SAINT LOUIS UNIVERSITY

SLHS Graduate Student Handbook

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Introduction and Mission

Welcome to our SLHS Graduate Student Handbook — your go-to resource for navigating the ins and outs of our program/department. This comprehensive guide is designed to empower you with the information needed to thrive in our graduate program.

Students are responsible for following all policies and procedures associated with Saint Louis University and the Department of Speech, Language and Hearing Sciences (SLHS).

Policies and procedures may be changed at the discretion of Saint Louis University and/or the Department of Speech, Language and Hearing Sciences.

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

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

This SLHS Graduate Student Handbook is a living document and is posted on the SLHS site on Canvas as well as on the Teams site.

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

INTRODUCTION

Saint Louis University is classified as a Doctoral/Research University – Extensive institution of higher learning by the Carnegie Foundation. SLU is accredited as an institution by the Higher Learning Commission (HLC), one of six regional accreditors in the United States. The master of science education program in speech-language pathology at Saint Louis University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.
The Department of Speech, Language and Hearing Sciences 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 University's urban location in midtown St. Louis enables the Department of Speech, Language and Hearing Sciences to maintain a complex of multiple 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 and 100% Praxis pass rate upon completing our program.
The Department of Speech, Language and Hearing Sciences 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 Speech, Language and Hearing Sciences. It includes information only about special program policies and procedures and is meant to be used as a supplement to the Saint Louis University 2024-2025 Academic Catalog.
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 Speech, Language and Hearing Sciences. 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. For the full mission statement, click on this link.

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 Speech, Language and Hearing Sciences Mission Statement
The Department of Speech, Language and Hearing Sciences and the Reinert Speech-Language-Hearing Clinic at Saint Louis University are grounded in the Jesuit tradition. Through academic and clinical education, we prepare future professionals to provide accessible, effective, and compassionate services that are informed by a multicultural perspective. We provide person-centered and culturally-competent care that is inclusive of all who seek services and conduct state-of-the art research to improve the life participation of individuals with communication and swallowing difficulties.

Professional Certification

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. Part of the requirements for the CCCs is to meet all ASHA Knowledge and Clinical Standards. While enrolled in graduate studies, faculty will monitor your progress toward meeting the standards via eValue so that the Graduate Program Director can later verify with ASHA.

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. As an SLHS graduate student enrolled in pre-professional training to become an SLP, you are required by the program to abide by the ASHA Code of Ethics. The *ASHA Code of Ethics* is presented on ASHA's website.

State Licensure

In addition, most states require licensure of speech-language pathologists and audiologists. State licensure requirements generally parallel the 2020 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: https://pr.mo.gov/speech.asp. Information related to professional licensure in Missouri can be found at: https://www.asha.org/advocacy/state/info/MO/licensure/. Information related to professional licensure in other states can be found at: https://www.asha.org/advocacy/state/.

Teacher Certification

Professionals who work in public school programs may need to qualify for teacher certificates offered by your respective state's educational agency (SEA). Click on this link to determine if your state requires a teacher certificate to practice in the educational setting. Missouri no longer requires a teacher certification for SLPs who work in the schools—only licensure.

The Illinois State Board of Education requires all students to complete two 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 (https://www.isbe.net/Pages/PEL-School-Support-Ed-Lic.aspx).

SLU Honor Societies

Alpha Eta Honor Society: National Allied Health Honor Society

1. Eligibility: Second year Master's student

2. Nominating Committee: SLHS Faculty and Staff determine nominees

3. Criteria: a. Graduate:
 i. Enrolled in final year of Master's program
 ii. Overall scholarship average of 3.8 or better (out of 4.0)
 iii. Evidence of leadership and service (SLU or greater community)

Transfer Students: The University rule is that transfer students must have completed a minimum of 30 hours at Saint Louis University to be eligible for Alpha Eta nomination.

4. Award Announcement: Annual DCHS Fall Alpha Eta Awards Ceremony

Alpha Sigma Nu recognizes students who excel in scholarship, loyalty, service and those who promote Ignatian values for life.

1. Eligibility: Second year Master's student
2. Nominating Committee: SLHS Faculty and Staff determine nominees
3. Criteria:
    i. Enrolled in final year of Master's program
    ii. Overall scholarship average of 3.6 or better (out of 4.0)
    iii. Evidence of loyalty and service (SLU or greater community)
4. Award Announcement: Annual SLHS Awards Ceremony

General Information

The Department of Speech, Language and Hearing Sciences at Saint Louis University is an integral part of the Doisy College of Health Sciences. The department is one of six departments that comprise the Doisy College of Health Sciences. This link explains in detail about the Doisy College of Health Sciences. The SLHS Department Chair reports to the Dean of Doisy College of Health Sciences.

