 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

##### *Retention*

Students will be retained as undergraduate communication disorders majors providing the following retention criteria are met:

- For students who first enrolled at Southeast prior to the Fall 2021 semester:
  - A minimum GPA of 2.75 in the major courses must be maintained, with a grade of 'C' or better in all major courses. Any course within the major with a grade of 'D' or 'F' must be repeated before any higher-level CD class can be taken.
  - A student who completes a semester with a major GPA below 2.75 will be placed on probation within the major for the next semester of enrollment. If a major GPA of 2.75 is not achieved by the end of the probationary semester, the student will not be allowed to continue in the Communication Disorders major.
- For students who first enrolled at Southeast in the Fall 2021 semester or after:
  - A minimum GPA of 3.0 in the major courses must be maintained, with a grade of 'B' or better in all major courses. Any course within the major with a grade of 'C', 'D' or 'F' must be repeated before any higher-level CD class can be taken.
  - A student who completes a semester with a major GPA below 3.0 will be placed on probation within the major for the next semester of enrollment. If a major GPA of 3.0 is not achieved by the end of the probationary semester, the student will not be allowed to continue in the Communication Disorders major.

##### *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 rationale of the decision. 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:

1. Present a minimum overall GPA of 2.50
2. Present a minimum major GPA of 3.0.

#### 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. Student may request re-assignment to another academic advisor within the Department by contacting the Department Chairperson if desired.

#### VII. Transfer Student Advising

Transfer student advising requires particular expertise and is provided by a designated and trained advisor. 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 undergraduate courses to fulfill requirements for admission to programs in communication disorders and sciences. Students with undergraduate majors in disciplines other than communication disorders who are interested in graduate study in Communication Disorders should contact the department for a meeting with a departmental advisor. Information for students interested in completing the [post-baccalaureate program is located on the Department website. Students will need to apply for general admission and complete the steps designated for "Returning" students.](#) A post-baccalaureate advisor can assist the student with course enrollment and a plan of study.

#### 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 IN COMMUNICATION DISORDERS

The [graduate program in Communication Disorders](#) provides the necessary training to prepare students to enter the profession of speech-language pathology. This program is specifically designed to meet the requirements for ASHA's Certificate of Clinical Competence to allow a student to complete a Clinical Fellowship upon graduation. It is also designed to meet state licensure requirements for the state of Missouri. The University has not yet determined the eligibility of its students to be licensed in states outside of Missouri. The University is actively reviewing each state to make these determinations. Students interested in practicing in a state other than Missouri upon graduation should contact the appropriate the department chair. Students may also obtain relevant information from the State Licensing Board for the desired state.

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 18.

#### I. Program Admission

[Admission criteria](#) is located on the department website.

The Department of Communication Disorders aligns with [ASHA's Response to Racism Position Statement](#) and is committed to acknowledging and dismantling racial inequities affecting underrepresented students' experiences at Southeast and their desire to pursue a career in the field.

#### *Requirements for English Proficiency*

Department guidelines for students with limited English Proficiency are located on the Department website [here](#).

#### *Students with Reported Disabilities*

Students with disabilities are strongly encouraged to contact [Accessibility Services](#) so that the appropriate modifications or accommodations can be provided. Accommodations can only be provided after the department has been notified by Accessibility Services that accommodations are required. 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 (CAA 4.2).

#### *Probationary Admission*

Occasionally, a student may be admitted on probationary status. The department's 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 admission](#) to the [post-baccalaureate program](#).

### *Graduate Record Examination*

The Graduate Record Examination (GRE) is an assessment of overall academic performance and has three sections. There is no minimum score required for admission to the University or the Department, but GRE scores receive consideration from the Admissions Committee when evaluating applicants to the graduate program in Communication Disorders. **The GRE has been waived for the Spring 2021 application cycle.**

### II. Graduate Assistantships

The Department of Communication Disorders has five 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 application is the same as the deadline for 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 Assistant webpage](#).

### *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](#) and submits it 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 [Annual Student Evaluation of Graduate Assistantship](#) upon completion of each full year in the position and submit the form to the School Of Graduate Studies, MS 3400 ([graduateschool@semo.edu](mailto:graduateschool@semo.edu)).

### III. Graduate Program of Study

The most updated documents related to the [program of study for the graduate program](#) are located on the Department website. Note that curriculum patterns may differ depending on the semester the program began. Changes to the curriculum plan may occur as a result of periodic program review, analysis of student performance, student feedback, changes to ASHA accreditation and certification requirements, or the evolving needs of the profession.

