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Students are responsible for following all policies and procedures associated with Saint Louis University and the Department of Communication Sciences & Disorders.

Policies and procedures may be changed at the discretion of Saint Louis University and/or the Department of Communication Sciences & Disorders.

CSD graduate students are responsible to follow the most recent handbooks.

Students will be notified of any CSD changes with revisions to the CSD Graduate Student Handbook highlighted in yellow.

This CSD Graduate Student Handbook is a living document and is posted on the CSD site on Blackboard.

When students enter the CSD program, they sign a document attesting to having read the CSD Graduate Student Handbook and the CSD site on Blackboard.
INTRODUCTION

Saint Louis University is classified as a Doctoral/Research University – Extensive institution of higher learning by the Carnegie Foundation. The University is currently accredited (2003-2017) by the North Central Association of Colleges and Secondary Schools.

The Department of Communication Sciences and Disorders at Saint Louis University was established in 1951 and offers a Bachelor of Science degree and a Master of Science degree, with an area of emphasis in Speech-Language Pathology for either becoming a practitioner or a researcher. The graduate program in Communication Sciences and Disorders is located within the Doisy College of Health Sciences (DCHC) and is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA), the National Council of Accredited Teacher Education (NCATE) and the Missouri Department of Elementary and Secondary Education (DESE). This accreditation assures students of an ongoing commitment to standards and program evaluation that will provide every student with quality academic and clinical experiences.

The University's urban location enables the Department of Communication Sciences and Disorders to maintain a complex of community practicum sites in which location and diversity afford students experiences with a large variety and number of persons with disabilities. It is believed that this broad base of practicum experience is partially responsible for the outstanding 100% employment rate of our graduates seeking employment upon graduating from our program.

The Department of Communication Sciences and Disorders program at Saint Louis University has prepared this handbook to assist graduate students in their professional education for the Master of Science degree. The handbook provides the department’s policies, procedures, requirements and conditions that must be met in order to satisfactorily complete the Master of Science degree in Communication Sciences and Disorders. It includes information only about special program policies and procedures and is meant to be used as a supplement to the Saint Louis University Graduate Education Catalog (http://www.slu.edu/academics/graduate/pdfs/graduate-catalog-2015-2016.pdf).

Each student is encouraged to become familiar with the contents of this handbook and to use it as a reference throughout your education in the graduate program in Communication Sciences and Disorders. You will be held responsible for adhering
to the contents of this handbook. If there are points that are unclear, please obtain clarification from the Department Chair, Director of Clinical Education, the Graduate Program Director, or your assigned Academic Advisor.

The information presented in this handbook is subject to change from time to time in the rare event of unanticipated circumstances or as University, Departmental, ASHA, and College policies are updated. The program reserves the right to depart without notice from any policy or procedure referred to in this handbook. If and when such changes occur, every effort will be made to keep students advised of any changes. This handbook is not intended to and should not be regarded as a contract between the program and any student or other person.

**Mission**

**Saint Louis University Mission Statement**
The Mission of Saint Louis University is the pursuit of truth for the greater glory of God and for the service of humanity.

**Doisy College of Health Sciences Mission Statement**
Rooted in Jesuit ideals, the Doisy College of Health Sciences serves humanity through research, education and engagement.

**Department of Communication Sciences and Disorders Mission Statement**
Reflective of the mission of Saint Louis University, the department of Communication Sciences and Disorders is dedicated to the development of the whole person consistent with the University's five interrelated dimensions: scholarship and knowledge, intellectual inquiry and communication, community building, leadership and service, and spirituality and values. The Department educates individuals to be reflective and socially responsible leaders in the continuous pursuit of truth and knowledge for service to and for humanity. The Department is guided by a commitment to diversity and social justice through a spirit of cooperation and mutual respect to advance knowledge and expertise in human communication and its disorders.
PROFESSIONAL CERTIFICATION

Certificate of Clinical Competence (CCC)
The American Speech-Language-Hearing Association (ASHA) is the national organization for speech-language pathologists and audiologists. One function of this organization is to provide standards for academic and clinical preparation of Speech-Language Pathologists and Audiologists. The Clinical Certification Board is responsible for reviewing undergraduate and graduate academic coursework and clinical practica, as well as other certification requirements, and awarding the Certificates of Clinical Competence (CCC) to qualified applicants. A Master’s degree and the CCC are considered the national minimal standard for practice in the profession in Speech-Language Pathology. The CCC requirements are located on ASHA’s website: http://www.asha.org/certification/SLPCertification/

ASHA Code of Ethics
Every individual who is (a) a member of the ASHA, whether certified or not, (b) a nonmember holding the Certificate of Clinical Competence from ASHA, (c) an applicant for membership or certification, or (d) a Clinical Fellow seeking to fulfill standards for certification shall abide by the Code of Ethics of ASHA. The ASHA Code of Ethics is presented on ASHA’s website: http://www.asha.org/code-of-ethics/

State Licensure
In addition, most states require licensure of speech-language pathologists and audiologists. State licensure requirements generally parallel the 1993 requirements for the Certificate of Clinical Competence (CCC). The current licensure law for the State of Missouri is presented in Appendix 1 as well as at the following website: http://pr.mo.gov/boards/healingarts/375-0434.pdf Information related to professional licensure in other states can be found at: http://www.healthlinesystems.com/links_smbwolv.asp

Teacher Certification
Professionals who work in public school programs must qualify for teacher certificates offered by State of Missouri’s Department of Elementary and Secondary Education. The current requirements for Speech-Language Pathologists in the State of Missouri are presented in Appendix 2 as well as at the following website: https://dese.mo.gov/educator-quality/certification/student-services
Information related to teaching certification in other states can be found at: www.uky.edu/Education/TEP/usacert.html

The Illinois State Board of Education requires all students to complete 2 additional tests required for the Professional Educator License (PEL) in Speech-Language Pathology (nonteaching). All students in the program must pass the Test of Academic Proficiency or equivalent before starting their first fall in the program. If students are unable to demonstrate completion or equivalent competency, students will be unable to start in the program. The program will hold the student’s spot in the graduate program for one year to allow completion of this requirement. In addition, it is recommended that students complete the Area Content Test (non-teaching) 10 during the fall of their second semester. More information can be found through the Illinois State Board of Education (http://www.isbe.net/ELIS/default.htm).
GENERAL INFORMATION

The Department of Communication Sciences and Disorders at Saint Louis University is an integral part of the Doisy College of Health Sciences. The department is one of eight departments that comprise the Doisy College of Health Sciences. The Chair reports to the Dean of the College and, in matters of graduate education, the Chair reports to the Dean of the Graduate School. The Deans report to the Provost, the President and the University Board of Trustees.

The Department Chair is responsible for oversight of all academic and clinical CSD programs, as well as other administrative responsibilities. The Graduate Program Director provides oversight of the academic aspects of the graduate program, while the Director of Clinical Education is responsible for oversight of the clinical aspects of the program. The Undergraduate and Graduate Program Directors and Director of Clinical Education all report to the Department Chair.

Faculty and department committees report to the Chair. There is one standing committee within the department: Graduate Admissions Committee. The graduate admissions committee is made up of four members. The Director of the Graduate Program, the Director of the Undergraduate Program, and the Department Chair are standing members. Two additional members rotate on and off the committee every two years. Rotating members are representative of both academic faculty and clinical faculty. Ad hoc committees are appointed by the Chair as needed (e.g., Curriculum Committee, Clinic Committee). The current Departmental Faculty and staff include:

<table>
<thead>
<tr>
<th>FACULTY MEMBERS</th>
<th>RANK/TITLE</th>
<th>TERMINAL DEGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travis Threats, Ph.D.</td>
<td>Professor/Department Chair</td>
<td>Northwestern University</td>
</tr>
<tr>
<td>Angela Adrian, M.A.</td>
<td>Clinical Instructor/SLP Clinic Coordinator</td>
<td>Saint Louis University</td>
</tr>
<tr>
<td>Mitzi Brammer, Ph.D.</td>
<td>Assistant Professor/Graduate Program Director</td>
<td>University of Missouri-St. Louis</td>
</tr>
<tr>
<td>Emily Buxbaum, M.S.</td>
<td>Director of Clinical Education</td>
<td>Fontbonne University</td>
</tr>
<tr>
<td>Yi-Fang Chiu, Ph.D.</td>
<td>Assistant Professor</td>
<td>Indiana University</td>
</tr>
</tbody>
</table>
Maureen Fischer, M.S.  Clinical Instructor/Audiologist Coordinator  Washington University-Central Institute for the Deaf

Rebecca Frisella, M.S.  Clinical Instructor/Director, Early Childhood Language/Literacy Center  Fontbonne University

Christina Garms, M.S.  Asst. Clinical Professor  Fontbonne University

Julia J. Hoffmann, M.A.  Clinical Instructor  Truman State University

Robin Murphy, M.S.  Asst. Clinical Professor  Southern Illinois University-Carbondale

Whitney Postman, Ph.D.  Assistant Professor  Cornell University

Sara Steele, Ph.D.  Associate Professor  University of Illinois-Urbana-Champaign

Saneta Thurmon, M.A.  Clinical Instructor/Director of Undergraduate Program  University of Tennessee

Andrea Vaughan, M.S.  Asst. Clinical Professor  Southern Illinois University-Carbondale

**FULL-TIME STAFF**
Kellie Dalton  Administrative Assistant-Clinical Education
Cheryl Follmer  Administrative Assistant/Assistant to Chair and Program Directors

**Department Demographics**
Approximately 20% of current graduate students are from federally designated under-represented minority groups (African-American, Asian, and Hispanic backgrounds as well as persons with disabilities). The campus is designed to accommodate individuals with disabilities and our faculty are involved to ensure that these individuals enjoy an inclusive environment.
Department Facilities
The Department has over 100 clinical affiliations including medical and educational placements. The Department of Communication Sciences and Disorders houses both the Paul C. Reinert, S.J. Speech-Language-Hearing Clinic and the Early Childhood Learning Center (ECLC) which serves children three to five years old.

