

Student Handbook

Department of Communication Disorders



2017

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SECTION ONE

Introduction

Welcome to the Department of Communication Disorders at Southeast Missouri State University. You have selected one of the top-quality training programs at the University and in the region. With this decision, you have chosen a challenging, but very rewarding career opportunity in communication disorders and sciences which includes the disciplines of audiology and speech-language pathology.

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 handbooks is a summary of the academic, clinical, institutional, and national certification requirements that you must meet to achieve the respective degrees and entry-level skills for a career in speech-language pathology offered through the University and the Department. This handbook is a resource guide to direct you to specific materials, offices and persons for assistance. Related information can also be reviewed on the departmental web page <http://www.semo.edu/commdisorders/>

As a student in the Department, you should enjoy and respect this stage of your academic, professional and personal development. You will develop unique relationships with peers and faculty which may evolve into lifelong professional relationships.

Southeast Missouri State University

Mission Statement

Southeast Missouri State University provides student-centered education and experiential learning with a foundation of liberal arts and sciences, embracing a tradition of access, exceptional teaching, and commitment to student success that significantly contributes to the development of the region and beyond.

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 Health and Human Services. Within this context, the Department strives for academic excellence in both its undergraduate and graduate programs.

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.

In all aspects of its academic mission, the Department of Communication Disorders strives to:

foster critical thinking, intellectual discovery, and intrinsic curiosity that will facilitate a strong foundation of knowledge and desire for life-long learning about communication and its disorders.

provide active learning through supervised clinical and laboratory experiences designed to provide students with multiple opportunities to provide high quality client/patient care in an environment of ethical and evidence-based practice.

offer opportunities for students to engage in the conduct of research related to normal and disordered communication, critical analysis as a consumer of research, as well as dissemination of research as a contributor to the scientific foundation of the profession. promote the highest levels of instructional innovation and excellence, appreciation of cultural diversity, and the importance of civic engagement and leadership.

Center for Speech and Hearing

Mission Statement

[Currently undergoing revision]

Statement of Non-Discrimination

In accordance with the American Speech-Language-Hearing Association's Policy of Non-Discrimination, the Center for Speech and Hearing at Southeast Missouri State University complies with all applicable federal, state, and local laws prohibiting discrimination, including harassment, on the basis of race, color, religion, sex, national or ethnic origin, physical or mental disability or condition, age, sexual orientation, status as a parent, and status as a covered veteran, including, but not limited to, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1964, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972 (to the Higher Education Act of 1965), the Rehabilitation Act of 1973, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, and all amendments to the foregoing.

Departmental Organization

The Department of Communication Disorders offers two academic programs: the Bachelor of Science in Communication Disorders; and the Master of Arts in Communication Disorders, with professional training in speech-language pathology that is approved by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). The third component of the Department is the Center for Speech and Hearing which services as the on-campus, clinical practicum laboratory for students. Students receive individualized training in the diagnosis and treatment of individuals with a variety of communication disorders through a community-based clinic which is supported jointly by the University and fees collected from customers.

Faculty and Staff

Seven full-time faculty members and one part-time clinical faculty; seven speech-language pathologists with expertise in a variety of specialty areas within the discipline, and one audiologist, provide academic, clinical and research training to undergraduate majors and graduate students in the Department. Seven of these individuals serve as academic advisors to assist students in completion of their degrees and achieving national certification and state licensure following graduation from the Master of Arts program.

One faculty member is dedicated to coordination of on-campus clinical practicum at the Center for Speech and Hearing in addition to clinical teaching. The Clinical Coordinator reports to the Department Chairperson. The Clinical Coordinator has an office in the Center for Speech and Hearing Room 130. A graduate assistant provides support to the Center for Speech and Hearing through greeting and assisting customers as they access services and assisting faculty and students enrolled in on-campus clinical practicum during the operation hours of the Center for Speech and Hearing. The graduate assistant's office is in the Center for Speech and Hearing Room 130. All customer records are securely stored in the Center for Speech and Hearing. Student files related to clinical practicum are stored there as well.

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.

One full-time volunteer provides support to faculty and students through maintaining equipment and materials used for diagnosis and intervention in the Center for Speech and Hearing. The volunteer has an office in the Center for Speech and Hearing Room 113.

The remaining faculty provide both clinical teaching and classroom instruction. One full-time professional 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 Health and Human Services, the Provost and President of Southeast Missouri State University and the CAA.

Facilities

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). Twelve private faculty offices, including those of the Department Chairperson and administrative assistant, are in the Grauel Building Rooms 112 E-Q. The office suite, including a common work area for graduate assistants with two private rooms available for private tutoring, instruction or consultation, was remodeled in 2017 with occupancy during the fall semester of that year.

The instructional facilities of the Department for undergraduate classes are located on the main level of the Grauel Language Arts Building. Three classrooms (Rooms 111, 113 and 114), with a capacity of more than 30 students each, provide space for instructional laboratories for anatomy and physiology classes as well as other undergraduate courses.

The Center for Speech and Hearing was built in 2016 with occupancy beginning in January 2017. Instructional facilities for graduate students are in two classrooms in the Center for Speech and Hearing at the corner of Watkins Drive and Pacific Street (402 North Pacific; MS2600). One classroom has speech science, voice and swallowing laboratory equipment including video-stroboscopy. A specially designed voice recording studio for research, diagnosis and intervention services is in this area. The additional classroom supports an alternative and augmentative communication laboratory. Each classroom is equipped with current instructional technology and space for 25 students.