Total credit hours in the graduate program range from 49 to 58 semester credit hours. These include the completion of necessary coursework, experiential training in the on-campus clinical practicum and externships, and the capstone research project. 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.

### *On-Campus Graduate Clinical Practicum*

Graduate students enroll for three semesters of CD603 Advanced Communication Disorders Clinical Practicum. They typically are assigned two to three clients for intervention each semester with additional clients assigned for evaluation. They provide individual or group therapy for children and adults for a variety of speech, language, swallowing, and hearing impairments. 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 the Horizons Enrichment Center, the Hoover Program, and the University School for Young Children. Students have the opportunity to interact with parents, teachers, and other healthcare professionals over the course of their practicum experience, depending on the needs of each individual client.

### *Knowledge and Skills for Certification in Speech-Language Pathology*

Students must demonstrate sufficient expression of knowledge and skills related to [standards specified by ASHA for certification in speech-language pathology](#). Student learning outcomes and specific standards for knowledge and skill acquisition are explicitly addressed in respective course syllabi. Many standards are addressed in multiple courses and clinical experiences. Students

demonstrate the acquisition of the specified standards by successfully completing all requirements and earning a grade of “B” or higher for each academic course.

Remediation is required if the student earns a grade of “C” in an academic or clinical practicum course, or if the instructor determines additional support is necessary targeting any specific standard(s). For additional information on remediation, please review the section entitled [Student Assistance Plan](#).

#### IV. Graduate Student Advising

Upon admission, each student is assigned an academic advisor who is a full-time graduate faculty member 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 [Graduate Curriculum Pattern](#) during this meeting. Thereafter, meetings are scheduled each semester to review academic performance and progress, complete other University forms (*Application for Candidacy*; *Graduation Intent Form*) which are available on the student portal and enroll in courses for the following semester.

#### V. Remediation and the Student Assistance Plan

##### *Background*

The Master’s program in Communication Disorders at Southeast Missouri State University prepares its students to meet the qualification standards for entry into professional practice as a speech-language pathologist as prescribed by the American Speech-Language-Hearing Association (ASHA). The program is designed to meet specific knowledge and skill outcomes related to scope of practice in speech-language pathology. Further, 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.

In accordance with prescribed [ASHA accreditation standards](#), 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 primarily addressed in content-specific academic courses, while skills acquisition is supported via a variety of supervised internal and external clinical practicum experiences.

Tracking of knowledge and skill acquisition is completed electronically via CALIPSO, a web-based clinical education tool created specifically for this purpose. 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.

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 advisors then ensure that the information is recorded electronically via CALIPSO.

Note that skill outcomes are typically demonstrated in clinical practicum experiences. The student reviews their proficiency with these various skills as related to each clinical experience with his/her

respective clinical educator(s) at mid-term and upon the completion of each semester. The student can monitor his/her achievement of the skill outcomes at any time by accessing CALIPSO.

To maintain enrollment in graduate study at Southeast, [minimum standards specified by the School of Graduate Studies must be met](#). 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*

Upon the conclusion of each course taken at the graduate level, students receive a course grade. In the university clinical practicum courses (CD603, CD402), students receive a course grade in addition to a rating on a scale of 1-5 (below) on each of the individual knowledge and/or skill outcomes addressed in the course. Click this link for a review of the [Performance Rating Scale](#).

1- Novice 2 – Advanced Beginner 3 – Competent Questioner 4 – Proficient Analyzer 5 – Emerging Expert

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.

If a student receives an “A” or “B” in an academic course, it is assumed that all knowledge and/or skill outcomes applicable to that course were satisfactorily achieved and the student has demonstrated an adequate level of independent analysis and integration of the concepts presented.

If a student receives a grade of “C” or lower in an academic course, it is assumed that the student’s acquisition of the concepts presented in that course requires a high level of ongoing support. In this case, there is a need for additional opportunities to facilitate learning and foster independent acquisition and application of the concepts presented in that course.

Similarly, if a student fails to demonstrate an acceptable level of performance on all knowledge and skill objectives prior to receiving the graduate degree, as determined by the course instructors or clinical educators, additional learning opportunities will be required.

All remediation opportunities must be provided in a systematic, timely manner that directly addresses each individual student’s specific needs. The mechanism for providing remediation is the Student Assistance Plan (SAP). The 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.