The Department of Communication Sciences and Disorders’ physical facilities are excellent. Clinical facilities are housed on the ground floor of McGannon Hall, and, along with the Administrative office suite, were renovated completely in 2014. An elevator is available and accessible. The Administrative office suite (academic office) is located on the second floor of McGannon Hall. It houses the Department Chair’s office, Administrative Assistant’s office, Program Directors’ offices, Academic Faculty offices, Professional Resource Library, storage rooms for student and client files, and a Copier/Supplies/Work Room. Also housed within the department are several work areas dedicated for students including continuously upgraded academic and clinical support rooms, shared Graduate Assistant offices, computer lab, a Neuro-rehabilitation of Language Lab, a Speech and Voice Acoustic Analysis Lab, a Social Communication Lab, and a Language/Literacy Lab.

Student Room and Mailboxes: The CSD student room is located in Room 201, McGannon Hall. Eating is permitted in this area. Students are responsible for the upkeep of this room. Books, materials, equipment and purses should not be left unattended. All students who have been officially admitted to our graduate program will be assigned a student mailbox. Student mailboxes are located in the north hall of McGannon, right outside room 19 on the ground floor.

Saint Louis University (SLU) Computing and E-mail Account: Your SLU e-mail account is invaluable, as it allows you certain rights as a SLU student, such as conducting research outside campus, (in your home, for instance,) using databases in which Saint Louis University maintains a subscription service. When prompted, you can input your SLU e-mail account as identification, granting you access. You can also check your SLU mail from anywhere using web-based mail. You should be able to forward mail from your SLU account to the mail account you usually use, such as Yahoo, or gmail. Your SLU e-mail address will be the only e-mail address used by the faculty and staff for e-mail correspondence. E-mail is the primary and preferred means of correspondence for departmental communication.
After you have registered for classes online, you may view your schedule by going to MySLU.edu and clicking on the Student tab. The schedule provides the following information: classes for which you are registered, time/day of classes, professor for each course, and location for each class. If you experience any computing problems on campus or related to your personal account, contact Information Technology Services (ITS) at: 314-977-4000 or visit the ITS office in the Pius Library, during normal business hours.

Paul C. Reinert, S. J. Speech-Language and Hearing Clinic: This is a comprehensive facility designed for teaching and clinical service delivery. A waiting room designed for children and adults, ten individual therapy rooms of various sizes, one group therapy room, clinic administrative assistant’s office, and twoaudiometric suites are included. One-way mirrored windows and audio connection for observations and mounted color video recording equipment are available for each therapy room. Three clinical support rooms contain assessment and treatment materials as well as a large cache of clinical forms.

Child Language Analysis Laboratory: Overseen by Dr. Sara Steele, the primary objective of the Child Language Analysis Lab is to improve the long-term outcomes of children experiencing language difficulties. To effectively improve children’s outcomes, student clinicians and researchers require sound assessments to assist with a) the accurate identification of a disorder, b) rich description of strengths and weaknesses to assist with treatment planning, and c) efficient and robust monitoring tools to document students’ progress. Current projects in the lab include:

- Investigating relationships between spoken language impairments and literacy development
- Vocabulary acquisition in school-age children with language impairment
- Evidence-based intervention strategies for school-aged children with language impairment
- Effects of poverty on language acquisition

Only Graduate Assistants work in the Child Language Analysis Laboratory*.

Neuro-rehabilitation of Language Laboratory: Under the direction of Dr. Whitney Postman, the ultimate goal of the Neuro-Rehabilitation of Language Lab is to advance evidence-based practice for neurodegenerative diseases in elderly members of communities that are culturally and linguistically diverse, have traditionally been medically underserved and are vulnerable to chronic health disparities. These include minority groups, socio-economically disadvantaged groups, speakers of non-standard varieties of English, and speakers of other
languages with low to no proficiency in English. The Neuro-Rehabilitation of Language Lab pursues three themes:

Theme 1: Testing the clinical utility of state-of-the-art computer-based language therapy programs in medically underserved adult populations with aphasia, mild dementia, motor-speech and/or voice disorders;

Theme 2: Tailoring these iPad-based cognitive-linguistic therapy programs to the specific linguistic and cultural characteristics of these populations, with emphasis on a) precise characterization of targeted phonological, morpho-syntactic, semantic and discourse-pragmatic components of language, and b) personally relevant, familiar and functional content with which to train these linguistic components;

Theme 3: Coupling of these interventions with neuro-stimulation (Transcranial Magnetic Stimulation) and investigating the neural mechanisms underlying rehabilitation of speech and language production with fMRI of overt speech. Only Graduate Students use the Neuro-rehabilitation of Language Laboratory*.

Speech Acoustics Laboratory: The Communication Sciences and Disorders Speech Acoustics Laboratory is designed for graduate student education in clinical instrumentation used for assessment, diagnosis, and management activities of speech and voice disorders. Research in this laboratory is led by Dr. Yi-Fang Chiu and uses a variety of approaches to determine factors that influence speech disorders, including deficits associated with development and those that accompany neurological disease such as Parkinson’s Disease. The techniques employed include acoustic analysis, evaluation of subjects' auditory and tactile perception, as well as physiological parameters that influence speech production. A general issue that is explored throughout our research is how variability and consistency influence speech production in individuals. Only Graduate Assistants work in the Speech Acoustics Laboratory*.

*If a graduate student is pursuing research via an independent study or a thesis, s/he may have need to utilize one of the above labs. This would be agreed upon by the thesis chair, the professor who runs the respective laboratory (if different from the thesis chair), and the student.

Audio-Video/Computer Laboratory: This laboratory is equipped with 30 computers that are equipped for viewing and recording sessions in the clinical therapy rooms, the ECLC, and the group therapy room. Any of the clinical rooms, including the ECLC can be projected in our Multimedia Classroom (McGannon
for instructional purposes. The lab also contains a printer for student clinician use for the printing of clinical documentation for client files (SOAP notes, treatment plans and summaries, evaluation reports, etc.).

**Multimedia Classrooms:** The Department houses and schedules Multimedia Classrooms that are equipped with a computer, media-projector, audio and videotape decks, DVD and CD-ROM drives. This system is connected to the Internet and to a satellite to enable audio and/or video conferencing via the Internet or satellite connection. All computers in these classrooms are able to utilize Tegrity™ recording systems to capture lectures and presentations in real-time or for later uploading.

**Materials Room:** The Speech-Language-Hearing Clinic maintains and updates assessment and treatment materials and clinical supplies. Three rooms located in the Clinical Support area house diagnostic and therapeutic materials, as well as portable audio and video equipment. The Department also purchases software for clinical teaching and data collection for research/accountability documentation.

**Audiology Suites:** The on-site Audiology Clinic contains two new (rehabbed in 2015) large Audio Suites with both diagnostic and treatment areas. Graduate students have the opportunity to be placed alongside an audiologist or SLP for traditional Aural Rehabilitation sessions with Cochlear Implant and Hearing Aid recipients, as well as a new placement option "Audiology Team," which pairs a graduate clinician with an audiologist for more traditional Audiology appointments, and gives him/her a richer experience in working with individuals who are Hard of Hearing. This placement works well with the program’s Advanced Audiology elective, whose goal is to make our graduates more comfortable and competent when working with the hearing impaired.

**Early Childhood Language Literacy Center (ECLC):** The Early Childhood Language Literacy Center is an evidence-based practice in a child-centered environment. The preschool serves children ages three to five years of age with speech-language impairments secondary to a wide variety of developmental disorders such as Autism, Fetal Alcohol Syndrome. Students learn how to write lesson plans and weekly notes as well as be a Lead Clinician and assist in classroom daily activities. Student clinicians will also learn how to implement individual goals into a group setting. They will also gain experience working with other disciplinary teams such as an Occupational Therapist and an ABA (Applied Behavioral Analysis) Specialist.
**College and University Resources**

**University Library Resources:** The main library facilities are Pius XII Memorial Library and the Health Sciences Center Library. All university libraries are electronically on-line and connected to the Internet. The Pius XII Library is located one block from McGannon Hall on the Frost Campus; the Health Sciences Center Library is located approximately one mile from McGannon Hall on the Health Sciences Center Campus. Interlibrary loan service is also available for students and faculty. The library had liaison librarians who are assigned to each academic department on campus to facilitate acquisitions and use of materials related to their areas of study. Miriam Joseph, Ph.D. is the Department of Communication Sciences and Disorders library liaison. Dr. Joseph is a fabulous resource for the students and faculty of the department. While many of the resources from Pius XII Library are accessible online, there may be instances in which materials will have to be accessed in person.

The Department has an annual library budget for the purchase of discipline-specific items to be housed in the library. Journal costs are reflected in the University’s library budget. Numerous books and journals related to early childhood, early childhood special and related education, speech-language pathology and related disciplines are available in both libraries. Computerized databases are available on both campuses for faculty and student research needs (e.g., PsychLit, ERIC, MEDLINE, SINAHL). The University implements an on-line catalog and has connected all faculty offices to the library’s new on-line catalog. The University has entered a consortium with the University of Missouri that provides access to even larger library collections. Academic departments have an assigned knowledgeable librarian who actively provides consultation and assistance with classroom instructional activities and research for both students and faculty.