The Department Chair is responsible for oversight of all academic and clinical SLHS 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 are two standing committees within the department: Graduate Admissions Committee and Curriculum Committee. The graduate admissions committee is made up of four members. The Director of the Graduate Program, the Director of the Undergraduate Program, the Director of Clinical Education (or their designee), and the Department Chair are standing members. One additional member rotates on and off the committee every two years. Rotating members are representative of both academic faculty and clinical faculty. The curriculum committee is chaired by the SLHS Graduate Program director with additional clinical and academic faculty members. The committee reports to the Department Chair. Ad hoc committees are appointed by the Chair as needed (e.g., Clinic Committee, program assessment committee, etc.).

Organization and Governance

The Associate Provost for Academic Affairs coordinates university-wide post-baccalaureate activities, including candidacy and graduation. Deans and Directors are responsible for the post-baccalaureate programs that fall under their particular school, college or center. In most units, an Associate Dean or Director for Graduate Education or Center Director is charged with overseeing the day-today operations of their respective post-baccalaureate programs. The Associate Dean for Doisy College of Health Sciences is Dr. Elizabeth Blessing. Her contact information is:

Elizabeth Gockel-Blessing, Ph.D.
Associate Dean for Graduate Education
Doisy College of Health Sciences
elizabeth.gockelblessing@health.slu.edu
314.977.8691

Finally, a Graduate Academic Affairs Committee (GAAC) is concerned with the development, improvement, quality control, and policy of post-baccalaureate education at Saint Louis University.

The current Departmental Faculty and staff include:

Faculty Member	Rank/Title	Terminal Degree
Travis Threats, Ph.D.	Professor/ Department Chair	Northwestern University
Angela Adrian, M.A	Clinical Instructor	Saint Louis University
Martha Blaess, Ph.D.	Assistant Professor	University of Oklahoma
Mitzi Brammer, Ph.D.	Associate Professor/Graduate Program Director	University of Missouri-St. Louis
Yi-Fang Chiu, Ph.D.	Associate Professor	Indiana University
Maureen Fischer, M.S.	Assistant Clinical Professor/Audiologist Coordinator	Washington University
Rebecca Frisella, M.S.	Clinical Instructor/Director of the Early Childhood Language Program	Fontbonne University
Christina Loveless, M.S.	Assistant Clinical Professor	Fontbonne University
Julia J. Hoffmann, M.A.	Clinical Instructor	Truman State University
Robin Murphy, M.S.	Assistant Clinical Professor	Southern Illinois University-Carbondale
Amanda Wadams, Ph.D.	Assistant Professor	University of Connecticut
Elizabeth Roepke, Ph.D.	Assistant Professor	Purdue University
Sara Steele, Ph.D.	Associate Professor	University of Illinois-Champaign/Urbana
Saneta Thurmon, Ph.D.	Associate Professor/Undergraduate Program Director	Saint Louis University
Andrea Vaughan, M.S.	Associate Clinical Professor/Director of Clinical Education	Southern Illinois University-Carbondale
Christine Rose, M.S.	Assistant Clinical Professor	Southern Illinois University-Edwardsville

Full-Time Staff
Kellie Dalton - Administrative Assistant -Clinic
Cheryl Follmer - Administrative Assistant - Academic

Department Demographics

Approximately 20% of current graduate students in the SLHS graduate program are from federally designated under-represented minority groups (African-American, Asian, and Hispanic backgrounds as well as persons with disabilities) in a given cohort. 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 several clinical affiliations including medical, rehabilitation, and educational placements. The Department of Speech, Language and Hearing Sciences 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 Speech, Language and Hearing Sciences' 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, 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 SLHS student work 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 backpacks/purses should not be left unattended.

Saint Louis University (SLU) Computing and E-mail Account:
Your SLUNet 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 SLUNet account as identification, granting you access. You can also check your SLU e-mail from anywhere using web-based mail. You should be able to forward mail from your SLUNet 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 via the Banner application, 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 AskSLU Desk on Level 1 of Pius Library, during normal business hours. Students can also click on this link to have technology questions answered. In addition to SLU email, graduate students are expected to regularly check the Teams site. This is a primary way for CLINICAL faculty to communicate with you. Teams is also where department documents, recordings, etc. are housed for your cohort.

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 two audiometric suites are included. One-way mirrored windows and audio connection for observations and 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. One room in the clinic is devoted to meeting sensory needs of clients on the Autism Spectrum.

*Child Language Analysis Laboratory**: Located on the second floor of McGannon Hall in the administrative suite and 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.

*Aphasia Rehabilitation Research Laboratory**: Located on the 2nd floor of McGannon Hall, the Aphasia Rehabilitation Research Lab is overseen by Dr. Amanda Wadams, Assistant Professor. The goal of the Aphasia Rehabilitation Research Lab is to identify effective treatment practices in increasing functional communication and quality of life for people with aphasia. Completion of this goal will be accomplished by projects that a) further identify the relationship between language and cognition utilizing neurofeedback techniques, b) develop and implement a clinically applicable treatment that integrates both language and cognition, and c) analyze the conversational discourse change in persons with aphasia following treatment. Only Graduate Assistants work in the Aphasia Rehabilitation Research Laboratory*.