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 and/or oral comprehensive examinations or equivalent (submission of a passing Praxis score, completion of a thesis project) and completion and presentation of a capstone research project. The SAP identifies a student’s need for additional opportunities and increased mentorship to satisfactorily complete any requirements for the graduate degree.

A student must meet all knowledge and skills outcomes, in addition to all other graduate program requirements, prior to the application deadline for graduation (in Spring or Summer of his/her second year of graduate study). If the student is unable to achieve satisfactory completion of the knowledge

and skills 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 dismissal from the graduate program. If the student is dismissed from the program as a result of not completing the SAP requirements, he/she can reapply re-admission to the graduate program the following admissions period.

A student who has been dismissed from the program must re-take all courses in the graduate plan of study unless given written permission by the department chair and dean of the college. Should written permission be granted, the student must maintain continuous enrollment via the Student Assistance Plan Course, a 0-credit hour course, during any semester they are not enrolled in other courses offered by the program. All coursework required by the graduate program must be completed within six years of the initial enrollment date.

The graduate program admits only full-time students. The only time that a student's time to degree is not calculated in consecutive semesters is in the event of 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 guidelines on program completion stated in the Graduate Bulletin of the university is followed. More information can be found at <https://semo.edu/grad/bulletin.html>.

### *The Student Assistance Plan*

#### Academic Courses

A Student Assistance Plan (SAP) will be required for content-specific academic courses if the student achieves a grade of "C" while maintaining a cumulative GPA of 3.0 or higher. [The procedure for a student who earns an "F" in a course or has a cumulative GPA below 3.0 is outlined in the Graduate Bulletin.](#)

When a student earns a "C" or "F" and must retake an academic course, it is assumed that the student has not demonstrated adequate acquisition of the knowledge required for application for professional certification through the American Speech-Language-Hearing Association (ASHA). The student must repeat the course the following year with another cohort and earn a "B" or higher to fulfill both certification requirements and requirements for graduation. As long as a cumulative GPA of 3.0 or higher is maintained, the student can continue to work through the course of study, but the student's anticipated graduation date must then change accordingly.

If the student receives a "C" in a course at mid-term, he/she may be required to complete additional work to increase competency in any knowledge or skill area which has not been satisfactorily met. A SAP may also be instituted at the discretion of the instructor, should the instructor determine that the student requires additional academic support in a specific area, regardless of the student's overall course grade.

The Department adheres to the [policies outlined in the Graduate Bulletin](#) for a grade of "Incomplete", which state the following:

"Incomplete grades are not allowed in GR698, GR699 or GR799." (p 17).

“An incomplete (“I”) may be given when the graduate student is doing passing work but is unable to complete all requirements because of unusual or unique circumstances acceptable to the instructor. In no case may an “I” be agreed to by an instructor prior to the drop date. An “I” may not be used to permit a student to repeat a course or to improve a grade. **An ‘I’ is never awarded because of poor work.** The ‘I’ must be removed by a date agreed to by the faculty member and student. At the time the ‘I’ is awarded, the faculty member will complete a form indicating the reason for awarding the incomplete, the work that must be completed and the deadline for completing the work. Copies of the form will be retained by the student, faculty member and department. In all cases, the ‘I’ must be removed within one year unless an extension has been granted by the faculty member with the concurrence of the Dean of the appropriate college. Incompletes not removed within one year will be converted to a grade of ‘F.’ All incompletes must be satisfied four weeks prior to the student’s intended graduation date. This policy does not apply to research and experiential work such as thesis, internship, and practicum, which may be in progress more than one semester....” (p 18).

“Students cannot graduate with any incomplete classes, including elective courses which may or may not be required for the completion of the degree, on their record.” (p 18).

**For research and experiential work, it states:**

“For a final research project with a grade of ‘I’ assigned, that grade will remain on the permanent record for up to six years until the research project is completed. When completed, upon receipt of a signed grade change card in the Registrar’s Office, the final grade will be recorded in place of the grade of ‘I’. If, after six years, the grade of ‘I’ in the research project is not replaced, a grade of ‘F’ will be recorded in place of the ‘I’ grade.” (p 12).

### Clinical Practicum Courses

Students must demonstrate a satisfactorily level of clinical skill acquisition to meet the program requirements for graduation and the Standards for Certification by ASHA. A student must demonstrate skill ratings that are the equivalent of a “B” or higher across all skill areas in university and externship practicum courses to graduate from the program, which is equivalent to an average Cumulative Evaluation score of 3.0 for all standards in all disorder areas in evaluation and treatment, as well as all standards for professional practice and interaction qualities.