**Evaluation Design:** The Department’s (program) evaluation design includes course evaluations, evaluations of clinical supervision, service delivery evaluations, program evaluations by alumni, formative graduate survey (taken after the completion of the first year of graduate study), graduate exit interviews, evaluations of alumni job performance by employers and evaluations of national examination performance. Ongoing evaluations by outside accrediting agencies, as well as a continual internal review, assist the Department in providing a high quality of academic, practicum and general professional education for its students.

**Faculty Office Hours:** All faculty in the Department of Communication Sciences and Disorders have an open-door policy. Most do not post specific office hours as
they are generally available and welcome students throughout the day. Some academic professors may indicate more convenient office hours in their respective syllabi. Students have the ability to set up a specific appointment time with a faculty member if they want to ensure that instructor’s availability at a specific day and time.

Letters of Recommendation: During the course of the undergraduate and/or graduate program at Saint Louis University (SLU), it may be necessary for students to obtain letters of recommendation from the faculty. Undergraduate students who are applying to graduate schools are usually required to submit several letters of recommendation to the Graduate School at selected universities. Graduate students who are completing their graduate program are required to obtain letters of recommendation for employment and advanced educational pursuits. Students should speak to the individual faculty member to obtain their consent to serve as a reference and/or write a recommendation for them. Both undergraduate and graduate students should complete the release form available in the Academic Administration office or on the bulletin board in the student workroom after faculty consent has been given. Faculty cannot release recommendations unless the student has completed the release form. For information about commonly asked questions regarding applying to graduate schools, see Appendix 3.

Students with Disabilities: Saint Louis University and the Communication Sciences and Disorders department seek to educate a diverse group of students. Included in this group are otherwise qualified students who have disabilities. In compliance with the Americans with Disabilities Act - P.L. 110-325 (2008), the University will provide reasonable accommodations to otherwise qualified students with properly documented disabilities who meet the minimum CSD requirements. Reasonable accommodations will be made to facilitate a student’s progress in learning and performing/satisfying the essential functions presented in this document.

A reasonable accommodation should not fundamentally change the academic and clinical requirements of the CSD program, pose a direct threat to the health or safety of the student or others, or present an undue burden to the university. Determining appropriate and reasonable accommodations in a professional school program is an interactive and collaborative process involving the student, the CSD graduate program as well as SLU’s Office of Disability Services and is documented and maintained in the student’s university file. This documentation is
to be re-visited periodically with input from all involved to ensure accuracy and compliance with the law.

All related University policies, practices and procedures are administered in a manner consistent with its Catholic Jesuit identity. Policies related to equal treatment of individuals are published on the University’s web site, the Undergraduate and Graduate Catalogs, and the Faculty and Staff Handbooks. The University has two office staffs that function to provide oversight and support for the equitable treatment of all individuals in the University community. Michelle Lewis, the Director of Diversity and Affirmative Action, is located in Room 36 of DuBourg Hall. The phone number of the Office of Diversity and Affirmative Action is (314) 977-3065 (voice) and (314) 977-3499 (TDD). This office also houses the Disabilities Information Center which serves as a contact point for individuals with needs and/or concerns. Affiliated with this office is the University’s Office of Disabilities Services, which is located in Suite 331 of the Busch Student Center. Appropriate staff verify the needs and assist in the provision of auxiliary services and classroom accommodations to persons with documented disabilities. Services include note takers, readers, interpreters, testing and classroom accommodations, room relocation and adaptive aids. All students must satisfy requirements of the academic program for which he or she is enrolled, with or without accommodations, to be considered qualified for the program. The telephone for the Office of Disability Services is 314-977-3484 (voice) and (314)-977-3499 (TDD).

University Policy Regarding Academic Honesty: Students are expected to be knowledgeable of and follow the University’s policies and practices regarding academic honesty. Students are expected to be honest in their academic work. The university reserves the right to penalize any student whose academic conduct at any time is, in its judgment, is considered detrimental to the University. Such conduct shall include cases of plagiarism, collusion, cheating, giving or receiving or offering or soliciting information in examinations, or the use of previously prepared material in examinations or quizzes. Violations should be reported to the course instructor, who will investigate and adjudicate them according to the Policy on Academic Honesty of the College of Public Service. If the charges are found to be true, the student may be liable for academic or disciplinary probation, suspension or expulsion by the University.

Student Complaint Process: The Department of Communication Sciences and Disorders has enjoyed a long history of open communication among its faculty, staff, and students. This quality communication has led to a situation where there
have been few complaints requiring formal resolution. When a student has a concern or complaint, s/he is strongly encouraged to communicate proactively with the person that appears to be the source of the concern/complaint to resolve the issue informally. When attempts to resolve the concern/complaint informally fail, student may advance a formal complaint following the department’s Student Complaint Procedure found at https://www.slu.edu/the-office-of-the-provost/student-complaint-procedures.

Smoking: Smoking is not permitted in McGannon Hall.

Professional Organizations: We strongly encourage our students (undergraduate and graduate) to join both the national and Saint Louis University chapter of the National Student Speech-Language-Hearing Association (NSSLHA). Reduced costs for student memberships are generally available in the national, state and local professional organizations discussed below.

**National Student Speech-Language-Hearing Association** (NSSLHA) is open to all students who are interested in the field of communication disorders. The purpose of this organization is to further professional growth by providing learning experiences not offered in the formal course structure. NSSLHA has long maintained a close liaison with ASHA. The national NSSLHA meeting is held each year at the time and site of the ASHA convention. Membership in NSSLHA provides the student with professional journals and a discount to attend the ASHA convention. Students are also encouraged to join our local NSSLHA chapter. Membership forms are available on the bulletin board next to the mailboxes in McGannon Hall.

**American Speech-Language-Hearing Association** (ASHA) is the national scientific and professional organization devoted to encouraging basic study of the processes of speech, language and hearing, promoting investigation of speech, language and hearing disorders, and fostering improvement of clinical services to individuals with these disorders. ASHA is the national official certifying agency of speech-language pathologists and audiologists in the United States. Students are urged to become affiliated with the organization by joining NSSLHA. NSSLHA members receive professional journals and other benefits such as reduction in dues and certification fees when they become eligible for full membership after earning a Master’s degree in the profession and satisfying other ASHA certification requirements. Student opportunities for poster presentations at the convention are available.
Missouri Speech-Language-Hearing Association (MSHA) has as its objectives the support and promotion of speech pathology and audiology as professions; the encouragement of standards for practice that will provide the best possible service to the citizens of Missouri, and, the stimulation of information exchange among those in the profession and in related fields. MSHA holds an annual two and a half day professional convention in the Spring. Students are encouraged to join as student members. Student opportunities for presentations at the convention are available and encouraged.

Midwestern Adult Communication Disorders Group (MACDG) is a local organization that provides networking opportunities and professional conferences for students and speech-language pathologists interested in the area of adult neurogenic disorders. MACDG hosts at least three conferences with nationally known experts in communication disorders or related fields. The organization has been in existence since 1975 and is considered one of the most successful local organizations in the profession. The link to the MACDG website is as follows: http://www.macdg.org/Home_Page.html

Council of Academic Programs in Communication Sciences and Disorders
The Council of Academic Programs in Communication Sciences and Disorders is dedicated to promoting academic excellence, visionary leadership and collaboration among communication sciences and disorders academic programs. This professional organization hosts an annual conference in the spring for CSD Department leaders (academic and clinical faculty).

Other Organizations in related fields hold regularly scheduled program meetings within the metropolitan area. These include, but are not exclusive, the University Chapter of the Council for Exceptional Children, the Missouri Association for Children with Learning Disabilities, the Down Syndrome Association of Greater St. Louis, St. Louis Association for Retarded Citizens, Parents of Autistic Children, and the Pediatric Special Interest Group. Other national organizations with a focus on a specific service population include, but are not limited to: National Black Association for Speech-Language and Hearing (NBASLH), ASHA Native American Caucus, ASHA Hispanic Caucus, ASHA Asian/Pacific Islander Caucus, and Lesbian, Gay and Bisexual Audiologists and Speech Pathologists.

Important Addresses and Telephone Numbers
ASHA membership and certification contact:
American Speech-Language-Hearing Association (ASHA)
10801 Rockville Pike
Rockville, MD  20852
http://www.asha.org
Telephone: 301-897-5700 or 800-498-2071
Fax on Demand: (202) 274-4520

Missouri State Licensure contact:

State Board of Registration for the Healing Arts
P.O. Box 4
Jefferson City, MO  65101
Telephone:  573-751-2334
http://www.ecodev.state.mo.us/pr/healarts

To apply for Missouri State Teacher Certification, connect to
https://dese.mo.gov/educator-quality/certification/student-services for the process
of obtaining a Student Services Certificate.

The addresses of other state licensure and certification agencies may be found by
contacting ASHA Fax on Demand or through ASHA’s web site:
http://www.asha.org/advocacy/state/

The address for Communication Sciences and Disorders is:
Saint Louis University
Communication Sciences and Disorders
3750 Lindell Boulevard
McGannon Hall, Suite 220
St. Louis, MO  63108-3412
https://www.slu.edu/programs/graduate/communication-sciences-and-disorders-
ma.php

Academic Administration……………..314 977-2948
Speech-Language-Hearing Clinic……..314 977-3365
TTY/TDD……………………………314 977-3503
Fax …………………………………..314 977-3360
DEPARTMENT REQUIREMENTS FOR THE GRADUATE PROGRAM

The graduate program in Communication Sciences and Disorders is accredited by the Council on Academic Accreditation (CAA), National Council of Accredited Teacher Education (NCATE) and the Missouri Department of Elementary and Secondary Education (DESE). The program’s philosophy is that the academic and clinical preparation of M.S. level speech-language pathologists should emphasize the preparation of generalists to provide services to persons with communication disorders across the lifespan. The program’s intent is to provide the professional foundation for graduates with the knowledge that continuing education is a lifelong process.