*Speech Acoustics Laboratory**: Located on the upper level of McGannon Hall, the Speech, Language and Hearing Sciences 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*.

The SLUPER (Saint Louis University Phonology in Emergent Readers) Lab*: Located on the second floor of McGannon Hall, the SLUPER lab is overseen by Dr. Elizabeth Roepke, Assistant Professor. The research goal of the SLUPER lab is to evaluate assessment and treatment approaches for phonological processing skills in children who need additional support for reading, including children with speech or language disorders and bilingual children. Research techniques in the lab include standardized speech and language assessments, eye-tracking to quantify speech perception and verbal processing ability, and single case design research for treatment studies.**

**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.

Multimedia Classrooms: The Department houses and schedules Multimedia Classrooms that are equipped with a computer, media-projector, audio and videotape decks, DVD, USB ports for flash drives 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 Panopto™ 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 large state of the art Audiological Suites with both diagnostic and treatment areas. Graduate students have the opportunity to be placed alongside a CCC-AUD-certified audiologist or SLP for traditional Aural Rehabilitation sessions with Cochlear Implant and Hearing Aid recipients, as well as the placement option "Audiology Team," which pairs a graduate clinician with an audiologist for more traditional Audiology appointments, and gives them 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 individuals who are hearing impaired.

E*arly Childhood Language 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, Down Syndrome, cerebral palsy, etc. 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 SLU library facilities for SLHS students, faculty, and staff are Pius XII Memorial Library (http://lib.slu.edu/), located one block east of McGannon Hall at 3650 Lindell Blvd., and the Medical Center Library (https://www.slu.edu/library/medical-center-library/), housed on the second floor of the Margaret McCormick Doisy Learning Resources Center (LRC) at 3545 Vista Ave. on the Medical Center Campus. They offer strong collections related to early childhood, early childhood special and related education, speech-language pathology, and associated disciplines.

A vast array of both libraries' resources and services are accessible online, whether from on or off campus; however, there may be times you will need to visit Pius, particularly to use or borrow books available in hard copy. While the libraries offer an ever-increasing number of ebooks, many books are not accessible electronically. Should a book you need be unavailable from the SLU Libraries, the next step is to see if the MOBIUS Library Consortium has it; if so, you can request it online via the SLU Libraries Catalog for delivery to Pius where you can pick it up. If it's also unavailable via MOBIUS, then request it via the ILLiad Interlibrary Loan service (https://www.slu.edu/library/services/interlibrary-loan.php); books borrowed through ILLiad also will be delivered to Pius. Even though SLHS is part of the Doisy College, Pius is your home library so be sure to use the Pius ILLiad service. Most of the journals you are likely to need are accessible online, the possible exception being older volumes. If they are shelved in Pius, you must visit the library to use them. If they are shelved in the Locust Street Facility, you should request individual articles via ILLiad. Request articles in journals or journal volumes not owned by the SLU Libraries via ILLiad; library staff will obtain them from other libraries in a timely fashion and provide you with PDFs. The SLU Libraries offer about 350 online databases, in virtually all subject areas, in support of student and faculty research. Most are accessible both on and off campus; remote access requires use of your SLUNet login. The most frequently consulted SLHS-related databases are ERIC (education), Medline, and PsycINFO. PubMed, of which Medline is the major component, is freely available from the National Library of Medicine but accessing it through the SLU Libraries website ensures you'll be able to link directly to online journals in the SLU Libraries' collection.

SLU academic departments are assigned SLU library faculty possessing the subject expertise to provide them with instructional and research support. Angela Spencer is the liaison for the Department of Speech, Language and Hearing Sciences. Ms. Spencer is a fabulous resource for SLHS students and faculty. She ensures that library collections reflect SLHS needs, provides instruction about library resources and services, and is available for small group and individualized research consultations or assistance with course assignments. While based in the medical (south) campus, the best way to reach her is email at angela.spencer@slu.edu.

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 Speech, Language and Hearing Sciences 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. Every SLHS faculty member has developed their "system" for setting appointments. These are published in their syllabi or can be obtained by emailing the respective faculty member.

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 SLHS Administrative office or via this link after faculty consent has been given. Faculty cannot release recommendations unless the student has completed the release form.

Students with Disabilities: Saint Louis University and the Speech, Language and Hearing Sciences 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 SLHS 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 SLHS 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 SLHS graduate program as well as SLU's Center for Accessibility and Disability Resources (CADR) 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 Manual. 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 Institutional Equity and Diversity, is located in Room 36 of DuBourg Hall. The phone number of the Office of Diversity and Affirmative Action is (314) 977-3838 (voice) and (314) 977-3499 (TDD). 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 Integrity: Students are expected to be knowledgeable of and follow the University's policies and practices regarding academic honesty https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf. 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 Integrity. If the charges are found to be true, the student may be liable for academic or disciplinary probation, suspension or expulsion by the University. This will be discussed in more detail in the section Department Policies.