“Deficiencies in clinical skills” requiring initiation of the SAP are characterized as follows:

- The student receives an average cumulative rating equivalent to a “C” across all clinical educators at the midterm or final evaluation in a practicum course during a semester of graduate study:
  - An average cumulative rating of <2.5 for a beginning clinician (undergraduate students; first semester graduate students)
  - An average cumulative rating of <2.75 for an intermediate clinician (graduate students in the second semester)
  - An average cumulative rating of <3.0 for an advanced clinician

- The student receives an average rating for a specific single clinical skill equivalent to a “C” or below across all clinical educators despite a cumulative grade of “B” at the midterm or final evaluation in a practicum course:
  - An average rating of <2.5 for a beginning clinician (undergraduate students; first semester graduate students)
  - An average rating of <2.75 for an intermediate clinician (graduate students in the second semester)
  - An average rating of <3.0 for an advanced clinician
- The student demonstrates the need for additional opportunities to develop and achieve some or all knowledge or skill outcomes required for graduation for which there will be no other opportunity to acquire the knowledge or skill in subsequent academic courses or on-campus clinical practicum experiences
- The student does not meet the four skills rated as “MET/NOT MET” on any of the performance evaluation.
- The student does not earn a minimum score of 3.0 for all standards addressed in completed clinical simulations.
- The SAP may also be instituted at the discretion of the clinical educator, should the clinical educator determine that the student requires additional support in a specific area, regardless of the student’s average rating across clinical educators for clinical skills.

Should a student earn a “C” for their overall grade in a university clinical practicum course or externship course, any clock hours earned during the semester will not be eligible to contribute towards ASHA’s requirement for clinical clock hours as part of the application for the Certificate of Clinical Competence. The university practicum course must be repeated until three semesters of university practicum have been completed with a grade of “B” or higher. Upon completion of this requirement, the student can proceed to the off-campus clinical externship. The student must earn a grade of “B” or higher for two semesters of externship experiences to meet the program graduation requirements.

#### *Determining Progress towards meeting ASHA Certification Standards*

At the end of each academic course, the instructor will submit a completed knowledge acquisition checklist form for each course to the graduate advisors, verifying which knowledge outcomes have been achieved. The graduate advisors will then update the student’s electronic record in CALIPSO.

At the end of each clinical practicum, the clinical educator(s) determine(s) which skill outcome(s) have been achieved using the student evaluation in CALIPSO. At any point during a student’s graduate study, the clinic coordinator and/or graduate advisor may review the student’s clinical skills outcomes. If it is determined that a student is excessively deficient in any skill, the student will be required to have a SAP. The student will be required to successfully complete the requirements of the SAP before being placed at an off-campus clinical practicum site.

If concerns are noted at midterm (as indicated by scores <3.5 for an advanced clinician) during the first off-campus clinical practicum, the externship coordinator, clinic coordinator, department chairperson, and academic advisor will review the student’s record of achievement thus far. A SAP will then be implemented based on deficient skills. The externship coordinator will collaborate with the externship

clinical educator to determine a remediation plan and measure progress regarding skill acquisition for the remainder of the off-campus practicum. Upon completion of the off-campus practicum, the externship coordinator, clinic coordinator, department chairperson, and academic advisor will meet to determine if acquisition of skills has been achieved satisfactorily. If the student has successfully met SAP requirements as determined by the above parties, he/she will be permitted to advance to a second off-campus practicum. If the SAP requirements are not met, the student may be dismissed from the graduate program.

At the conclusion of the final semester of graduate study, the student must schedule two review meetings, one with the academic advisor and one with the clinic coordinator. The academic advisor will verify that all knowledge outcomes have been achieved. The clinic coordinator will verify that the skill outcomes have been achieved and mark the Cumulative Evaluation in CALIPSO as "MET." In addition, the requirements of any SAPs must be met by this time for a student to graduate. If the SAP is not met at this time, the student will be dismissed from the graduate program.

#### *Development and Stipulations of a Student Assistance Plan*

If a student requires development of a SAP in the manner described in the previous section, the student should meet with chair of the department and the instructor (for content-specific courses), clinic coordinator (for university practicum experiences) or externship coordinator (for externships) to develop the SAP. [A SAP form](#) must be completed and retained in the student's academic record.

This plan should 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

This form must be signed by the student, the instructor or practicum coordinator, as well as the student's academic advisor and department chairperson. If the student is retaking a course, regular course requirements will apply and the grade in the course will determine if the knowledge or skills have been met.