Departmental Admission Requirements and Procedures
In addition to the University Admission Requirements and Procedures, the department requires that students submit a personal essay that addresses specific prompts and appropriate documentation of any/all observation and officially supervised clinical practicum experiences/competencies. The department’s Graduate Admission Committee, consisting of four faculty members on a two-year membership rotation, are charged with reviewing all application materials and recommending to the Department Chair those qualified students to be admitted. All application materials are submitted to the Graduate School where they are compiled and verified that all University Admission Requirements have been met. Once the department receives these materials, the individual Admissions Committee members review each application. All documentation submitted as part of the graduate application packet is scored using a rubric. Rubrics are totaled and then rank-ordered from high to low. Following this rank ordering of applicants, the Admission Committee shares the admission recommendations with the Department Chair prior to advancing these recommendations to the Graduate School where official conditional admission notification is sent. On average, the department admits approximately 80 students each spring and typically begins the new academic year (beginning summer semester) with 35-40 new graduate students in a cohort.

Grade Point Average (GPA) Requirements: Students applying to the graduate program in Communication Sciences and Disorders must meet the minimum Grade Point Average Requirement of the Graduate School, which is 3.0. Historically, however, the average GPA in a given cohort ranges between 3.6 and 3.7. Because the department aligns itself with the Jesuit Catholic identity of looking at the whole
person in terms of strengths and talents, it is entirely possible that a student with a lower GPA than the average (aggregate) could be accepted, provided s/he has extremely high scores on other portions of the rubric such as service and/or leadership.

The academic objective of the graduate program is to prepare professionals with the expertise to provide quality clinical services in speech, language, communication and swallowing disorders. A major focus of the program is to develop clinicians who are prepared to serve culturally and linguistically diverse populations across the life span.

Plan of Study
Master of Arts: The graduate program consists of 40 semester-hours of academic credit plus successful completion of five zero-hour clinical practica (one taken each semester) and six credit hours of Student Teaching and/or Clinical Internship completed the last semester of the program (total of 46 credit hours).

Master of Arts: The prerequisites for a graduate degree in Speech-Language pathology include a general educational background in areas such as the humanities, arts, sciences, communication arts, education, modern language, research methodology, psychology, and sociology. This educational background must also include an undergraduate major or equivalent with 33 credit-hours minimum in coursework related to speech, interdisciplinary health studies, language, hearing science, development, and disorders.

Requirements include:

- CSDI5050 Experimental Design;
- CSDI5450 Phonological Development and Disorders;
- CSDI5510 Social Communication Development and Disorders;
- CSDI5530 Augmentative and Alternative Communication;
- CSDI5550 Early Childhood Language Disorders;
- CSDI5560 School-Age Language Disorders;
- CSDI5600 Fluency Disorders;
- CSDI5630 Dysphagia;
- CSDI5700 Voice Disorders;
- CSDI5710 Cleft Palate and Craniofacial Anomalies;
Clinical Practice: Students must enroll in five terms (semester or summer) of Clinical Practica during their graduate study. Additionally, six credit hours of off-campus clinical practice are completed during the last semester of study, typically involving 3 credit hours of Student Teaching and 3 credit hours of Clinical Internship in a medical setting, depending on availability.

Total Semester-Hours Required: Successful completion of 46 credit hours (36 credit hours of required coursework, 4 credit hours of elective coursework and 6 credits of clinical practice) are required to earn a Master of Science Degree. A formal minor is not permitted.

Master of Arts (Research): The prerequisites for the Master of Arts (Research) degree are the same as the non-research M.A. degree stated above.

Requirements –These requirements include:

Courses: Courses cited as required coursework for the non-research M.A. degree (36 credit hours) above. The four credit hours of elective coursework is not a required element of the Master of Arts (Research) degree.

Clinical Practice: Students must enroll in five terms (semester or summer) of Clinical Practica during their graduate study. Additionally, six credit hours of off-campus clinical practice are completed during the last semester of study, typically involving 3 credit hours of Student Teaching and 3 credit hours of Clinical Internship.

Thesis Research: Six credit hours of the course CSDI 5990 Thesis Research must be successfully completed in this graduate program. Although not required,
RM.I5010 Introduction to SPSS (1 credit hour) is strongly recommended for student seeking the M.A. (Research) degree.

**Total semester-hours required:** The Master of Arts (Research) degree consists of a total of 48 credit hours (36 credit hours of required coursework, 6 credits of Thesis Research, and 6 credits of clinical practice). *A formal minor is not permitted.*

**Policies and Procedures for a Master’s of Arts Research Degree M.A. (R)**

The M.A. (R) degree is an optional degree in the Department of Communication Sciences and Disorders. Students interested in pursuing a Ph.D. in Speech-Language Pathology are encouraged to consider this option at the Master’s level.

A student must submit a thesis proposal form to the Department Chair for approval prior to registering or beginning work on a thesis. Students obtain the proposal form from their potential Thesis Chair.

A student may withdraw at any point from the M.A. (R) program and change to the M.A. degree without penalty. The student must submit this request in writing to the Department Chair. The student would be required to take and pass a comprehensive oral examination in lieu of the thesis requirement.

A student may be asked by the Department Chair to change from the M.A. (R) to the M.A. degree if there is not satisfactory or timely progress on the thesis proposal.

**Timelines for Completion**

**Fall term, (year 1)**

- Student initiates discussion with a potential faculty mentor on thesis topic
- According to the Graduate School guidelines, the thesis must reflect thorough knowledge of the subject field, the power of independent thought, and the potential for original research
- Committee Chair/Mentor agrees to serve in this capacity
- Student completes a description of thesis proposal and title
• Thesis proposal and suggested committee members submitted to the Department Chair for approval.

• Student begins to meet and work with Faculty Mentor on a regular basis
• Work begins on submission of IRB if applicable

**Spring term, (year 1)**
• Student may register for CSD 5990 Thesis Research (1-6 hours) with Department Chair approval of thesis proposal and committee
• Thesis committee will meet and review progress at the end of the spring term. Faculty Mentor to submit grade for CSD 5990
• It is expected that by the end of the spring term the student will have completed substantial and satisfactory progress on the thesis including completion of the literature review and submission/approval of the IRB if applicable
• The committee will review all submitted sections on an ongoing basis
• All documents to be completed in accordance with the Graduate School’s thesis-format and submitted to the Graduate School for review

**Summer (year 2)**
• Student may register for CSD 5990 Thesis Research (1-6 hours). Faculty Mentor to submit grade
• Student continues work with Faculty mentor and committee members as needed

**Early Fall (year 2)**
• Student may register for CSD 5990 Thesis Research (0-6 hours)
  - Student will register for 0 hours if 6 hours have been completed
• Student will file candidacy papers with the Graduate School
• Student will submit draft abstract, and chapters 1 and 2 to the committee for review and comments.

**December 1 (year 2)**
• Student will submit any revisions and chapters 3 and 4 to the committee for review and comments.
• Thesis committee will meet and review progress at the end of the fall term.
• Faculty Mentor to submit grade for CSD 599

**Spring (year 2)**

• Student may register for **CSD 5990 Thesis Research** (0-6 hours).
• Student will register for **CSD 5950 Special Study for Exams** (Graduation Semester)

**April 1 (year 2)**

• Student will submit complete thesis document (including cover page, appendices, and Vita Auctoris) to committee for review
• Upon approval of committee, the student and Faculty Mentor will schedule an oral presentation/defense of the thesis.
• The Graduate Faculty committee readers will vote on approval of the thesis and submit ballots to the Graduate School
• Faculty Mentor to submit grade for CSD 5990
• The Candidate for the research master’s degree must present to the Graduate School two (2) acceptable copies of the thesis.
POLICIES AND PROCEDURES

Transfer of Graduate Coursework from Another University: Students who have successfully completed graduate coursework at other institutions may petition to transfer up to six semester credit hours of that coursework to the graduate program. The procedure is to discuss this coursework with the Department Chair and, if approved, to obtain a “Petition to Transfer Graduate Credit” form from the Graduate School. It is the student’s responsibility to petition the transfer of credit. Appropriate procedures as indicated in The Graduate School Catalog must be followed.

Grade Point Average Requirements While in the Program: All graduate students must maintain a 3.0 grade point average (GPA) to remain in good academic standing. If a student’s GPA falls below 3.0, the student will automatically be placed on probation and will be ineligible for a paid assistantship. A grade of B- or lower in a clinical practicum course will result in the voiding of clinical clock hours and related skills competencies earned during that clinical practicum. Two semesters of a GPA below 3.0 will result in dismissal from the program. Two semesters of a B- letter grade in a clinical practicum course will also result in the dismissal from the program regardless of the overall GPA. A 3.0 GPA is absolutely required for graduation.

Graduate Grading System: The grading system for the Graduate School includes the following grades: A, B+, B, B-, C, and F. Incomplete (I) grades must be arranged in advance with the instructor and a contract must be signed stating the conditions for changing the “I” grade (see below for additional information about Incomplete Grades).

Policies and Procedures: Graduate students are expected to be familiar with all of the requirements, policies, and procedures listed in The Graduate School Catalog, Communication Sciences and Disorders Student Handbook, and the ASHA Clinical Certification Handbook.

Course Repetition Policy: Because there are not multiple sections of graduate level courses offered, it is imperative that students strive to achieve the highest level of proficiency in each course and clinical practicum experience. Any final grade that is a B- or lower is considered to be below proficient by the American Speech-Language-Hearing Association. Students will be kept abreast of their academic performance throughout the semester. It is also important that students
familiarize themselves with the CSD Graduate Curriculum Crosswalk (see Appendix 4) as some standards can be met in more than one course. In addition to meeting academic retention standards, students must demonstrate competency of the Knowledge and Skills required for ASHA certification.