Student Complaint Process: The Department of Speech, Language and Hearing Sciences 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, they are 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/provost/accreditation-compliance/student-complaints.php.

SLU Tobacco-Free Policy: Smoking is not permitted in McGannon Hall. Click this link for the full policy on smoking at SLU.

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 poster presentations and technical session 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 http://www.macdg.org/Home_Page.html

Council of Academic Programs in Speech, Language and Hearing Sciences
The Council of Academic Programs in Speech, Language and Hearing Sciences is dedicated to promoting academic excellence, visionary leadership and collaboration among Speech, Language and Hearing Sciences academic programs. This professional organization hosts an annual conference in the spring for SLHS 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 St. Louis Learning Disabilities Association, the Down Syndrome Association of Greater St. Louis, St. Louis Association for Retarded Citizens, and the Interactive Autism Network. 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
https://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 65102
Telephone: 573-751-2334
https://pr.mo.gov/speech.asp

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

The address for Speech, Language and Hearing Sciences is:
Saint Louis University
Speech, Language and Hearing Sciences
3750 Lindell Boulevard
McGannon Hall, Suite 220
St. Louis, MO 63108-3412
https://www.slu.edu/doisy/degrees/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 SLHS Graduate Program

The graduate program in Speech, Language and Hearing Sciences is accredited by the Council on Academic Accreditation (CAA).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 life-long 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 five faculty members on a two-year membership rotation, are charged with reviewing all

application materials submitted to CSDCAS and recommending to the Department Chair those qualified students to be admitted. All application materials are submitted to the SLU Graduate Admissions 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 Graduate Admissions where official conditional admission notification is sent. On average, the department admits approximately 100 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 Speech, Language and Hearing Sciences must meet the minimum Grade Point Average Requirement of SLU, 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 Science: The graduate program currently consists of 41 semester-hours of academic credit plus successful completion of 17 hours of clinical practica (one taken each semester) and six credit hours of a Clinical Externship completed the last semester of the program (total of 58 credit hours).

Master of Science: 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:
SLHS 5050 Research for the Clinician;
SLHS 5450 Speech Sound Disorders in Children;
SLHS 5530 Augmentative and Alternative Communication;
SLHS 5550 Early Childhood Language Disorders;
SLHS 5560 School-Age Language Disorders;
SLHS 5600 Fluency Disorders;
SLHS 5630 Dysphagia;
SLHS 5700 Voice Disorders;
SLHS 5720 Neurogenic Communication Disorders in Adults;
SLHS 5760 Motor Speech Disorders;
SLHS 5770 Multilingual Communication Disorders;
SLHS 5800 Professional Issues in Speech-Language Pathology and Audiology; and
SLHS 5820 Cognitive Communication Disorders

Elective Coursework includes the following (take three of these courses):
SLHS 5710 Cleft Palate and Craniofacial Anomalies;
SLHS 5880 Advanced Audiology;
SLHS 5100 Counseling and the SLP;
SLHS 5XXX Independent Study (1-2 hours elective credit);
SLHS 5520 Pediatric Dysphagia;
SLHS 5880 Language-Based Literacy Disorders;
SLHS 5510 Social Communication Disorders;
SLHS 5930 Special Topics: Poverty, Language Learning and Disability

Clinical Practice: Students must enroll in five terms (semester or summer) of Clinical Practicum during their graduate study. Additionally, six credit hours of off-campus clinical practice are completed during the last semester of study, typically involving 6 credit hours either in a medical setting or educational setting, depending on availability and type of clock hours/clinical standards needed.

Total Semester-Hours Required: Successful completion of 58 credit hours (35 credit hours of required coursework, 6 credit hours of elective coursework and 17 credits of clinical practice) are required to earn a Master of Science Degree. A formal minor is not permitted. Only undergraduates graduate with the honors of *cum laude, magna cum laude, or summa cum laude*.

Master of Science (Research Track): The prerequisites for the Master of Science (Research) degree are the same as the non-research M.S. degree stated above.
Requirements –These requirements include: Completion of the Thesis Proposal Form (in the Appendix).
Courses: Courses cited as required coursework for the non-research M.S. degree (41 credit hours) above. The six credit hours of elective course work is not a required element of the Master of Science (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.

Thesis Research: Six credit hours of the course SLHS 5990 Thesis Research must be successfully completed in this graduate program. Although not required, EDR 5100 Introduction to Inferential Statistics (3 credit hours) is strongly recommended for student seeking the M.S. (Research) degree.

Total semester-hours required: The Master of Science (Research) degree consists of a total of 58 credit hours (35 credit hours of required coursework, 6 credits of Thesis Research, and 17 credits of clinical practice). A formal minor is not permitted.