A contemporary audiological suite provides students with opportunities for conducting hearing screenings and the faculty audiologist with equipment for hearing evaluations, diagnosis of auditory processing disorders and research in audiological problems. It is in Room 119 of the Center for Speech and Hearing.

The Center for Speech and Hearing also houses 12 individual treatment rooms and one large diagnostic/group therapy room 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 that can be used for instruction to groups of students. The video-recording system is a secure, closed system with HD-quality video and crystal-clear audio.

The system allows recording of all clinical session and storage on a secure server for review by clinical instructors and students. The system includes an integrated talk-back system which provides verbal feedback from clinical instructors to students in real-time. This confidential feedback is heard by the student-clinician but is not heard by the client. Parents/caregivers may observe any of the 12 treatment rooms through a secure link to the room via laptop computer or tablet provided by the Center for Speech and Hearing. These observations are made in a designated observation room in the Center with restricted access to insure privacy.

The Center for Speech and Hearing has a handicap-accessible waiting room, designated handicap-accessible restrooms for customers with baby-changing stations, designated handicap-accessible restrooms for students, faculty and staff and a complete Life Skills kitchen. The Life Skills kitchen is used by reservation and is restricted to customer-only use to address therapy goals and provide opportunities for generalization to more natural communication environments.

Students have access to a computer laboratory designated for clinical documentation as well as a spacious area for individual and small group work as they prepare for clinical activities. This space is located near the materials storage area. Individual lockers 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 (Appendix A) and submitting it to the Clinical Coordinator.

The Grauel Building and Center for Speech and Hearing are designated as smoke-free buildings as is the entire campus of Southeast Missouri State University. The smoke-free, tobacco-free status will take effect Aug. 21, the first day of the fall 2017 semester. The new 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 – such as hookahs and vaporizer — and the use of smokeless tobacco products – dip, chew or snuff in any form.

SECTION TWO

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 as a speech-language pathologist through ASHA.

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* (Appendix B) form which can be acquired from the administrative assistant in the Department of Communication Disorders office.

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 scholarship applications. <http://www.semo.edu/sfs/>

Endowed Scholarships

Endowed Scholarships are available to undergraduate majors who are academically and otherwise qualified. Applications for endowed scholarships are due by March 1 of each year. The following scholarships are awarded annually to students in the Department:

Evening Optimist Club of Cape Girardeau Scholarship (EE006)

Open to students majoring in Communication Disorders who intend to work with hearing or speech impaired youth. Applicant must have completed 75 credit hours with a 3.0 GPA and must show financial need.

Joan Amlingmeyer Gohn Scholarship (EG013)

Awarded to a student majoring in Speech Pathology.

M. Luther and Catherine Hahs Scholarship (EH001)

The Hahs Speech Scholarship is available to candidates who have completed at least 75 undergraduate hours with a major in speech pathology and have outstanding scholarship abilities with high promise as a professional speech pathologist.

Loida Farrow Lerew Memorial Scholarship (EL005)

Open to U.S. citizens majoring in Communication Disorders. Preference will be given to applicants of European descent.

M.G. Lorberg Memorial Scholarship (EL014)

The M. G. Lorberg Scholarship is open to undergraduate or graduate students who have a declared major in communication disorders.

Jeannie Stange Scholarship (ES026)

Award is open to students with at least 60 undergraduate hours, a major in speech pathology with a minimum of 3.0 GPA in all studies and a minimum 3.25 GPA in major field.

Jane Stephens Honors' Program

The Jane Stephens Honors Program helps you stand out from your peers. By offering educational opportunities tailored to the special needs, aspirations and motivations of 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. For more information about admission to the Honors' Program see <http://www.semo.edu/honors/>

Undergraduate Study Plan

The Undergraduate Study Plan (Appendix C) also found on the University website <http://www.semo.edu/commdisorders/undergraduate/study.html> specifies the courses required by the Department of Communication Disorders and the University to complete the academic course requirements for graduation with a BS degree in communication disorders. The total credit hours required for the major are 35 semester hours. An additional 12-21 semester hours, depending on the minor selected, are required for a minor in a related field of the student's choosing. The student may seek guidance from an assigned advisor in the Department to identify a suitable minor. There are 39-42 hours of general education requirements. A minimum total of 120 hours must be obtained to meet degree requirements established by the University.

All students seeking degrees at Southeast complete the Career Launch Series (CL001-CL004). Students with majors in Communication Disorders complete CL001-CL003 through general education classes. CL004 is currently taught in the fall semester to prepare students for applications for graduate education and to enter the workforce with a bachelor's degree in Communication Disorders. Some transfer students and students seeking a second bachelor's degree may be exempt from completing all components of the Career Launch Series. Please see the specifications for exemptions at the Career Launch website http://www.semo.edu/careers/resources/cl_info.html Registrations for courses in the Career Launch Series are through the Banner registration system.

Additional requirements are completion of two assessments of student learning. These tests are credit only upon completion. There is no fee for these assessments and they are completed at established intervals during the student's academic career. The *Writing Proficiency Examination (WP003)* is taken after the completion of 75 hours of coursework. All students are required to fulfill this requirement except (a) those who are pursuing a second college degree at the bachelor's level and (b) those who have transferred 94 completed credit hours toward their degree. This is a pass/fail course with a minimum score for passing. The examinations are graded by trained faculty members from across disciplines at the University. Registration for this assessment is made through the Banner registration system. http://www.semo.edu/writing/writing_proficiency/wp003.html

The Measurement of Academic Performance and Progress (MAPP-2) examination is taken at the time of first-year orientation and repeated during the senior year; after completion

of 90 credit hours. This examination does not generate credit. A specified minimum score on the second administration of the MAPP-2 traditionally results in waiver of the graduation regalia fee. Registration for this assessment is through Testing Services.