As determined by the SLU CSD Program, students are required to obtain a letter grade of “B” or higher in each course. If a student does not meet this minimum requirement (i.e., any grade lower than a “B”), competency has not been demonstrated and a remediation plan must be developed. A remediation plan may include re-taking the course or completing a comparable independent study or assigned project. The specific requirements of the remediation are determined by the course professor in consultation with the SLU CSD program faculty. Some, but not all, standards can be met by more than one course (see curriculum crosswalk). Therefore, it is the students’ responsibility to monitor their progress toward meeting the standards as they progress through the graduate program of study. Academic advisors will discuss student progress toward meeting the standards during routinely scheduled advising meetings. We wish to work TOGETHER so that ALL academic standards have been met prior to graduation.

Academic Remediation Process

The following policy was developed by the Communication Sciences and Disorders Program at SLU in accordance with the Knowledge and Skill Standards from the Council of Academic Programs of the American Speech-Language-Hearing Association.

a) Professor will notify the student via e-mail as soon as final grades have been calculated to inform the student that s/he has not met the criteria and that a remediation is required.

b) A meeting with the professor and the student should occur within 1 week of notification (an extension may be granted on a case-by-case basis).

c) Prior to the meeting, the professor, in consultation with the student and the CSD program faculty, will determine the required remediation plan and the impact of the remediation on the student’s academic program. Specific details of the remediation and its impact on the student’s program will be laid out in a written remediation plan. A remediation plan may include re-taking the course or completing a comparable independent study or other assigned project.

d) At the meeting, the student will be counseled about his/her status in the program and the professor and the student will review the remediation plan. The plan will be signed by the professor and the student. A copy of the
signed remediation plan will be stored in the student’s electronic file on the T-Drive.
e) If the student receives a final grade that is lower than a “B” during the remediation, then a second remediation plan will be developed following the same timeline as above and the student will again be counseled about his/her status in the program.
f) Once the remediation plan has been met, the academic professor will make a notation in the student’s electronic file located on SLU’s T-drive.
g) NOTE: Academic standards/competencies are different than clinical standards/competencies. As such, the student should work directly with his/her academic professor/instructor to develop a remediation plan.

 Grades of Incomplete: A student, who, for reasons beyond his/her control, is unable to complete course requirements during the instructional period, may petition the instructor/professor for a grade of Incomplete. The student must be passing the course with a grade of B or higher and must have completed a majority of the course. Non-attendance, poor performance, or simply wishing to repeat the course do not justify issuance of an Incomplete grade. Instructors/professors cannot assign an Incomplete grade unless agreed upon before the course ends. If an Incomplete grade is issued, the student must work with the instructor/professor to develop a written plan (housed in the student file) for completing course requirements in a reasonable amount of time and document completion in the student’s file.

Enrolling in Graduate Courses:
Students are responsible for self-enrolling in the graduate courses for each term/semester. It is important that the student has discussed these courses with his/her academic advisor prior to registering. Students are also required to register for and complete ASHA required undergraduate courses for the Certificate of Clinical Competence (e.g., Physical Science, Biological Science, Statistics, etc.). These may be taken at the SLU campus or at another university. It is important that the student inform his/her academic advisor when this is occurring so that s/he can ensure that the course will meet ASHA’s guidelines. CSD faculty and staff may NOT register students for any courses.

Concurrent Master’s Degrees:
Saint Louis University does not allow the pursuit of a concurrent second Master’s degree.
Grievance Procedures for the CSD Department:
A grievance is a formal complaint against the actions, decisions, and/or processes of university faculty or staff. These grievances may include academic grade appeals, clinic grade appeals, or program dismissal decisions. Grievances will be deliberated and acted upon following the departmental procedures that are outlined in this document.

General Procedures
- The student must start the department grievance process for grade appeals within 90 calendar days of the start of the subsequent semester. For program dismissal, the student must start the grievance process within 30 calendar days of the dismissal decision.
- All correspondence related to the grievance will occur through SLU’s email system. The “request a read receipt” option will be selected.
- Another faculty member in the department may be present at meetings as an objective observer, if requested by the student, instructor, or chair. The observer will be cc’ed on any email correspondence related to the grievance.
- If the department chair is unavailable, a designee will take his/her place.
- The department chair will maintain written documentation of the grievance.

Academic Grade Appeal
- Academic grade appeals typically relate to a final grade assignment. A grade appeal may be filed if:
  - The instructor miscalculated the grade.
  - The instructor assigned a grade using criteria not outlined in the course syllabus or documented in written instructions, such as a scoring rubric.
  - The instructor assigned a grade to the student using different standards than was applied to other students in the same course.
  - The student experienced intimidation, discrimination, bullying, or harassment in the classroom setting. (In the case of sexual harassment, the student should follow processes outlined in Title IX.)
Course instructor meeting.
- The student meets with the course instructor to discuss the grade appeal.
- Within two business days of the meeting, the course instructor renders a decision, which is documented in an email sent to the student’s SLU account.
- If satisfied with the instructor’s decision, the grievance process ends. If not satisfied, the process proceeds to the department chair level.
  - Depending on the nature of the complaint, the student may choose to start the grievance process with the department chair.

Department chair meeting.
- The student writes a letter via email to the department chair to request a meeting. The student’s letter includes the following information: (a) the name and title of the person immediately responsible for the grievance, (b) details of the grievance, (c) outcome of the meeting with the instructor, (d) reason for bringing the grievance to the department chair, and (e) any other supporting documentation, such as email correspondence or instructor comments on student’s work.
- The student meets with the department chair to discuss the grade appeal.
- Within 10 business days of the meeting, the department chair renders a decision, which is documented in an email sent to the student’s SLU account.
- If satisfied with the department chair’s decision, the grievance process ends. If not satisfied, the process proceeds to the college level.
- If the department chair is the course instructor, the student may appeal the course grade to the Associate Dean for Academic and Student Affairs.

College level grievance.
- If not satisfied that the policies or procedures were followed at the department level, the student presents his/her appeal to the Associate Dean for Academic and Student Affairs of the Doisy College of Health Sciences as stipulated in the College Academic Grievance Policy.
- This appeal must be initiated within 10 business days of the department chair’s emailed decision.
Clinic Grade Appeal

- Clinic grade appeals may relate to graduate students’ final clinical evaluations or supervisory practices or clinic environments that affect clinic grades. A clinic grade appeal may be filed if:
  - The supervisor miscalculated final clinical evaluation.
  - The supervisor evaluated the student using criteria that was not explicitly provided to the student.
  - The supervisor evaluated the student using different standards than was applied to other students at the same clinical site.
  - The supervisor evaluated performance outside the scope of the clinical assignment.
  - The supervisor’s final clinical evaluation was not aligned with written feedback throughout the semester.
  - The supervisor engaged in discriminatory, unethical, and/or inadequate clinical or supervisory practices.
  - The student experienced intimidation, discrimination, bullying, harassment, or other inappropriate behavior at a clinical site.

Clinical supervisor and/or clinic director meeting.

- The student meets with the clinical supervisor and/or clinic director, depending on the nature of the complaint. For in-house complaints, typically the process will start with the student contacting the clinical supervisor. For off-site complaints, typically the process will start with the student contacting the clinic director.
- Within two business days of the meeting, the supervisor/director renders a decision, which is documented in an email sent to the student’s SLU account.
- If satisfied with the supervisor/director’s decision, the grievance process ends. If not satisfied, the process proceeds to the department chair level.
- Depending on the nature of the complaint, the student may choose to start the grievance process with the department chair.

Department chair meeting.

- The student writes a letter via email to the department chair to request a meeting. The student’s letter includes the following information: (a) the name and title of the person immediately responsible for the grievance, (b) details of the grievance, (c) outcome of the meeting with the supervisor/director, (d) reason for bringing the grievance to the
department chair, and (e) any other supporting documentation, such as email correspondence or supervisor/director’s feedback.

- The student meets with the department chair to discuss the clinic grade appeal.
- Within 10 business days, the department chair renders a decision, which is documented in an email sent to the student’s SLU account.
- If satisfied with the department chair’s decision, the grievance process ends. If not satisfied, the process proceeds to the college level.

College-level grievance.
- If not satisfied with the department chair’s decision, the student presents his/her appeal to the Associate Dean for Academic and Student Affairs of the Doisy College of Health Sciences, as stipulated in the College Academic Grievance Policy.
- This appeal must be initiated within 10 business days of the department chair’s emailed decision.

Program Dismissal
- Requirements for remaining in good academic standing are outlined elsewhere in the student handbook. If a student becomes ineligible to remain in the program due to low GPA, professional violations, or substandard clinical performance, he or she will be notified of pending dismissal from the program.
- The student has the right to appeal the program dismissal. The appeal gives the student the opportunity to explain circumstances or conditions which adversely impacted his or her academic success.

Department chair/program director meeting.
- The student writes a letter via email to the department chair to request a meeting. The student’s letter includes the following information: (a) description of circumstances which the student believed to have interfered with his/her academic or professional performance, (b) how these circumstances have been or will be alleviated, (c) the student’s plan for improvement, (d) any other supporting documentation.
- The department chair and the program director (or their designees) jointly meet with the student.
- Within 10 business days of the meeting, the department chair and program director render a decision, which is documented in an email to the student’s SLU account. When sending the email, the “read
receipt” option will be selected. If the student does not read the email after 10 calendar days, a paper follow-up letter will be sent to the student’s permanent address listed in Banner.

- If satisfied with the decision, the grievance process ends. If not satisfied, the process proceeds to the college level.

College-level grievance.