The student is permitted to address only one content-specific course SAP at a time and maintain a full load of graduate courses and a clinical practicum in a semester (i.e. approximately 12 hours). The student may address a SAP for clinical skills and one content-specific course SAP within the same semester. If the student must address more than one content-specific course SAP in the same semester, the credit load must be reduced by 3 hours.

#### *Documentation and Appeals Process*

The acquisition of knowledge and skills outcomes must be documented in CALIPSO. If a SAP was required and successfully completed, a module in CALIPSO can be created by an administrator to

indicate that the SAP as the means by which 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**

- 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.

**Student Assistance Plan (SAP) Form**

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.

## 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.
4. Complete the Research Requirement including presentation of research results
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.
6. Meet the requirements for passing the Comprehensive Examinations (Note: [a passing score on the PRAXIS](#) obtained by the Tuesday after spring break satisfies this requirement.)

### *Graduate Capstone Research Requirement (Non-thesis option)*

Students must submit their first draft of their Research paper to the research supervisor and second reader with the graduate acceptance form by the first Monday in April. [Additional guidelines](#) are located on the Department website. The Department will cover the cost of printing one research poster per student 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).

### *Graduate Capstone Research Requirement (Thesis Option)*

Students pursuing the thesis option must meet the requirements set forth by the faculty of Graduate Studies, which are located on the [Graduate Studies’ website](#). The Department will cover the cost of printing one research poster per student 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).

### *PRAXIS Speech-Language Pathology*

To be eligible for national certification in speech-language pathology, students must pass the PRAXIS Speech-Language Pathology (SLP). It is recommended that students take this examination near the end of completion of the Master's degree. For students obtaining a degree at Southeast and planning to graduate in the spring semester, scores from the PRAXIS must be submitted by the Tuesday after spring break in order for the PRAXIS to meet the requirement for the Comprehensive Examination. Students must obtain [a passing score on the Praxis](#) **or** choose to take the graduate comprehensive exam created by the department. The comprehensive exam covers the nine disorder areas using multiple-choice questions. 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](#).

## VII. ASHA Standards in Speech-Language Pathology

The Master's program in Communication Disorders at Southeast is designed to meet the requirements for the applicable 2020 Standards for ASHA Certification in speech-language pathology. [Click here to review the information from Section Four on preparation for state licensure.](#)

### *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. The latest version of the curriculum pattern offers between 49 and 58 semester credit hours at the graduate level, which include 6 hours of externship clinical practicum at off-campus locations, and 9 hours of on-campus clinical practicum completed at the Center for Speech and Hearing or affiliate sites which include the Horizons Enrichment Center and the Hoover Center.

### *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 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 student 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.

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 the area of 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 (such as the Horizons Enrichment Center and Hoover Center). Clinical educators are never scheduled with more than 3 clients per 1 hour period to ensure that the educator provide the minimum requirement of 25%, while allowing time for the educator to adjust the level of supervision upward as needed and ensure the welfare of the client. In times of state, national, or global emergencies, policies may change temporarily to allow students to continue developing skills in other ways. Please refer to documents developed specifically for those circumstances, which can be found on the Department website.

## VII. Council on Academic Accreditation Standards

### *3.1.1B Professional Practice Competencies*

The program is committed to providing content and opportunities for students to learn so that each student can demonstrate the following attributes and abilities and demonstrate those attributes and abilities in the manners identified.

#### Accountability

- Practice in a manner that is consistent with the professional code of ethics and the scope of practice documents for the profession of speech-language pathology.
- Adhere to federal, state, and institutional regulations and policies that are related to services provided by speech-language pathologists.
- Understand the fiduciary responsibility for each individual served.
- Understand the various models of delivery of speech-language pathology services (e.g., hospital, private practice, education, etc.).
- Use self-reflection to understand the effects of his or her actions and makes changes accordingly.
- Understand the health care and education landscape and how to facilitate access to services.
- Understand how to work on interprofessional teams to maintain a climate of mutual respect and shared values.