<http://www.semo.edu/testing/mapp/index.html>

A departmental “pre-test” is administered at the beginning of enrollment in CD230 Introduction to Communication Disorders. It is re-administered as a “post-test” upon enrollment in CD426 Hearing Disorders: Audiological Assessment. Performance on this test documents student training and learning in the major.

Program Retention

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

1. 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.
2. 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.

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.

Graduation Criteria

In addition to fulfilling all 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 2.75

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.

Transfer Student Advising

Transfer student advising requires particular expertise and is provided by a designated and trained transfer 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.

Post-Baccalaureate Program

Students who have graduated with bachelor's degrees in other disciplines may enroll in courses that are considered as "bridging" courses that prepare them for graduate admission to programs in communication disorders and sciences. Applicants with undergraduate majors in disciplines other than Communication Disorders must meet the admission criteria for all graduate students which is located later in this handbook. In addition, they must complete a required core of undergraduate courses prior to applying for admission to the graduate program. The following courses must be completed or in progress at time of the application:

- CD211 Anatomy and Physiology of the Speech Mechanism (4)
- CD225 Phonetics (3)
- CD230 Introduction to Communication Disorders (4)
- CD340 Normal Speech and Language Development (3)
- CD371 Anatomy and Physiology of the Hearing Mechanism (3)
- CD406 Service Delivery in Communication Disorders (4)
- CD411 Nature of Assessment/Intervention of Speech/Language Disorders (5)
- CD426 Hearing Disorders: Audiologic Assessment (3)

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.

Opportunities for Continuing Education or Employment

Students who complete a bachelor's degree in communication disorders may be eligible to apply for graduate admission to programs in speech-language pathology and audiology. Please check with the programs that are considered to determine their specific admission requirements including Graduate Record Examination (GRE) minimum scores and minimum

Grade Point Average (GPA). In addition, students may be eligible to apply for graduate admission to graduate education programs in deaf education.

Students may also be eligible for admission to graduate programs in applied behavior analysis, special education, autism, educational counseling, as well as other programs. Please check with the programs that are considered to determine their specific admission requirements.

Students who do not desire to pursue graduate education may consider employment as a speech-language pathology aide in educational or medical settings or as a speech implementer in Missouri public schools. Please see the minimum qualifications for these jobs as well as information at pr.mo.gov/healingarts.asp and <https://dese.mo.gov> respectively.

SECTION THREE

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. Due to the amount of intensive individualized faculty-student interaction required in the clinical instruction component of the training program, graduate admissions are limited to 16 for the 2017-2018 academic year.

Program Admission

For regular admission to the graduate program in Communication Disorders, the candidate must meet the following criteria:

1. An undergraduate degree in Communication Disorders (or equivalent area) from a regionally accredited college or university; and
2. A minimum overall undergraduate GPA of 3.0 OR a minimum GPA of 3.0 during the last 2 semesters of undergraduate study during which at least 30 credit hours was earned.

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 criteria for regular admission. Generally, probationary students will not be considered for admission until all students who meet status for regular admission have been offered acceptance into the graduate program.

The application process requires submission of the appropriate application form and fees to the School of Graduate Studies. Online application procedures and application forms are available at <http://www.semo.edu/gradschool/apply.html> Please submit the following materials:

1. An undergraduate transcript from a regionally accredited college or university;
2. Results from the Graduate Record Examination (GRE);
3. Two letters of recommendation (forms are available at <https://semo.elluciancrmrecruit.com/admissions/pages/welcome.aspx>);
4. A personal statement of interest in pursuing a graduate degree in communication disorders and sciences.

Deadline for submission of all application materials to the School of Graduate Studies is February 1 of the year in which admission is desired. Admission is considered only for the fall semester of each academic year. The Department Admissions Committee reviews all applications and makes recommendations to the Department Chairperson for admission to the graduate program in Communication Disorders.

Applicants with undergraduate majors in disciplines other than Communication Disorders must meet the admission criteria for all graduate students indicated above. In addition, they must complete a required core of undergraduate courses prior to applying for admission to the graduate program. The following courses must be completed or in progress at time of the application:

CD211 Anatomy and Physiology of the Speech Mechanism (4)
 CD225 Phonetics (3)
 CD230 Introduction to Communication Disorders (4)
 CD340 Normal Speech and Language Development (3)
 CD371 Anatomy and Physiology of the Hearing Mechanism (3)
 CD406 Service Delivery in Communication Disorders (4)
 CD411 Nature of Assessment/Intervention of Speech/Language Disorders (5)
 CD426 Hearing Disorders: Audiologic Assessment (3)

Students with undergraduate majors in disciplines other than Communication Disorders who are interested in graduate study in Communication Disorders should contact the Department Chairperson for a meeting with a Department advisor.

Application Procedure

Step 1. The Department of Communication Disorders at Southeast Missouri State University participates in the Communication Sciences and Disorders Computerized Application System (CSDCAS). This system provides a convenient way to apply to multiple programs while submitting only one set of application materials. You may access the application at <https://portal.csdcas.org/> to create an account and begin the application process. Note that a fee is required to participate in the CSDCAS application system. During the application process, be sure to designate Southeast Missouri State University as one of your applicant institutions.