- If not satisfied that the policies or procedures were followed at the department level, the student presents his/her appeal to the Associate Dean for Academic and Student Affairs of the Doisy College of Health Sciences as stipulated in the College Academic Grievance Policy.
- This appeal must be initiated within 10 business days of the department chair’s emailed decision.

CAA Complaint Process

Separate from any department or college grievance process, CSD students also have the right to file a complaint with the ASHA Council on Academic Accreditation (CAA). CAA complaints must be clearly related to our department’s compliance with accreditation standards. The CAA does not negotiate grade changes or decisions about program dismissal. Copies of the CAA’s complaint procedures, relevant Standards for Accreditation, and the Complaint Form are available in paper form by contacting the Accreditation Office at accreditation@asha.org or 800-498-2071. Information also may be found at https://caa.asha.org/programs/complaints/.
Grade Appeal Flow Chart

1. Student meets with person immediately responsible to seek a resolution.
   - Student receives a decision from this person via email.
     - If student is satisfied, the grievance process ends.
     - If not satisfied, student meets with department chair.
       - Student receives a decision from the department chair via email.
         - If student is satisfied, the grievance process ends.
         - If not satisfied, the student initiates college level grievance.
           - If student is satisfied, the grievance process ends.
           - If not satisfied, the student initiates university level grievance.
Program Dismissal Appeal Flow Chart

Student meets with department chair and program director.

Student receives a decision from the department chair via email.

If student is satisfied, the grievance process ends.  
If not satisfied, the student initiates college level grievance.

If student is satisfied, the grievance process ends.  
If not satisfied, the student initiates university level grievance.
The following are links to some of the more frequently referred policies:

Doisy College of Health Sciences Academic Grievance Policy:
https://www.slu.edu/doisy/dchs_academic_grievance_policy.pdf

Continuous Enrollment Policy:
http://www.slu.edu/academics/graduate/pdfs/graduate-catalog-2015-2016.pdf

Course Evaluation Procedure: http://www.slu.edu/its/services-and-products/academic-resources/surveydig-online-course-evaluation-system/information-for-students


Professionalism in the Department: It is mandatory that all students read the ASHA Code of Ethics (http://www.asha.org/uploadedFiles/ET2016-00342.pdf). Students must abide by the Code of Ethics as students and professionals. Students are required to adhere to certain established professional behaviors as well as professional and/or ethical standards as defined by and observed within the discipline, program, and/or department in which they are enrolled. Professional interactions, with faculty, staff, student workers, peers, fellow students, external clinical placement site individuals, and third parties is expected of all persons associated with the Communication Sciences and Disorders Department. This includes communication that is face-to-face, by phone, emails, texts, letters, and other forms of communication. Failure to adhere to, and violations of, established professional behaviors or professional and/or ethical standards within a program and/or department may jeopardize a student’s ability to successfully complete a program. Professional behaviors, professional, and/or ethical standards of a program are a vital part of a student’s academic training within a discipline. Violations of these standards may limit a student’s ability to perform in a class, clinic, or laboratory, and may therefore prevent a student from making sufficient academic progress.

If any infraction of the above-referenced established professional behaviors or professional and/or ethical standards observed by the discipline, program, and/or department occurs, the program and/or department will notify the student of the infraction through verbal and/or written feedback. All such notifications, including verbal, are documented and saved in the student’s departmental file. Feedback for the student may include, but is not limited to: oral instructions for corrective behavior, a review of the discipline’s professional and ethical standards of
behavior, or written instructions for corrective behavior, outlining resources for the student to prevent future infractions (i.e. action plan).
Persistent infractions or more serious violations of established professional behaviors and/or professional and ethical standards may result in academic probation for the student.
Students who are on academic probation are required to meet with their advisor to discuss the steps necessary to remediate problems that led to probation and to devise a written action plan. This written action plan must be submitted to the Department Chair/Director for final approval. If a student does not meet the terms of the approved action plan, one or both of the following actions may be taken:
1. The academic unit may initiate academic dismissal by notifying the student and the Graduate College in writing of the program’s intent to recommend dismissal.
2. The student will be blocked from future enrollment.

Residency: Completion of the program requirements in Communication Sciences and Disorders involves a significant time commitment. Students must be available for required coursework and Practicum experiences that are offered during the day and into the evenings. The program is designed as a full-time course of study. It has typically not been possible for students to work (full-time) at the same time as they are engaged in the program.
During the first year (Summer, Fall, and Spring semesters), students will participate in on-campus Practicum experiences throughout their enrollment and must be available for observation assignments, treatment of on-site clients, and related supervisory meetings. Once assigned to external placements, students will be expected to be present in their externship location up to four days per week. In order to accommodate all the Practicum requirements, flexibility regarding scheduling is necessary.
Students are required to be in residency during the summer. Practicum is ongoing during the summer months and some courses are available only during the summer.

Graduate Advisement: Upon enrollment in SLU’s CSD Graduate Program, students will be assigned an academic mentor by the Graduate Program Director. During each semester, the advisor will assist the student in organizing an overall plan of study to ensure that requirements for the Masters of Science degree, academic competencies, and professional credentialing are met. The advisor is also available for consultation for questions about the program, to assist with any special problems that may arise, and should be the student’s first point of contact in
mediating any difficulties. It is expected that graduate CSD students meet with their respective academic advisor at least once per semester in order to maintain open lines of communication and sustain the level of support needed to be successful in the program.

2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology
The Standards for the Certificate of Clinical Competence in Speech-Language Pathology are shown in bold. The Council for Clinical Certification implementation procedures follow each standard.

Standard I—Degree
Standard II—Education Program
Standard III—Program of Study
Standard IV—Knowledge Outcomes
Standard V—Skills Outcomes
Standard VI—Assessment
Standard VII—Speech-Language Pathology Clinical Fellowship
Standard VIII—Maintenance of Certification

The knowledge outcomes are the academic competencies that are gained throughout the graduate CSD program. Some knowledge outcomes and skills outcomes (gained through clinical practica) can overlap.

**Standard IV-A**
The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

Implementation: Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Acceptable courses in physical sciences should include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement. A course in biological and physical sciences specifically related to CSD may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas.

Academic advisors are strongly encouraged to enroll students in courses in the biological, physical, and the social/behavioral sciences in content areas that will assist students in acquiring the basic principles in social, cultural, cognitive, behavioral, physical, physiological, and anatomical areas useful to understanding the communication/linguistic sciences and disorders.
Standard IV-B
The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C
The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following nine areas:

- articulation
- fluency
- voice and resonance, including respiration and phonation
- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing
- hearing, including the impact on speech and language
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology)
- cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
- social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)
- augmentative and alternative communication modalities

Implementation: It is expected that course work addressing the professional knowledge specified in Standard IV-C will occur primarily at the graduate level.

Standard IV-D
For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.
Standard IV-E
**The applicant must have demonstrated knowledge of standards of ethical conduct.**
Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.

Standard IV-F
**The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.**
Implementation: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and have demonstrated the ability to relate research to clinical practice.

Standard IV-G
**The applicant must have demonstrated knowledge of contemporary professional issues.**
Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues typically include trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures.

Standard IV-H
**The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.**

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**Graduate Student Staffing:** On a regular basis the faculty reviews the graduate student’s academic progress and discusses the student’s future practicum/traineeship placements. If the faculty members feel a student needs additional guidance, they will be asked to discuss this with their academic advisor.

**Record of Clinical Hours:** Students are strongly encouraged to maintain complete and up-to-date records of their clinical hours. These hours are entered into our clock hour database (eValue™) and hours/competencies are updated each semester of enrollment in clinical practica. The Clinic Director is responsible for assisting students to meet the clinical practicum requirements for the CCC. A Cumulative
Clock Hour Summary sheet and a final Hours/Competencies Tracking Form will be given to graduates for their files at the end of their externship semester after hours and competencies are entered into the database, and academic competencies are documented by the Department Chair. Graduates should secure the verified clock hours and tracking forms, as well as their copy of the competency documentation in a safe place for their access, as the Department will only keep these records for five years.

Graduate Assistantships: Each year, the Department Chair assigns 12 graduate assistantships to CSD graduate students. Graduate students keep their assistantship for one year. These assistantships are carefully deliberated and are assigned based on merit rather than need. Graduate assistants may serve in the following capacities: research assistants to academic faculty, clerical assistants to clinical faculty/staff; program assistants to the Undergraduate and Graduate Program Directors. Duties may include but are not limited to the following: assisting in assessment/data analysis for research, completing literature reviews, clerical tasks such as inventory, filing; survey development and distribution, grading undergraduate student work, proctoring undergraduate course exams, department tours, recruitment, assisting with program data collection, and any other duties as assigned. Graduate assistants are required to work a 10-hour week, in addition to academic coursework and management of a clinical caseload. Each semester, the Department Chair will solicit performance evaluations of Graduate Assistants from faculty and staff. The CSD Office is not able to address financial aid questions. Please contact Saint Louis University’s Financial Aid office at https://www.slu.edu/financial-aid/ or call 314-977-2350.

Advancement to Candidacy: At the beginning of the final academic semester of coursework, Master’s degree students must request candidacy papers from the Graduate School and submit them with all appropriate signatures and a completed Application for Degree form to the Graduate School. Please note that students must receive their advisor’s signature prior to submitting these forms to the Chair. Students must meet the deadlines set by the Graduate school or they will not graduate. Following favorable action by the Graduate Dean, the student is advanced to candidacy. For students graduating in August, they must be advanced to candidacy before the beginning of the final summer of attendance (SLU Graduate School Catalog).
Departmental Clearance for Graduation: Students must satisfactorily complete all academic requirements for the Master’s degree prior graduation. Students are strongly encouraged to complete all clinical requirements for ASHA certification prior to being cleared for graduation. It is possible to successfully complete the academic requirements for graduation without completing all expected requirements (clinical hours and knowledge and skills competencies) for ASHA clinical certification. However, if requirements are not met, the student will be required to fulfill these requirements during his/her Clinical Fellowship Year (CFY).