### Integrity

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

### Effective Communication Skills

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

### Clinical Reasoning

- Use valid scientific and clinical evidence in decision-making regarding assessment and intervention.
- Apply current knowledge, theory, and sound professional judgment in approaches to intervention and management of individuals served.
- Use clinical judgment and self-reflection to enhance clinical reasoning. Documentation Guidance: 2017 Standards for Accreditation

### Evidence-Based Practice

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

### Concern for Individuals Served

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

### Cultural Competence

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

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

#### Professional Duty

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

#### Collaborative Practice

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

## SECTION FIVE

### THE CENTER FOR SPEECH AND HEARING: ON-CAMPUS CLINICAL PRACTICUM EXPERIENCES

All students receive one-on-one 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 national certification. All clinical training is supervised by nationally certified and 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. This section of the Student Handbook summarizes the procedures and documents related to these on-campus clinical practicum experiences.

A separate handbook of clinic procedures is provided to students enrolled in CD406, CD402, and CD603 and posted to the learning management platform for those courses. Students are responsible for adhering to all of the procedures presented in this handbook and should seek clarification when needed.

#### Course Enrollment Procedure

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. Students may enroll for CD402 one time during their undergraduate program of study. The academic advisor will submit a list of eligible students to the Administrative Assistant in the Department of Communication Disorders 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 Clinical Coordinator will also assign the supervisor for each student enrolled in CD402.

#### 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, the Clinic Coordinator will contact students and request that they submit the Student-Clinician Schedule, which is stored on the Center's share drive and provided by the Clinic Coordinator. 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.

### *Student Professional Liability Insurance*

All students enrolled in CD402 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 administered within one year of the date of the first day of the semester in which a student is enrolled. A document verifying a negative test result, dated and with an appropriate healthcare provider signature is required. This test 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. This requirement is mandated by the [Department of Health of the State of Missouri](#) for employees of educational institutions. Students may access this test through their personal healthcare provider, county health department or the Center for Health and Counseling at Southeast Missouri State University. Students who participated in the clinic as undergraduates will need to provide an updated TB test should they continue to participate as graduate students.

### *CPR/First Aid 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.

### *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 have taken place within one year of the start of the 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

August and November 1st. Spring practicum students obtain their vaccination between August of 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, CD669 must be enrolled in CALIPSO. 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.

### III. Locations of On-Campus 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. A wide variety of disorders are evaluated and treated representing nearly all major disorder classifications described in Standard IV-C. Please see the detailed description of the Center described in Section One of the handbook. Additional information is available on the [Department website](#). 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.

#### *Ratliff Care Center*

Students participate in a cognitive therapy group with individuals either at risk for or diagnosed with cognitive communication impairments. The clinical supervisor and a group of graduate students offer Group Cognitive Stimulation Therapy (G-CST), which is an evidence-based treatment for individuals 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.

#### *Horizons Enrichment Center*

The Horizons Enrichment Center is designed to encourage independence and community interaction for individuals with special needs 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 providing the opportunity for them to access community facilities and events. Graduate students provide screening, evaluation and treatment to groups and individual clients who attend this program located at 2100 Themis, Suite 103C. There are two groups: one large group

that focuses on social, cognitive, and linguistic skill development for individuals with mild cognitive impairment, and a small group that focuses on alternative and augmentative communication for medically complex individuals with severe cognitive and linguistic impairments. Opportunities for interprofessional practice include collaboration with center staff, facility director, and the on-site nurse.

#### 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 private insurance or Medicaid. The Center does not directly bill any third-party payer for services provided. 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 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.

Treatment services at the Center for Speech and Hearing 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.

##### *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. Certain 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 secretary 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. 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 Secretary office. Faculty supervisors and student clinicians may sign out these files 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 Clinic Secretary's 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.

#### *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 Moodle 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 Moodle for each semester of CD230, CD406, CD402, and CD603.

#### **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 supervisor's university account or the official account of a staff member. If PHI is included in the email, the message must be encrypted via Microsoft Outlook's message encryption feature. These e-mail messages should be uploaded to the client's file. They are PHI if they consist of information about the client and include the client/caregiver name and e-mail address. Students should use the telephone in the Center for Speech and Hearing office to contact clients if telephone communication is necessary. Do not use your personal telephone or personal e-mail to communicate with your client. If a client or caregiver requests your contact information, 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 regulations.

### **Code of Ethics and Ethical Conduct**

Each student should be familiar with the content of the ASHA Code of Ethics <http://www.asha.org/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 each individual served.