The deadline for submitting all application materials is February 1 for the following fall semester admission class. Applications that have not been completed by this date will be ineligible for consideration. It is the applicant's responsibility to meet the deadline requirements.

Step 2. Follow the instructions on the CSDCAS web application carefully and submit/complete all required materials. Of particular importance are the following:

1. You must submit your Graduate Record Examination (GRE) score to the CSDCAS system. When registering to take the GRE (<http://www.ets.org/gre>), you must request that your scores be reported to a special program code for our program (**the GRE code you should use for applicants to Southeast Missouri State University is: 7484**). Your score will then be placed in your CSDCAS web application and our program will be authorized to view the scores.
2. The department requires 2 letters of recommendation. Letters of recommendation should be requested during the CSDCAS application process. Directions for doing this are provided in the online application. Letters should not be sent directly to the Department or Office of Admissions at the University. Only letters requested and submitted through CSDCAS will be accepted. If more than 2 letters are submitted, only the first 2 letters in order of submission will be considered by the admissions committee. Additional letters are not advised; nor necessary.
3. You must submit all *official* transcripts to CSDCAS at the address below:

CSDCAS Verification Department
P.O. Box 9113
Watertown, MA 02471

If you should need assistance with any of the above steps, contact CSDCAS Student Customer Service at (617) 612-2030 or csdcasinfo@csdcas.org. Customer service is available Monday through Friday from 9:00AM to 5:00PM Eastern Time.

Step 3. When completing the CSDCAS web application, you will notice that there is a supplemental application required. For this requirement, you should complete the Southeast Missouri State University Online Application for Graduate Admission at (www.semo.edu/apply.html) and pay the \$30 non-refundable graduate application fee (one-time fee). In addition, send a copy of your driver's license or birth certificate to:

Southeast Missouri State University
Office of Admissions, MS3550
One University Plaza
Cape Girardeau, MO 63701
admissions@semo.edu

Important Note: Note that this is a procedural step required by Southeast Missouri State University in addition to the CSDCAS application. Applicants who have not completed this step by the application deadline will not be considered for admission.

Step 4. If you wish to apply for a graduate assistantship or other financial assistance, please visit the department's Financial Aid page

http://www.semo.edu/commdisorders/graduate/fin_aid.html Note that the department offers a limited number of departmental graduate assistantships for which anyone who is granted regular admission to the graduate program may apply. Other departments and offices on campus may also have openings available for assistantships and a list of these positions is maintained in the graduate office. Be sure to complete the application form for a graduate assistantship http://www.semo.edu/pdf/old/CommDis_Assistantship_Application.pdf if you wish to be considered for a graduate assistantship in the Department. Other departments and offices may require a separate application form and/or process. The deadline for application for graduate assistantships in the Department is February 1. Decisions regarding graduate assistantships are made after admissions have been determined and are offered only to students who have accepted admission.

Need Assistance? If you have questions concerning any aspect of the web application process, [contact CSDCAS](#) using the “Contact” tab on the CSDCAS homepage. If you have questions about admission to the graduate program in Communication Disorders at Southeast Missouri State University, contact the Department Chairperson.

Special Considerations in Admissions

Admission to the graduate program in Communication Disorders implies that the applicant will be able to perform the functions critical for professional practice in speech-language pathology. The department has adopted official guidelines entitled “Essential Functions of Speech-Language Pathologists” (Appendix D) <http://www.semo.edu/pdf/old/CommDisEssentialFunctionsofSpeechLanguagePathologists.pdf> Applicants should review this document prior to submitting applications.

Admission to the graduate program in Communication Disorders implies that the applicant will have sufficient mastery of English to effectively communicate in professional practice. The department has adopted official guidelines entitled “Guidelines for Students with Limited English Proficiency.” (Appendix E) Applicants with limited English proficiency should review this document prior to application.

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 significant consideration from the Admissions Committee when determining the students for admission to the graduate program in Communication Disorders. Please access the GRE preparation materials at <http://www.ets.org/gre/>

Graduate Curriculum Pattern

51 Hours Required

Required Courses:

CD603 Advanced Communication Disorders Clinical Practicum (3 enrollments) (9)

CD612 Instrumental Analysis of Speech (3)

CD620 Developmental Articulation & Phonological Disorders (2)

CD625 Research Method in Communication Disorders (3)

CD630 Language & Cognitive Disorders Adults (3)

CD634 Language & Cognitive Disorders in Infants & Preschool Children (2)

CD635 Language, Cognitive & Social Communication Disorders in School-Aged Children (3)

CD641 Voice Disorders (3)

CD642 Fluency Disorders (3)

CD643 Augmentative, Alternative & Assistive Communication Modalities (2)

CD651 Neurogenic Speech Disorders (2)

CD652 Swallowing Disorders (2)

CD656 Craniofacial Anomalies & Resonance Disorders (2)

CD669 Externship in Communication Disorders (2 enrollments) (6)

Choose One of the Following Options:

Non-Thesis Option

CD683 Research in Communication Disorders (2 enrollments) (6)

GR698 Master's Final Comprehensive Examination (0)

Thesis Option

CD683 Research in Communication Disorders (3)

CD695 Thesis (3)

GR699 Master's Oral Examination (0)

*Additional requirement(s):

CD510 Multicultural Issues in Communication Disorders (3)

CD525 Aural Rehabilitation (3)

* If the student does not have credit for CD510 and/or CD525 or equivalent courses as an undergraduate, the student must take these courses as a graduate student.