Times for Completion of the Thesis:

Fall term, (year 1)

- Student initiates discussion with a potential faculty mentor on thesis topic
- According to the University 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 (obtained from their thesis chair)
- 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

S***pring term, (year 1)***

- Student may register for SLHS 5990 Thesis Research (1-6 hours) with Department Chair approval of thesis proposal and committee
- If student is making satisfactory progress toward completion of the thesis the grade received prior to defense will be IP ("in progress")
- Thesis committee will meet and review progress at the end of the spring term. Faculty Mentor to submit grade for SLHS 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 university's thesis-format and submitted to the department for review

Summer (year 2)

- Student may register for SLHS 5990 Thesis Research (1-6 hours). Faculty Mentor to submit grade (IP)
- Student continues work with Faculty mentor and committee members as needed

Early Fall (year 2)

- Student may register for SLHS 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 University
- 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 SLHS 5990

Spring (year 2)

- Student may register for SLHS 5990 Thesis Research (0-6 hours).

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.
- Faculty Mentor to submit grade for SLHS 5990
- The Candidate for the research master's degree must present to the Department two (2) acceptable copies of the thesis.

SLHS Graduate Summative Portfolio

Purpose

The purpose of the SLHS Summative Portfolio is to examine and measure graduate student progress by documenting the process of learning as it occurs. Portfolios extend beyond test scores to include substantive descriptions and examples (i.e., artifacts) of what you, the student, have learned. Portfolios are a form of authentic assessment that capture progress toward higher order goals such as application of skills, synthesis of experiences, and creation of academically/clinically related products. While this process and resulting product will be meaningful for you, it also will be useful in documenting student outcomes for college- and university-level program evaluation and university accreditation.

Description

The portfolio is an organized collection of materials and personal reflections that provide evidence of your pre-professional development. Your portfolio will include required materials and self-selected artifacts that address the following **program outcomes:**

1. **Gain core knowledge of SLP practice areas in prevention, assessment, and intervention (choose four of ASHA's Big Nine practice areas to highlight; you will include four separate reflections for each practice area; your choices can be a combination of prevention, assessment, and intervention—you do not need four of each)**
2. **Integrate research into evidence-based practice**
3. **Address diversity and cultural sensitivity**
4. **Incorporate ethics/values into decision-making**
5. **Use critical thinking in clinical service**

Artifact Requirements

- Artifacts submitted from academic courses must have met ASHA Knowledge Standards addressed for the course.
- It is preferable to submit artifacts that represent independent work as well as your contributions to group projects as many courses have group projects. If you submit a final group project as one of your artifacts, you must show your contribution of effort/ collaboration/ sections completed, etc. on the work submitted (e.g., 30% on a language sample analysis and the areas the work completed on the project). If a group project is submitted as an artifact, each group member must sign off on your contribution of effort/collaboration/sections completed, etc. If a partner project is submitted, you must clearly show that you contributed 50% effort/collaboration/section(s) completed on the work submitted. The sign-off process will be addressed by your professor in each course you take if there is a group or partner project assigned.
- Personal client identifiers must be redacted from any clinical artifact.
- Graduate-level work only may be submitted.

Portfolio Components

Your portfolio will include:

1) *Professional growth reflection paper*

The purpose is to reflect on how you have grown professionally and personally during your two-year graduate program. As you plan what to write, think about your communication, use of time and resources, professionalism, responsibility, use of feedback, stress management, and cultural humility and responsiveness. What did you learn about yourself in these two years?

Paper requirements are as follows:

- Write in first person voice
- Paper should be 500-750 words, double spaced, 1" margins, 12-point standard font (Arial, Aptos, Calibri, Times New Roman), no more than three pages in length.
- Respond to at least three of the following prompts:
    - Describe one or more experiences in the program that have led to your personal, academic, and/or clinical growth.
    - Describe one experience when you said or did something that you were proud of, and one for which you wish you said or did something differently.

    - Describe your strengths and challenges in academic and/or clinical work. How did you grow from your challenges?
    - Describe how you have felt about yourself as a result of your graduate school experience and the growth that you have demonstrated in this portfolio.
    - Describe goals or aspirations you have for yourself as you start your career.
- Be sure to use details and examples to expand on your responses and support your descriptions. (e.g., why you chose your specific experiences, how they specifically helped you grow, etc.) Again, if you use clinical examples, you must remove any identifying client information.

2) A *personal clinical philosophy statement (paragraph form) and a mission statement (abridged form) for your clinical practice*

- The purpose of the clinical philosophy and mission statement is to succinctly express the values and perspectives that guide your clinical practice. Potential employers, clients, and/or client's family members may read a clinical philosophy statement prior to engaging your services. Write your statement in first person voice.
- Clinical philosophy statement should be approximately 250 words, double spaced, 1" margins, 12-point standard font (Arial, Aptos, Calibri, Times New Roman), no more than one page in length.
- Mission statement will be 10 words or less. Take the big ideas you have covered in your 250-word statement and pare it down to 10 words or less.
    - Pre-writing planning guidelines: Before you sit down to write, think about your personal clinical philosophy. Do not directly answer these questions bullet by bullet, rather use them to guide your reflection prior to writing. What is my vision for SLP practice?
    - What are my professional values?
    - What goals do I have for my clients and for myself?
    - What are my desired relationships with clients and the interdisciplinary care team?
    - What are my strengths as a clinician?
    - What unique qualities do I bring to my clinical practice?
    - Why is being a SLP important to me?
    - Why and how is clinical and linguistic diversity important to my work?