Exit Interview: Near the end of a student’s last semester of graduate school, graduating students are required to sign up for exit interview with the Department Chair or Designee. Students must have completed all University degree requirements and validate the completion of the ASHA knowledge and skills competency requirements for certification in a meeting with the Clinical Director, prior to meeting with the Chair. Additionally, students should complete the ASHA clinical certification application prior to this meeting with the Chair. At the Exit Interview with the Department Chair, completion of the master’s degree requirements, clinical clock hours, and knowledge and skills competencies will be verified. Evaluative information regarding their experience in the program will be solicited from graduating students concerning perceptions of strengths and suggestions for improvement. The Department Chair will electronically sign the online ASHA certification application once it is completed and the data mentioned above is verified.
Appendix 1

Fee Updates for Licensure in Missouri

The following fees have been updated to the amounts below:

Speech-Language Pathologist and Audiologist

1. Licensure Fee $25
2. Reinstatement Fee $25
3. Renewal Fee $50

General Fees

1. Continuing Education Extension Fee $25
2. Duplicate License Fee $0
3. Return Check Fee $25
4. Verification of Licensure Fee $0

Changes to MO Licensure Requirements

Recently Governor Nixon signed into law senate bill 107 ("SB 107"), which includes several changes to the licensure requirements for speech-language pathologists and audiologists in Missouri. Beginning August 28, 2015, individuals applying for a permanent license to practice as a speech-language pathologist and/or audiologist in Missouri will no longer need to complete a clinical fellowship in order to obtain a permanent license. Furthermore, the Board will no longer issue provisional licenses to individuals seeking to complete their clinical fellowship year. Any individual who is attempting to complete a clinical fellowship in Missouri must now apply for a permanent license.

- For any individuals who currently possess a provisional license, said license will remain in effect until its expiration date. After the provisional license expires, anyone seeking to continue to practice in Missouri must then apply for a permanent license. Individuals wishing to obtain a permanent license who hold a current provisional license, but do not wish to wait for their provisional license to expire may apply for a permanent license at any time by submitting the appropriate application and fee.
- For any individuals who have submitted an application for a provisional license, including the necessary fee(s), but were not granted a provisional
license prior to August 28, 2015, they will have the option of having their application fee refunded, or applied to the fee requirements for a permanent license. See [https://www.asha.org/advocacy/state/info/MO/licensure/](https://www.asha.org/advocacy/state/info/MO/licensure/) for additional information on Missouri licensure for SLPs.
Appendix 2

To BECOME CERTIFIED in the Student Services areas (School Counselor, School Psychological Examiner, School Psychologist, Speech Language Pathologist) in Missouri:

- You hold a professional Student Services Certificate and/or have completed a student services program from another state and wish to become certified in Missouri

  An applicant who possesses a valid professional Student Services certificate from another state may be granted a Missouri certificate in an area most closely aligned to the certification if Missouri issues such certificate. If an educator is completing or has completed a student services program in another state (either on campus or online), it would be beneficial to obtain that state’s certificate whether one plans to reside in that state or not. In most cases, a Missouri certificate is issued with no further coursework or test requirements.

- Complete the online Non-Missouri Graduate application.
- Submit remaining items on the Non-Missouri Graduate Application Checklist in one packet to Educator Certification, PO Box 480, Jefferson City, MO 65102. We do not accept faxed or emailed application materials.
- If you have out-of-state student services experience, you will need to complete the Verification of Experience form.
- As noted within the checklist, if your out-of-state professional Student Services certificate has expired, or if you never held an out-of-state certificate, you must provide an institutional recommendation from the certification officer at the college or university where you completed your student services program. The recommendation form can be downloaded by clicking on the appropriate button when completing the online Non-Missouri Graduate Application. The form should be mailed back to you to be included in your packet. Submission of an institutional recommendation does not guarantee immediate issuance of a Missouri certificate.

- You are completing a student services program (School Counselor, School Psychological Examiner, School Psychologist) at a Missouri institution

  - An Initial Student Services Certificate (ISS) is the first certificate a new student services provider receives. A minimum of a master's degree from a college or university having a student services program approved by the Missouri Department of Elementary and Secondary Education is required. The applicant must have a recommendation for certification from the designated official at the college or university where the program was
completed. Applicants for **School Counselor** and **School Psychologist** must obtain Missouri’s passing score on the appropriate assessment(s).

- Complete one (1) online **Initial** application and submit it to the Missouri institution where you completed your student services program. The institution will complete their portion and then forward the application to DESE for processing. If you have not received a **fingerprint background clearance** within the past 12 months, you will need to do so.

- The application processing time is dependent on receipt of background clearance, institution recommendation, official transcripts, and current DESE workload. Your application status can be monitored online at the bottom of your profile screen and it is beneficial to the expediency of processing that you utilize this mode of checking the status of your certification.

- **You are a Speech Language Pathologist who is licensed by the Missouri Board of Healing Arts**
  - If you hold a full professional license through the Missouri Board of Healing Arts, you will need to complete the online **Speech Language Pathologist** application and submit it to the Department. Maintaining licensure through the Missouri Board of Healing Arts is required in order to maintain certification from the Department of Elementary and Secondary Education.

- Submit remaining items on the Speech Language Pathologist Checklist in one (1) packet to Educator Certification, PO Box 480, Jefferson City, MO 65102. We do not accept faxed or emailed application materials.

- If you have not received a **fingerprint background clearance** within the past 12 months, you will need to do so.

- The application processing time is dependent on receipt of background clearance, official transcripts, assessment score, license from the Missouri Board of Healing Arts and current DESE workload. Your application status can be monitored online at the bottom of your profile screen and it is beneficial to the expediency of processing that you utilize this mode of checking the status of your certification.

- **You have not completed a student services program and are looking for information on how to become certified in a Student Services area**

  *Our Department does not evaluate transcripts for student service areas of certification. Please contact a Missouri college or university with an approved student services program for further advisement.*
Appendix 3

Graduate School Application
General Information

This information is intended for all undergraduate students in the Department of Communication Sciences and Disorders to provide some friendly advice/direction related to the graduate admission process. Although most of this information is of keen interest to seniors getting ready to apply to grad schools, all undergraduate students should have an interest in and benefit from the following information.

GRADUATE SCHOOL APPLICATIONS: Most graduate programs in Speech-Language Pathology and Audiology will have an early spring application deadline for the following Fall admission. Our application deadline is February 1st. The earliest deadline is early January with March 1st being a very popular admission deadline. If you have thoughts about beginning graduate school in January (Spring term/semester), you need to realize that less than one-half of the graduate programs in the country have Spring admissions. Our department has a Spring admission to our graduate program. If you are pursuing a Spring admission, realize that applications are usually due sometime during the Summer or early Fall (certainly no later than October 15th).

GRADUATE RECORD EXAMINATION: The Graduate Record Examination (GRE) is analogous to the ACT or SAT. It is a standardized test that is required by most graduate programs. Since this is a general test (not major or discipline specific), some believe that most students would score better on the test taking it earlier rather later in their undergraduate program. This assumes that most of our majors do not take advanced math in their junior and senior years of college. Realize that most (not all) programs do NOT require a GRE score within a specific time frame prior to admission. As for a good GRE score, like the ACT/SAT, the GRE is made up of subsections and have sub-scores and a combined score. The format of the GRE has changed as of October 1, 2002. The new GRE has three subtests which focus on the following skills:

**Verbal Reasoning**
Measures your ability to analyze and evaluate written material and synthesize information obtained from it, analyze relationships among component parts of sentences and recognize relationships among words and concepts.

**Quantitative Reasoning**
Measures problem-solving ability using basic concepts of arithmetic, algebra, geometry and data analysis.

**Analytical Writing**
Measures critical thinking and analytical writing skills, specifically your ability to articulate and support complex ideas clearly and effectively.
Table 1C: Performance Statistics on the GRE General Test*

<table>
<thead>
<tr>
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<th>Verbal Reasoning</th>
<th>Quantitative Reasoning</th>
<th>Analytical Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Test Takers</td>
<td>1,694,715</td>
<td>1,697,401</td>
<td>1,689,069</td>
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<td>Mean</td>
<td>150.22</td>
<td>152.47</td>
<td>3.50</td>
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<tr>
<td>Standard Deviation</td>
<td>8.45</td>
<td>8.93</td>
<td>0.87</td>
</tr>
<tr>
<td>Percent Women</td>
<td></td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>Percent Men</td>
<td></td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

*Five percent of test takers did not provide any classification with regard to gender.

Analytical Writing Scoring Explanation

Score Levels 5.5 and 6- Sustains extremely insightful, in-depth analysis of complex ideas; develops and supports main points with logically compelling reasons and/or highly persuasive examples; is well focused and well organized; displays excellent use of language, with effective sentence variety and precise vocabulary; demonstrates superior facility with sentence structure, grammar, usage, and mechanics with few, if any, errors.

Score Levels 4.5 and 5- Provides generally insightful analysis of complex ideas; develops and supports main points with logically sound reasons and/or well-chosen examples; is generally focused and well organized; displays fluent use of language, with generally effective sentence variety and appropriate vocabulary; demonstrates good control of sentence structure, grammar, usage, and mechanics with few, if any, errors.

Score Levels 3.5 and 4- Provides competent analysis of complex ideas; develops and supports main points with relevant reasons and/or examples; is adequately organized; displays sufficient control of language to convey meaning with reasonable clarity; demonstrates satisfactory control of sentence structure, grammar, usage, and mechanics, but may have occasional minor errors.