Graduate Student Advising

Upon admission, each student is assigned an academic advisor who is a full-time graduate faculty 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 complete the Initial Study Plan (Appendix F) during this meeting. Thereafter, meetings are scheduled each semester to review academic performance and progress, complete other University forms (Application for Candidacy: Appendix G); Graduation Intent Form: Appendix H) and enroll in courses for the following semester.

The total credit hours in the graduate program range from 51 to 57 semester credit hours. These include the completion of necessary coursework, experiential training in on-campus clinical practicum and externship and the capstone research project. Student 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.

Students must demonstrate sufficient expression of knowledge and skills at different stages in the graduate program. Student learning outcomes are explicitly addressed in respective course syllabi. Formative assessment of student's expression of knowledge is verified through successful completion of all requirements of each academic course with an earned grade of "C" or higher for each course. Remediation is required if the student earns a grade of "C" in an academic course or a grade of less than 3.0 in a clinical practicum course. Other criteria may be used to determine the need for remediation through a Student Assistance Plan if there are recurring knowledge or skills areas in which the student does not demonstrate competency to proceed to externship experiences.

Graduate Assistantships

The Department of Communication Disorders has several graduate assistantships (GA) available within the department each year, and only graduate student applicants and/or current graduate students are eligible to apply for a graduate assistantship. The deadline for application is the same as the deadline for admission application (February 1). Application should be made using the application form for graduate assistantship in the Department of Communication Disorders. Due to the limited number of assistantships available, not all students receive assistantship positions and selection of GA's is based on 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. <http://www.semo.edu/gradschool/faculty/gradassist.html>

Graduate Assistants' Responsibilities

The first responsibility of the graduate assistant is to demonstrate successful performance in all class and clinical assignments. This also includes attendance and participation in all related departmental/university activities including workshops, teleconferences, as well as clinical and NSSLHA meetings.

Graduate assistant assignments entail 20 hours per week while the University is in session (fall and spring semesters). 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.

General policies and rules approved by the Graduate School will be followed for graduate assistants. The department expects professionalism in the conduct of its graduate assistants. This is demonstrated through a positive interpersonal communication style, as well as appropriate discretion and maintenance of confidentiality in any matters regarding departmental and clinical issues.

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 data base compilation, file reviews, literature search and data collection activities; preparation of convention/workshop presentations and pertinent publications.

Clinical Duties - Assist in maintenance of clinic schedules, material inventory and check-out, file management and related administrative activities (office duties).

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 scholarship applications. <http://www.semo.edu/sfs/> Endowed Scholarships are available to graduate majors in Communication Disorders as well as to undergraduate majors who are academically and otherwise qualified. Applications for endowed scholarships are due by March 1 of each year. Undergraduate students who have applied for admission to the graduate program in Communication Disorders may apply for endowed scholarships for the first and second year of graduate study. Student who received bachelor's degrees from other institutions may apply for

endowed scholarships before the March 1 deadline of the first year of graduate study. Any scholarships awarded at that time would apply to the second year of graduate study. Please see a list of endowed scholarships on page 12 of the Student Handbook.

Graduation Criteria

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

1. Present a minimum GPA of 3.0.
2. Complete the Pre- and Post-test Assessment
3. Complete the Research Requirement including presentation of research results
4. Obtain the minimum of 400 clock hours of clinical practicum
5. Pass the PRAXIS examination

Capstone Research

Information regarding the Research Requirement for the Master of Arts degree in Communication Disorders can be found at

http://www.semo.edu/pdf/old/CommDis_GuidelinesforCapstoneResearchandComprehensiveExaminationRevised_2012.pdf

Students may select from among the graduate faculty the research supervisor. The Department Chair reserves the right to assign students to graduate faculty so that the distribution of work among the graduate faculty is balanced. Students may contact research supervisors who have expertise or interest in research in the area in which the student proposes an investigation. Responsibilities of research supervisors are listed in the documents referenced in the preceding paragraph. Faculty who do not have graduate status may contribute to student research through their role as second-reader for student research projects. Two faculty from the Department of Communication Disorders and an additional faculty member from another department will compose a thesis committee. These faculty must have graduate faculty status.

These guidelines provide information about thesis versus non-thesis options. All students are expected to present the results of their research at the annual spring meeting of the Missouri Speech-Language-Hearing Association (MSHA) in a poster format, technical session or other presentation format. If a student is unable to present at that meeting, the student may petition the faculty in writing to request an exemption from this requirement. An exception may be determined by the majority vote of the faculty in emergency situations or when there is evidence that presenting at that meeting would create a hardship for the student. Otherwise, the expectation is that the student will present at the MSHA Convention in the spring semester of the second year of graduate studies.

PRAXIS

To be eligible for national certification in speech-language pathology, students must pass the National Examination in Speech-Language Pathology (PRAXIS). 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, scores from the PRAXIS must be submitted prior to granting of the degree or apply in writing to the Department Chairperson for an exemption from this requirement. There is no minimum score required on the PRAXIS to obtain the Master's degree, only the requirement that scores be submitted in order that the Department may track student performance on this examination.