### **Professional Appearance in Clinical Practicum**

The document, Professional Appearance in Clinical Practicum, posted on Moodle each semester of CD402, 406, and 603, provides guidance for professional appearance while providing services to clients at the Center for Speech and Hearing. This is not a dress code but guidance for how to prepare yourself to meet and interact with customers and their caregivers in a professional setting. The standard is typically referred to as "business casual". This is a style of dress and personal hygiene that is reinforced by the Career Launch program at Southeast as desirable in many public settings in which students interact with and provide professional services. The supervisor should consult with the student who does not present a professional appearance during the client appointment. Grades may be adjusted downward for consistently meeting appointments at the Center for Speech and Hearing while presenting with an unprofessional appearance.

### *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.

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. Please see the clinic volunteer for assistance in acquiring the test form and test kits if they cannot be independently located through us of the Clinic Inventory. The Clinic Inventory list is in a three-ring binder in Room 113 and is also posted. 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 the clinic volunteer or 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 the clinic volunteer or Clinic Coordinator through e-mail to determine whether these items are available or can be purchased.

## V. Evaluation of Students in Clinical Practicum

### *KASA Skills Report*

The KASA Skills report is included in the CALIPSO program. Students who achieve a rating of 3.5 or higher (on a scale of 1-5) for skills included on the Student Evaluation form, will be recognized by the program as having achieved the minimum requirements for each of those skills on the KASA Skills report.

### *Observation and Clinical Clock Hours*

Student observation hours are typically earned in CD230 and CD406. Students will enter their hours on paper forms, obtain the signature and ASHA numbers of each supervisor for verification and submit forms to their respective instructors in those courses. 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 certification.

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 supervisor 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. Supervisors 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. There are typically two clients scheduled per supervisor at any appointment time although there may be exceptions in which three clients are supervised by one supervisor during an appointment time.

Evaluations are most often scheduled with one supervisor per two 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 *Clinical Assessment of Learning Inventory of Performance Streamlined Office Operations (CALIPSO)* program for maintaining student clinical practicum records.

Students are evaluated at mid-term of each semester of enrollment in clinical practicum. An estimated grade is provided to each student by the clinical supervisor and this grade is provided to the Clinical Coordinator. The discussion of mid-term grades occurs during a one-to-one meeting between the student-clinician and respective supervisor. The Clinical Coordinator accesses scores for each student and reports the cumulative information to the faculty. Mid-term grades for clinical practicum are exempt from the University requirement for posting through the Banner system. The final grades for intervention 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. Final grades are submitted through the CALIPSO system. The Clinical Coordinator by the end of the third day of final examinations and the Clinical Coordinator will access all scores for each student and reports the cumulative information to the faculty member assigned to the section in which each student-clinician is enrolled. This faculty member posts the grades in the Banner system for each student enrolled in the section of clinical practicum for which the faculty member is listed as the instructor. Grades for evaluation are entered in CALIPSO immediately after the one-to-one meeting with completion of the documents related to the evaluation.

The grading procedure to convert CALIPSO scores to letter grades is defined on the following page.

**CALIPSO Grading Scale**

**Level 1: Beginning Clinician**

***CD402 Undergraduate Clinician***

3.00 – 4.00+: A

2.50 – 2.99: B

2.00 – 2.49: C

1.50 – 1.99: D

0.00 – 1.49: F

***CD603 Fa1 Fall Year 1***

3.00 – 5.00: A

2.5 – 2.99: B

2.00 – 2.49: C

0.00 – 1.99: F

**Level 2: Intermediate Clinician**

***CD603 Sp1 Spring Year 1 AND Clinical Simulations in Simucase***

3.50 – 5.00: A

2.75 – 3.49: B

2.00 – 2.74: C

1.00 – 1.99: 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

### 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

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

\*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, the CALIPSO evaluation receives a weighted score of 0.05

For off-campus groups, the CALIPSO evaluation receives a weighted score of 0.2

The remaining difference is split between treatment experiences. They often are weighted between 0.3 – 0.5, though can be weighted more or less 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 0.2                      4.8 is given a weight of 0.2                      4.0 is given a weight of 0.05

To determine the weight of the remaining treatment client evaluations:

$$1.0 - (0.2 + 0.2 + 0.05) = 0.55 \qquad 0.55/2 = 0.275$$

3.6 is given a weight of 0.275    4.3 is given a weight of 0.275

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.

$$[3.9(0.2) + 4.8(0.2) + 4.0(0.05) + 3.6(0.275) + 4.3(0.275)]/(1.0) =$$

$.78 + .96 + 0.2 + .99 + 1.18 = 4.11$ . The student's overall grade is 4.11. This is then converted to a grade using the formula described in the previous section.