Score Levels 2.5 and 3- Displays some competence in analytical writing skills, although the writing is flawed in at least one of the following ways: limited analysis, development, or organization; weak control of language, sometimes resulting in vagueness or lack of clarity; or numerous errors in sentence structure, grammar, usage, or mechanics.
Score Levels 1.5 and 2- Displays serious weaknesses in analytical writing skills. The writing is seriously flawed in at least one of the following ways: lack of analysis, development, or organization; serious and frequent problems in the use of language; or numerous intrusive errors in sentence structure, grammar, usage, or mechanics- that is, errors that seriously interfere with meaning.

Score Levels .5 and 1- Displays fundamental deficiencies in analytical writing skills, resulting in incoherence. The writing is fundamentally flawed in at least one of the following ways: content that is confused or mostly irrelevant to the assignments; little or no development; or severe and pervasive errors- that is, errors that result in incoherence.

Score Level 0- The examinee's performance cannot be evaluated because the responses do not address any part of the assignments, are merely attempts to copy the assignments, are in a foreign language, or display only indecipherable text or no text whatsoever.

For more information on the GRE go to www.gre.org. You are strongly encouraged to carefully read the admission information from the institutions in which you apply to clearly understand the GRE requirement. These requirements range from “a GRE score must be submitted” (meaning the score is unimportant) to a specific GRE cut-off score (e.g., a minimum combined GRE score of 1200 is required). How this will be defined in the context of the new GRE format remains to be seen. We, as well as most Communication Disorder grad programs, consider the GRE score as only one element in the admission decision without stating specific score expectations.

LETTERS OF RECOMMENDATION: Most graduate schools require three letters of recommendation (some more, some less). All students are encouraged to get to know at least three faculty members outside the classroom so when you ask them to write a letter of recommendation for you they can talk about more than your classroom performance. You are strongly encouraged as a sophomore and junior to make an effort to befriend faculty. The more a faculty member knows you the more likely they will broaden the scope of their letter which typically translates to a stronger recommendation.

When it comes time to request a letter from a faculty member, prepare a document that will assist the faculty member in writing the letter. The information should include the following:

Your full name
Your social security number (in case the faculty member chooses to examine your record on the computer system).
Telephone number and email address (so the faculty member can contact you if necessary)
Your cumulative GPA (to date) (be accurate as this information will be included in other areas of your application and inconsistencies will be evident and could lead to problems)
Your Major (Communication Sciences and Disorders) GPA
Your advisor
When did you declare your major (semester/year)
A list of courses you took from the individual you are requesting the letter from
Are you applying for Speech-Language Pathology or Audiology
A “resume” (include volunteer/work experience, career goals, and clinical experiences, etc, that would be helpful to “paint a positive picture of you”) – I encourage you to seek assistance from the Office of Career Services in creating your resume.

What Programs are you applying to, include:
University
Complete address
Is there a form (some programs have recommendation forms, others do not)
Date when applications are due.

Please understand that some faculty are asked to write as many as 100 letters in a given application year. Get your request for a letter to your chosen faculty members as soon as possible and well before the deadlines. In requesting these letters, realize that you are asking the faculty member for a “favor;” do so in an appropriate manner. Slipping a request with the materials under a door is not appropriate. Also, recognize that a letter of recommendation may be favorable or unfavorable. Not everyone may recommend you. You are strongly advised to know the individual you are asking well enough that you are confident that they will be supportive. This relates back to the earlier point of getting to know faculty. Another thing, please include professionally looking addresses on stamped envelopes for each letter to be sent.

Also, there is an authorization form for a faculty member to give information related to you and your performance to agencies outside our institution. This form (see attached) is available from the administrative assistant in McGannon 220. Please complete a form and turn it into the department administrative assistant so it can be placed in your file. Failure to have this form on file may result in a delay in getting your letters sent out. I bring your attention to the last two items on this form, they are:

(  ) I waive my right to access of information.
(  ) I do not waive my right of access.

This issue may also be addressed on each recommendation form from various graduate programs. Although you have the right to check either box, some may interpret the refusal to waive your access to this information as a negative thing.

FURTHER INFORMATION: You can obtain further information about graduate schools at [www.communicationdisorders.com](http://www.communicationdisorders.com). When you enter this site you encounter a plethora of information related to communication disorders. Scroll down to find the Quick Index and the “Communication Disorders and Sciences Library” link. Clicking on this link brings you to an “Index” table of links. Locate the “Finding, Applying, Funding a Degree” link. Clicking on this link brings you to a page with a wealth of links related to this topic. I strongly encourage you to go to “Scott Bradley's list of University programs in Communication Disorders on the Internet” which is found under the heading of Finding a Graduate Program. The first two links on Dr. Bradley’s page are:

Guide to the Council of Academic Programs in Communications Sciences and Disorders and ASHA Council on Academic Accreditation

Both of these links provide information about graduate programs as compiled by the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) and the American
Speech-Language-Hearing Association (ASHA). Scrolling further down on Dr. Bradley’s page brings you to a table of links, by state, to all the academic programs in Communication Sciences and Disorders. These are the actual department’s web pages.

CHANGING FACE OF GRADUATE EDUCATION IN SPEECH-LANGUAGE PATHOLOGY & AUDIOLOGY: In the area of Audiology, students must realize that you will need a doctoral degree to practice Audiology by January 2007. This means that you should consider a graduate education path leading to a clinical doctorate or a Ph.D. If you are interested in Audiology as a career choice, I strongly encourage you to talk to Professors Fischer and/or Thurmon (our audiologists) to gain insights from them.

CLOSING ADVICE: Begin early, do your homework, apply to more than one program, and be patient. Also, you are strongly encouraged to visit the programs you are seriously considering. Your visit will give you a better idea of the program’s “fit” for you as well as give their faculty a chance to meet you. In making decisions, having met you face-to-face could give you the advantage over a similarly qualified applicant who did not visit.
### Appendix 4
CSD Graduate Curriculum Crosswalk

| Standard III-B | • AAC  
|                | • Assessment & Management of Multicultural Populations  
|                | • Fluency Disorders  
|                | • Cranial Facial/Cleft Palate  
|                | • Motor Speech Disorders  
|                | • Social communication disorders  
| III-B 1 Basic Communication Processes |  
| III-B 1 a Biological | Undergrad coursework  
| III-B 1 b Neurological | Undergrad coursework  
| III-B 1 c Acoustic | Undergrad coursework  
| III-B 1 d Psychological | Undergrad coursework  
| III-B 1 e Developmental/Lifespan | • Language I  
|                | • Language II  
| III-B 1 f Linguistic | Undergrad coursework (Linguistics/Foundations of Language course)  
| III-B 1 g Cultural Processes | • Assessment & Management of Multicultural Populations  
| III-B 1 h Swallowing Processes | Dysphagia  
| Standard III-C | • Assessment & Management of Multicultural Populations  
| | • Language Based Literacy Disorders  
| | • Language Disorders I (B-8)  
| III-C 1 Articulation |  
| III-C 1 a Etiologies | • Phonological Development and Disorders  
| | • Motor Speech Disorders  
| III-C 1 b Characteristics | • Phonological Development and Disorders  
| | • Motor Speech Disorders  
| III-C 2 Fluency |  
| III-C 2 a Etiologies | • Fluency Disorders  
| III-C 2 b Characteristics | • Fluency Disorders  
| III-C 3 Voice and resonance, including respiration and phonation | • Cranial Facial/Cleft Palate  

Rev. May 2019
| III-C 3 Etiologies | • Voice Disorders  
• Cleft Palate and Craniofacial |
| III-C 3 Characteristics | • Voice Disorders  
• Cleft Palate and Craniofacial |
| III-C 4 Receptive & Expressive Language | • Assessment & Management of Social Communication Disorders  
• AAC  
• Neurogenic Disorders of Communication-Adults  
• Language Disorders  
• Language Based Literacy Disorders |
| III-C 4 a Etiologies | • Phonological Development & Disorders |
| III-C 4 b Characteristics | • Phonological Development & Disorders |
| III-C 5 Hearing, including impact on speech & language |  |
| III-C 5 a Etiology | • Aural Rehabilitation |
| III-C 5 b Characteristics | • Aural Rehabilitation |
| III-C 6 Swallowing |  |
| III-C 6 a Etiology | • Dysphagia |
| III-C 6 b Characteristics | • Dysphagia |
| III-C 7 Cognitive Aspects of Communication |  |
| III-C 7 a Etiology | • Assessment & Management of Social Communication Disorders  
• AAC |
| III-C 7 b Characteristics | • Cognitive Communication Disorders |
| III-C 8 Social Aspects of Communication |  |
| III-C 8 a Etiology | • Assessment & Management of Social Communication Disorders  
• AAC |
| III-C 8 b Characteristics | • Assessment & Management of Social Communication Disorders  
• AAC |
| III-C 9 Communication Modalities |  |
| III-C 9 a Characteristics | • AAC |
| Standard III-D |  |
| III-D 1 articulation | • Language Disorders 1 (B-8)  
• Assessment & Management of Multicultural Populations  
• Fluency Disorders  
• Language Based Literacy Disorders  
• AAC  
• Phonological Development & Disorders |
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<td>III-D 1 c Intervention</td>
<td>• Craniofacial/Cleft Palate</td>
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<td>III-D 3 Voice &amp; Resonance</td>
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<td>• Voice Disorders</td>
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<td>III-D 6 Swallowing</td>
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3. Interaction and Personal qualities

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The link for the ASHA Knowledge Standards is as follows: [https://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/#Standard_IV](https://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/#Standard_IV)