A minimum passing score is required on the PRAXIS to obtain the Certificate of Clinical Competence in Speech-Language Pathology. Current information about the examination, when and where the examination is offered, and minimum score requirements are available at <http://www.asha.org/uploadedFiles/SLP-PRAXIS-Exam-Preparation-Presentation.pdf> or www.ets.org

KASA Knowledge Report

The Knowledge and Skills Assessment (KASA) reports are developed to address the critical competences required for national certification in speech-language pathology granted by ASHA. The Knowledge Assessment component of KASA is comprised of elements of knowledge in each of the nine areas of disorders as well as in ethical responsibilities, research in communication disorders and other areas of study that are required for preparation for professional practice in speech-language pathology. The Skills Assessment component of KASA is comprised of evaluation of clinical skills in each of the nine areas of disorders, intervention and evaluation and interpersonal and professional skills related to clinical practice. These skills are accessed during each phase of the six semesters of clinical services provided by students during their graduate education. Minimum standards must be met in each of the areas to render the student eligible for national certification at the end of the Clinical Fellowship Year.

Student Assistance Plan

Students who demonstrate areas of weakness in classroom performance may require additional individual assistance beyond the classroom in the form of a Student Assistance Plan http://www.semo.edu/pdf/old/CommDis_StudentAssistancePlan.pdf This plan will be developed for each student based on the guidelines in the document referenced in the previous sentence. Upon successful completion of the Student Assistance Plan, the student may proceed with the graduate program toward completion of the degree in the specific areas that were addressed. Multiple Student Assistance Plans may be completed for specific areas of knowledge, if necessary. A Student Assistance Plan may also be developed for addressing clinical skills related to the KASA which is required to be completed for national certification at the end of the student's graduate education program.

Resources for Graduate Program Information

Accredited programs in speech-language pathology are required to provide annual reports to the CAA to demonstrate student outcomes. Pass rates for the PRAXIS examination and employment rates for graduates of each program must be reported annually and are used to determine, in part, the accreditation status of the program. The graduate program in speech-language pathology at Southeast Missouri State University is accredited by CAA through December 31, 2019. Current information is regularly available on the Department of Communication Disorders webpage and the ASHA website at www.asha.org/edfind

PRAXIS Pass Rates. The most recent data indicate the percentage of students passing the PRAXIS Examination for AY 2013 at 100% (N=15); AY 2014 at 100% (N=15); and AY 2015 at 100% (N=13). One student did not take the PRAXIS Examination in AY 2015.

Employment of Graduates. Additional data indicate the percentage of students employed upon graduation for AY 2013 at 93% (N=13/14); AY 2014 at 100% (N=15/15); and AY 2015 at 100% (N=13/13) with one student not actively seeking employment upon graduation.

Graduation Rates Within Two Years of Enrollment. Records for graduation within two years of enrollment for AY 2013 indicate 100% (N=15); for AY 2014 indicate 100% (N=15) and for AY 2015 indicate 100% (N=14).

SECTION FOUR

Clinical Practicum

All students receive one-on-one clinical training through enrollments 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 related documents related to these clinical practicum experiences.

Enrollment

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 Clinical 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 Clinical Coordinator, upon receiving the individual Student-Clinician Schedule will typically assign one client for intervention by each student enrolled in CD402. The Clinical Coordinator will also assign the supervisor for each student enrolled in CD402.

Students who have made the decision to forego enrollment in a graduate program in Communication Disorders may choose the option of enrolling in both CD510 Multicultural Issues in Communication Disorders and CD 525 Aural Rehabilitation with approval of their academic advisor and the Department Chairperson rather than enrolling in CD402. Otherwise, the student may graduate with a degree in Communication Disorders after taking only one of the two courses (CD510 or CD525) and CD402.

Student-Clinician Schedule

Upon enrollment in CD402, the Clinical Coordinator will contact students and request that they submit the Student-Clinician Schedule (Appendix I). This is a document containing student contact information and a report of their class schedule and work obligations with the remaining time during the operation hours of the Center for Speech and Hearing to be available for their clinical assignment (client appointment). 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 through a printed copy of 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.

Tuberculin Skin Test (TST)

A Tuberculosis Mantoux, TB tine test 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.

<http://health.mo.gov/living/healthcondiseases/communicable/tuberculosis/tbmanual/pdf/Chap2.pdf> 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.

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 complete observation of at least 20 hours during CD230. Students enrolled in CD406 Service Delivery in Communication Disorders complete the remaining minimum requirement of 25 hours of observation as required by ASHA. In addition, students complete “shadow” hours of observation and clinical assisting during CD406 enrollment. Finally, students are assigned a minimum of one client for whom they provide intervention services during enrollment in CD402 and acquire clinical clock hours toward the 400 clinical clock hours required for certification as a speech-language pathologist.

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 and group therapy for children and adults for a variety of speech, language and hearing impairments. They conduct speech, language and hearing screenings on-campus at the Employee Health Screening Fair, at parochial and private schools within the city and at two grant-funded programs on the campus of Southeast.

Center for Speech and Hearing

The Center for Speech and Hearing is a community-based speech, language and hearing clinic located on the campus of Southeast Missouri State University serving client ranging in age from 2 years to 90+ years. A wide variety of disorders are evaluated and treated representing nearly all Big Nine Disorders. (Appendix J). Please see the detailed description of the Center facilities beginning on page 10 of the Student Handbook. Amy Herren, MS, CCC-SLP is the Clinical Coordinator at the Center for Speech and Hearing.

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. Currently there is an adult communication group primarily for the treatment of aphasia. Pragmatic language or social skills groups for adults with autism spectrum disorders or traumatic brain injury are also available as needed.

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. 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.

The Center for Speech and Hearing as well as the entire campus of Southeast Missouri State University is a non-smoking facility as of the fall semester of 2017.