Student performance is based on a combination of interpersonal and professional behavior and clinical skills which are required for evaluation by CAA and CFCC and specified on the KASA Skills record. Entries for skills mastered during each clinical practicum experience are made in the CALIPSO program. Students may observe their progress toward the minimum requirements for eventual certification by ASHA. Clinical supervisors will verify entries in CALIPSO at the end of each semester.

Students are also strongly encouraged to complete the self-evaluation form located in CALIPSO.

#### 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. Students who do not initially meet the minimum passing score are required to revise their presentation until minimum criteria are met by the end of the fall semester of their second year. Students who do not meet these criteria must delay graduation.

#### VII. Evaluation of Supervisors

Student-clinicians may evaluate their clinical supervisor anonymously through CALIPSO. Student 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 approve the student's evaluations to protect the student's anonymity.

## SECTION FIVE

### EXTERNSHIP

The [overview and guidelines for Externship](#) are located on the Department website. Additional procedures are outlined in the handbook as follows:

#### *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 written approval from their research supervisor by the specified date, they may enroll 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 before being able to enroll. Students enrolled in CD669 receive concentrated field experiences at pediatric and adult facilities under the supervision of the speech-language pathologists at the respective sites. Students receiving a grade of 'C' in clinical practicum will be required to repeat the practicum course and do not receive credit for any clock hours earned during that semester.

Students who are graduate assistants in the Department of Communication Disorders 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 as long as they have 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. Emily Obergoenner, MA, CCC-SLP is the coordinator for externship experiences.

#### *Available Externships Sites*

##### Pediatric

Students are required to have at least one experience in a pediatric practice setting to meet the ASHA certification requirements for clinical experiences across the lifespan. These experiences may be in a pediatric outpatient rehabilitation facility, 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 which may be inpatient or outpatient healthcare, long-term care (skilled nursing facility), adult rehabilitation program, or private practice. Opportunities for interprofessional practice include collaboration with teachers, administrators, nurses, physicians, and other allied healthcare professionals.

### *Enrollment*

Students enroll in CD669 after consultation with their advisor and the Externship Coordinator. The enrollment can be repeated in two semesters. Graduate assistants in the Department of Communication Disorders will complete one of those enrollments during the sixth semester of their graduate program while the other is completed during the fourth or fifth semester. Other students may elect to enroll in CD669 during the fourth and the fifth semesters of their graduate program with permission of instructor and research supervisor. The Externship Agreement form must be signed prior to CD669 enrollment.

## SECTION SIX

### STUDENT SERVICES

#### *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 located at the center of campus on Normal Avenue, south of Academic Hall. It provides print, multimedia, periodical, and other resources as well as assessment kits and therapy materials in the Instructional Materials area of the building on the third floor. All items in various collections are searchable online. <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/>

#### *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. <http://www.semo.edu/stuconduct/index.html>

#### *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 <http://www.semo.edu/writing/>

#### *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 SEVEN

### 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 Certification in Speech-Language Pathology*

Students who successfully complete their graduate study program, meet the minimum education requirements for national ASHA certification as a speech-language pathologist. Additional requirements include successfully completing the Clinical Fellowship experience and earning a minimum specified score on the PRAXIS examination. Information on certification can be found at <http://www.asha.org/Certification/SLPCertification/>

#### *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. Further information on National NSSLHA is available at <http://www.asha.org/NSSLHA/default/>

#### *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 Dr. Misty Tilmon or Mrs. Amy Herren, the Southeast NSSLHA Chapter advisors for information regarding membership.

#### *Missouri Speech-Language-Hearing Association (MSHA)*

MSHA serves as the state association 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 spring annual convention which facilitates student engagement through a track of programs designed for students as well as access to the other program's offerings. Second-year graduate students are expected to attend the annual convention and present their capstone research results through the

student presentation track. Dr. Haims and Dr. Ray are past presidents of the state association. Several faculty members have or currently hold offices in the state association.

#### *Missouri Board of Registration for the Healing Arts*

Responsibility for licensure for audiologists, speech-language pathologists, and speech-language pathology assistants in Missouri lies with the Missouri Board of Registration for the Healing Arts. Applications are available online. Information about licensure may be found at <http://pr.mo.gov/speech.asp>. Rules and Statutes regarding licensure in the Missouri for speech-language pathologists can be found at <http://pr.mo.gov/speech-rules-statutes.asp>

#### *Licensure in States other than Missouri*

Students seeking licensure in a state other than Missouri is 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. Information is available on ASHA's State-by-State web page. <https://www.asha.org/advocacy/state/>