(Guiding questions adapted from Corey J. Leinum, Philip J. Trapskin, (2011, January). Writing a personal philosophy of practice, American Journal of Health-System Pharmacy,68 (2), 116–117. https://doi.org/10.2146/ajhp100426)

3) *Resume*

This artifact should qualify as an exemplar for a job-seeking resume. That is, you will be able to share it with a potential employer to showcase your background, abilities, and experiences to demonstrate that you can competently do the job of an entry-level SLP. Putting one's research on their resume depends on the type of job one may be seeking. If

you choose to include relevant research you worked on while in graduate school, be sure to use language that shows clinical application. In other words, *how did this research help you clinically or what clinical insight did you gain with this research?*

4) *Relevant artifacts to support each of the five program outcomes (examples below)*

- To accompany your artifacts, include a reflection paragraph that addresses each program outcome and the course syllabus (when applicable) for each artifact.
- Typically, no more than one artifact should be pulled for a particular academic course. There may be a time, however, when you wish to submit two different projects from the same course addressing different program outcomes. If this is the case, please discuss this with your faculty review team member(s) before submitting (e.g., during a checkpoint visit).

Possible Program Outcome Artifacts (*this is not an all encompassing list*)

For each of the five program outcomes below, you will write a separate reflection paragraph that describes what artifacts are included and how they demonstrate your growth as a clinician over your graduate experience. See Appendix for reflection paragraph prompts.

1. How have you gained core knowledge of SLP practice areas in prevention, assessment, and/or intervention? (choose four ASHA Big 9 practice areas to highlight)

- Self-rating scale
- List of required and elective courses/grades
- A project/product you submitted for a course that addresses a wide range of standards
- Clinical goals that reflect relevant, functional outcomes and progress (can consider the ICF classification model here)
- List of clinical experiences and hours (eValue)
- Other, as appropriate

2. How have you integrated research into evidence-based practice?

- Lesson plans/treatment plans
- Therapy activities
- Examples of client work
- Photographs/video clips
- Assessment protocols
- Course projects
- Other, as appropriate

3) How have you addressed diversity and cultural sensitivity?

- Lesson plans that incorporate cultural diversity and sensitivity
- Therapy activities
- Examples of client work
- Photographs/video clips

- Assessment protocols
- Course projects/products
- Other, as appropriate

4) How have you incorporated ethics/values into decision-making?
- Course projects/products
- Treatment plans
- Therapy activities
- Clinic notes
- Real-life mini-case study in which ethics/values in decision-making played a significant part
- Other, as appropriate

5) How have you used critical thinking in clinical service?
- Lesson plans
- Treatment plans
- Therapy activities
- Examples of client work
- Photographs/video clips
- Assessment protocols
- Course projects/products
- Other, as appropriate

Format

The final portfolio will be a personalized Google site that you create following a template provided by the department. Some artifacts may be directly typed into the Google site, and others may be saved in Google Drive and linked to the site. Students will be given more information about collecting and formatting artifacts and creating their site.

Deadlines

There are **three mandatory checkpoints** to determine where respective students are in this process before final submission for grading.

CHECKPOINT #1 Year 1: right before winter break
Requirements for Checkpoint #1:
- Identified and located two artifacts*
- Draft of resume (this could be a cursory outline at this point)
- Notes/outline on professional growth paper

CHECKPOINT #2 Year 1: end of spring semester

Requirements for Checkpoint #2

- Identified and located three artifacts* with at least one reflection paragraph draft
- Revised resume draft (need to include a few fleshed-out details you wish to include in your resume)
- Notes/outline on professional growth paper
- Notes/outline on clinical philosophy statement

CHECKPOINT #3 Year 2: midterm spring semester; there is an option of turning in the portfolio assessment early to Canvas on an ePortfolio site; faculty will consider individual requests for later submission dates if the artifact is not ready till a certain date (this is rare)

Requirements for Checkpoint #3

- Identified and located five artifacts* with reflection paragraph drafts
- Revised resume draft
- Draft of professional growth paper
- Draft of clinical philosophy statement

**The purpose of requiring artifacts at the checkpoints is to get you started on the process. As you continue to learn and grow, you may end up changing your mind about which artifacts best showcase your progress. You are not required to keep the artifacts that you chose at the initial checkpoints.*

The Graduate Program Director will email students to remind them to schedule checkpoint meetings with faculty.

Grading Process

Two-person faculty teams review submitted portfolios using the rubrics/checklists below (both academic and clinical faculty participate in portfolio reviews). During your time in graduate school, you might only meet with one member of your review team for your checkpoint meetings.