Hoover Center Senior Alive Program

The Senior Alive Adult Day Care Program is the only social, educational model of this type in Southeast Missouri and is licensed by the Missouri Department of Health and Senior Services. The purpose of adult day care is to provide supportive programming during the daytime hours to the well and frail senior adult aged 60 and older. The program provides participants with the opportunity to pursue educational interests, interact socially and continue to access and contribute to the community. Graduate students in small groups provide screening, evaluation and therapy to groups and individual clients who attend this program located on the campus of Southeast at 805 North Sprigg Street. Jayanti Ray, PhD, CCC-SLP is the supervisor for this clinical experience.

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 therapy to groups and individual clients who attend this program located at 2100 Themis, Suite 103C. Joyce Renaud, MA, CCC-SLP is the supervisor for this clinical experience.

Center for Speech and Hearing

Services

The Center for Speech and Hearing provides services to a variety of community members, faculty, staff and their dependents as well as students at the University. Evaluation and intervention for developmental and acquired spoken language (receptive and expressive), written language (reading, writing, spelling), auditory processing disorder, hearing impairment, speech sound disorders, voice disorders (including video-stroboscopy and Lee Silverman Voice Treatment™ [LSVT LOUD]), swallowing disorders (including Vital-Stem™), fluency disorders

(including dispensing of SpeechEasy™ fluency device), cognitive disorders, and pragmatic language/social communication disorders associated with autism spectrum disorders. In addition, international students and community members may receive Accent Modification services.

Materials

Customer fees and grants from the Kent Library Endowment Fund provide current materials for evaluation and intervention. The Kent Library Endowment Fund grants provide nearly \$4000 in annual funds to purchase materials. The Instructional Materials (IM) Center at Kent Library retains these materials for checkout by students. Test kits and program manuals are also stored in Room 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. 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 Clinical 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 Clinical 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 Clinical Coordinator through e-mail to determine whether these items are available or can be purchased.

Scheduling Appointments

Customers may self-refer or be referred by medical or educational specialists. However, a doctor's order is only necessary when the client/caregiver wishes to submit invoice from the Center for reimbursement through private insurance, Medicare 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 and/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 age-appropriate form (i.e., Pediatric Pre-Evaluation Questionnaire [Appendix K], Adult Speech and Language Pre-Evaluation Questionnaire [Appendix L]) and Adult Hearing Pre-Evaluation Questionnaire (Appendix M) prior to providing any services.

Evaluations and screenings activities are typically provided on Friday mornings. Graduate students are assigned in pairs 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 Clinical 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. The Clinical Coordinator selects supervisors according to their areas of expertise and availability to supervise clinical activities. The assignments allow the supervisors to meet the minimum of 25% supervision of each client served by the Center for Speech and Hearing with adjustments upward depending on the skill level of the student providing the services.

Intervention services are typically provided two times per week for individual, 50-minute sessions which begin on the hour (i.e., 9:00-9:50 am; Monday and Wednesday). 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. Customers are charged for each date of service at a set rate. However, the rate is adjusted on a sliding scale based on verified family income of the customer. The Sliding Scale Fee Application (Appendix N) must be completed and documents verifying household income must be submitted before services are initiated for the fees to be adjusted. A new application must be completed at the beginning of each fall semester to determine qualification for reduced fees. The qualifying income guidelines are those used by the Federal School Lunch Program, Federal Poverty Guidelines

which can be found at <https://www.federalregister.gov/documents/2017/04/10/2017-07043/child-nutrition-programs-income-eligibility-guidelines>

The current Sliding Scale Fee Schedule (Appendix O) specifies the individual who qualify for discounts based on their relationship to the University (students, faculty, staff and their dependents) and the levels of reduced fees (Discount 1 and Discount 2).

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 Permission to Provide Services form (Appendix P). 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.

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 Clinical Coordinator. The form explaining the rights of the customer related to HIPAA (Appendix Q) 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.

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 clinical coordinator to the client/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/caregiver. A copy is retained in the file. The original is given to the client/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. (Appendix R)

Authorization to Receive/Disclose PHI

The Authorization to Receive/Disclose Protected Health Information Form (Appendix S) 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. Client/caregivers are prohibited from making recordings either audio or video with cell phones.

Clinical Information for Students

Student Attendance

Students are expected to be present and prepared for each of their scheduled appointments at the Center for Speech and Hearing. Participation in clinical practicum is a professional obligation and should be considered more seriously than class attendance. The student is obligated to the client and should demonstrate professional responsibility in preparing for and implementing evaluation and intervention services. Students should notify the Center for Speech and Hearing of an emergency absence by telephone so that staff of the Center can notify the client of cancellation of the appointment. In the case of emergency absent of an 8:00 am appointment, the student should contact the client by telephone directly to avoid the client coming to the Center for the appointment. The student must offer an opportunity for the client to reschedule any appointment cancelled by the student. Arrangements for rescheduled appointments should be made in consultation with the supervisor before discussing the new appointment with the client.

An appointment cancelled by the client may be rescheduled after consultation between the student and supervisor. If a client is more than 15 minutes late for an appointment without notification, the student should contact the supervisor and determine whether to contact the client to inquire about the reason for the absence. Clients who have consecutive absences without notification or who have excessive non-consecutive absences should be referred to the Clinical Coordinator by the supervisor. In some cases, the client may be dropped from the schedule and a new client may be scheduled with the student and supervisor.

Students who had non-emergency absences should speak with the supervisor immediately upon learning of the need for absence and through consultation with the supervisor determine how to proceed. Absences for University-required events such as; participation in athletic programs for student-athletes, are excused but the appointments must be rescheduled. Personal non-emergency absences are to be discouraged. Grades may be adjusted downward due to non-emergency absence in some cases.