Comprehensive Exam Portfolio Submission
Name _____ **Submission Date** _____

Academic/Clinical Artifacts				
SLHS Course	Artifact Submitted	ASHA Knowledge or Clinical Standard Met	Group Project Y/N	Course Syllabus Y/N

Checkpoint Rubric Sample

Assessment Areas	Progress To Date	Next Steps	Final Goal
Resume (*see template*)	Draft of resume	Edit resume according to supervisory suggestions	Resume completed according to template guidelines/format
Professional Growth Paper			The student has reflected with substantial depth upon how the prior learning experience is aligned to their learning.
Clinical Philosophy Statement			Encompasses personal and professional values and goals Self-Reflective Provides relevant examples Written in present tense, first person
Program Outcome Artifacts			Includes appropriate artifacts that support the demonstration of learning outcomes. Demonstrates the student has mastered the program outcomes and can apply them in practice.
Overall Presentation			The portfolio is well organized with all critical elements included; the quality of written, visual and/or digital the presentation is competent with minor errors in spelling, grammar and punctuation
Professionalism			Materials submitted on time. On time for meetings. Demonstrates self-directed learning. Materials are organized. Professional verbal and written communication. Receptive to constructive criticism.

Final Rubric Sample

Assessment Areas	Fail	Pass
Resume (*template provided*)	**(Note pitfalls in this section)** Missing required section(s). Formatting makes it difficult to read.	Identified info (name, contact info.). Professional statement. Include skills/experiences gained per semester academically and clinically. Specialized/distinguished experiences (i.e., trainings, conferences attended, special presentations, etc.) Honors/awards. Properly formatted
Professional Growth Paper	Includes minimal details or irrelevant details regarding alignment of prior learning experiences to overall growth; provides vague/general idea of future development as an SLP professional; redundancy of details	The student has reflected with substantial depth upon how their prior learning experience is aligned to their learning. The student includes no less than four pertinent examples to support their reflection. The student speaks to how their professional growth during their two years of graduate study will be applied to their professional life. Descriptions show a richness of experiences across two years For example, ... -challenging professional situations you pivoted from. -clinical technique(s) you utilized that were successful and contributed to progress. -other areas of professional growth in the areas of communication, adaptability, organization, collaboration, dependability, etc.
Clinical Philosophy Statement	Does not have a strong opening sentence vague/general statements with few or no examples Little or no reference made to EBP Generic statement without any detailed support Written in incorrect tense/voice Overuse of jargon	Encompasses personal and professional values and goals Self-Reflective Strong reference is made to evidence-based practice (EBP) Provides specific details (e.g., if a student says they believe in holistic care, describe details about what "holistic" would look like and sound like clinically to that student) (e.g., strategies and techniques are provided)

		Written in present tense, first person
Program Outcome Artifacts	Final submission has not addressed any requested constructive changes regarding type/number of artifacts from previous checkpoint meetings	Includes appropriate artifacts that support the demonstration of learning outcomes. Demonstrates the student has mastered the program outcomes and can apply them in practice
Overall Presentation	Final submission has not addressed any requested constructive changes regarding overall presentation from previous checkpoint meetings	The portfolio is well organized with all critical elements included; the quality of written, visual and/or digital the presentation is competent with minor errors in spelling, grammar and punctuation

Grading Criteria

Portfolios will be graded on a Pass/Fail basis. Turning in a portfolio with a passing grade is a department graduation requirement. Not doing so could delay a student's graduation date. In order to pass, all assessment areas on the Final Rubric must meet passing guidelines by both faculty members of the review team. If any areas are not rated as passing, the student will be given one opportunity to revise/edit and resubmit those sections.

Tips

- Focus on quality over quantity
- While portfolios will highlight your strengths, it is okay to be honest about your experiences, especially when highlighting GROWTH in your skills and abilities
- Before you select artifacts, ask yourself, how does this artifact set me apart from my peers?

FAQs

- Why is the portfolio assessment P/F instead of a letter grade? Use of a P/F grade rather than an assigned letter grade allows you to focus on truly *understanding* and *reflecting* on the material rather than competing for a letter grade.
- How important are timelines for the portfolio assessment process? Timelines in graduate school are important overall. With with the portfolio summative assessment process, timeliness is crucial to success with this long-term project. Given the nature of the project, this is not something that you can choose to work on your last semester of graduate school. Thus, checkpoint meetings are in place to help support you with maintaining timelines.
- Who is the audience for the portfolio? The audience is the graduate department faculty. The resume that is part of the artifact data can also have a prospective employer as an audience.

- Will the product and the process be evaluated or just the product? Both the product and the process (timeliness, reception of feedback, etc.) are evaluated throughout your time in the program.
- What kind of guidance/support can I get to help me with my summative portfolio? You can discuss your portfolio at any time with your academic advisor or the faculty team to whom you are assigned at any time during the program. This is in addition to the prescribed checkpoint meetings.