Clinical Documents

Students are expected to prepare Lesson Plans (Appendix T) for each week of intervention services and a Team Report (Appendix U) for each evaluation session. These documents are developed in consultation with the clinical supervisor. Student are expected to complete Weekly SOAP Notes (Appendix V) at the end of each week of intervention services and Evaluation Reports (Appendix W) at the end of each evaluation. Deadlines for submission of these documents are provided in the documents: Initiating the Semester of Clinic (Appendix X) and Completing Evaluations (Appendix Y). Students must generate and submit bills for each clinical session. (Appendix Z) These must be submitted by the end of the week of service so that the Administrative Assistant can post the bills to the electronic billing system monthly.

All clinical documents must be produced using the computers in the Student Work Area of the Center for Speech and Hearing. Weekly documents are submitted to supervisors each Friday by noon and are submitted through the CALIPSO system. These include clinical clock hours, observation hours, Weekly Lesson Plan, Weekly SOAP notes, evaluation reports, and other correspondence that the supervisor may require. Students should save their documents during the semester on a personal, password protected USB and erase the USB at the end of each semester.

At the end of each semester, the student-clinician will complete a Semester SOAP Note (Appendix AA) and Summary of Clinical Treatment (Appendix BB). If either of these reports or evaluation reports are to be sent via fax, e-mail or standard mail procedures, there must be appropriate authorization by the client, parent or caregiver and a Report Transmittal Form (Appendix CC) completed and signed by the supervisor before the clerical staff can process the transmission of these reports.

Current client files are stored in locked file cabinets in the Clinic Secretary's office. They may be accessed by authorized students to facilitate services to the client assigned to the student-clinician. Retired client files are purged and scanned on a USB which is stored in a locked file drawer in the Clinic Secretary's office. The Clinical Coordinator is the official custodian of all client files. Faculty supervisors and graduate student clinicians may sign out files by number on the sign out form located near the file cabinet where the client files are stored. Undergraduate students must request that personnel in the office access files from the client file 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.

Evaluation of Students

Student 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 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. 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>

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.

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.

Evaluation of Supervisors

Student-clinicians may evaluate their clinical supervisor anonymously through CALIPSO. Student may enter their ratings at the end of each semester which is provided to the supervisors after the end of each semester.

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.

Confidentiality

Each student must sign and abide by an Agreement for Confidentiality (Appendix DD) of personal information, whether printed or verbal, regarding clients served in the Center for Speech and Hearing. Students enrolled in CD230 complete the form. If CD230 is not taken at Southeast Missouri State University, then the form may be read and signed during CD406, CD402. Students who are admitted to the graduate program in Communication Disorders, but completed their undergraduate degrees at other institutions will read and sign the form upon their first enrollment in 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. These e-mail messages should be printed and placed in the client file; then deleted from the supervisor or staff members account. 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

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.

Responsibilities of Student Clinicians

The document, Responsibilities of Student Clinicians (Appendix EE), provides a list of responsibilities of which all students in clinical practicum should be aware.

Professional Appearance in Clinical Practicum

The document, Professional Appearance in Clinical Practicum (Appendix FF), 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.

SECTION FIVE

Externship

Requirements

If students successfully complete on-campus clinical practicum experiences with a minimum of 100 clinical clock hours acquired through CD402 and/or CD 603 enrollments, they may enroll in CD669 Externship in Communication Disorders for two semesters during the second year of graduate study. Students enrolled in CD669 receive concentrated field experiences at pediatric and geriatric facilities under the supervision of the speech-language pathologists at the respective sites. Students receiving a grade of 'C' or less in clinical practicum will be required to repeat the practicum course.

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.

A designated faculty member 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. Julie Tipton, 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 life-span. These experiences may be in a medical practice or in an educational program (K-12).

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.

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.

SECTION SIX

Student Services

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>

Disability Support Services

Disability 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, Disability 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>

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/>

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. Dr. Jayanti Ray currently serves on a board for the national association.

Certification

Students who successfully complete their graduate study program, meet many of 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/>

Council on Academic Accreditation (CAA)

The CAA serves the public by promoting excellence in the graduate education of audiologists and speech-language pathologists. Through a peer review process, the CAA

establishes accreditation standards and facilitates continuous quality improvement of the programs it accredits. Graduates of CAA-accredited and candidate programs are educated in a core set of skills and knowledge required for entry into independent professional practice. The CAA is committed to quality, and dedicated to audiology and speech-language pathology programs' success in preparing future professionals. <http://caa.asha.org/>

Graduate Program Accreditation

The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) accredits graduate programs that prepare individuals to enter professional practice in audiology or speech-language pathology. The CAA and its predecessors were established by ASHA, which authorized the CAA to function autonomously in setting and implementing standards and awarding accreditation. The CAA is recognized by the Council for Higher Education Accreditation (CHEA) and by the U.S. Secretary of Education as the accrediting body for the accreditation and pre-accreditation (accreditation candidate) of education programs leading to the first professional or clinical degree at the master's or doctoral level and for the accreditation of these programs offered via distance education, throughout the United States. <http://caa.asha.org/wp-content/uploads/Accreditation-Standards-for-Graduate-Programs.pdf>

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. Marcia Haims or Mrs. Julie Tipton, 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 programs 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 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>

State Licensure

Rules and Statutes regarding licensure in the Missouri for speech-language pathologists can be found at <http://pr.mo.gov/speech-rules-statutes.asp>