Appendix

Reflection Paragraph prompts for each program outcome

1. Gained core knowledge of SLP practice areas in prevention, assessment, and intervention (choose four practice areas to highlight)

Reflect on your journey through the foundational aspects of speech-language pathology (SLP practice, focusing on prevention, assessment, and intervention in the area of _____. Describe at least two key insights gained in this area of practice, considering theoretical frameworks, practical application, and personal growth. Discuss how this core knowledge area has shaped your understanding of the role of an SLP and influenced your approach to client care. How do your artifacts support/exemplify these insights?

2. Integrated research into evidence-based practice

Reflect on your experience integrating research into evidence-based practice. Describe instances where you have applied research findings to inform clinical decision-making and intervention strategies. Consider challenges and successes you encountered in navigating the vast body of research literature, as well as the process of critically evaluating research for its relevance and validity. Discuss how incorporating EBP has enhanced your clinical effectiveness and client outcomes, and reflect on areas for continued growth in utilizing research to inform SLP practice. How do your artifacts support/exemplify these insights?

3. Addressed diversity and cultural sensitivity

Reflect on your journey in cultivating diversity and cultural sensitivity within your graduate program of study. Describe how your artifacts submitted have influenced your understanding of cultural humility and the importance of diversity in the field. How has your awareness of diversity and cultural humility evolved throughout your program and how do your submitted artifacts support this evolution?

4. Incorporated ethics/values into decision-making

As you reflect on the impact of ethics and values in your clinical decision-making process, how do the artifacts submitted exemplify instances where you have encountered ethical dilemmas or situations that required you to consider your personal values alongside professional obligations. Discuss how the artifacts submitted helped you navigate the tension between ethical principles, client needs, and external constraints within your practice. Consider the frameworks or guidelines you rely on to guide your decision-making and how they align with your own ethical beliefs, OR
Reflect on the impact of ethical considerations on client care and outcomes, as well as in your professional growth and development across five clinical experiences.

5. Used critical thinking in clinical service

As you reflect on your provision of speech and language (including feeding and swallowing) services, describe how your artifacts provided substantiate where you applied critical thinking skills to assess, diagnose, and intervene with clients across diverse populations and setting. How do your artifacts exemplify how your critical thinking abilities have evolved over time and influenced your approach to problem-solving and decision-making in clinical practice?

Policies and Procedures for a Master of Science Research Degree, M.S.-R

The M.S. (R) degree is an optional degree in the Department of Speech, Language and Hearing Sciences. 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.S. (R) program and change to the M.S. degree without penalty. The student must submit this request in writing to the Department Chair.

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

Students who opt for the Research Track (completing a thesis) will still have to complete a portfolio summative assessment.

Department Policies & Procedures

Transfer of Graduate Credit

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. It is the student's responsibility to petition the transfer of credit. Appropriate procedures as indicated in The SLU Academic Catalog must be followed.

GPA 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 SLHS Graduate Program includes the following grades: A, A-, B+, B, B-, C, D and F. Incomplete (I) grades must be arranged in advance with the instructor and a contract (Student Form #2 Petition for Course Extension) must be signed stating the conditions for changing the "I" grade (see below for additional information about Incomplete Grades). If an incomplete grade is requested, it is the STUDENT'S responsibility to initiate this process by first meeting with their course instructor. The following grading scale is used universally throughout the department:

94-100 A
90-93 A-
87-89 B+
83-86 B
80-82 B-
70-79 C
60-69 D
Below 60 F

ASHA Knowledge Outcomes

In order to obtain the Certificate of Clinical Competence (CCC), the Department Chair or official designee must complete and submit a program director verification form. This is completed online after you apply for your CCCs. By completing this documentation, the department Chair is verifying that you have met all ASHA knowledge outcomes and skills outcomes addressed in your graduate level coursework. It is strongly recommended that all ASHA knowledge outcomes addressed be met in each and every course taken regardless of the letter grade obtained in the course. However, some knowledge standards are addressed in multiple courses. As long as the student averages a minimum of 0.5 across multiple standards addressed, they will be considered as "met." It is also the policy of the SLU SLHS department that "a student's final semester (full external practicum) is dependent on meeting all their knowledge outcomes." This could result in a delay in graduating. Additionally, the Chair or designee would not be able to sign off on the student's record when they apply for ASHA certification. Knowledge Outcomes (Standards IVA through IVH) are addressed in academic coursework. Knowledge Standards IVA through IVH are addressed in academic coursework. This link specifies each standard in its entirety.

Faculty utilize eValue to document and monitor whether a student has or has not met academic standards addressed in each course. Students may review their current standing relative to what knowledge standards have been addressed and which have or have not been met. If a student fails to meet a knowledge standard for a course, they need to work with the instructor/professor to develop an action plan so that the standard can be met. Sometimes this is an extra project, answering additional questions on a quiz, etc.

Procedure for Maintaining Data about ASHA Academic Standards:

- Each academic professor will publish the ASHA knowledge standard(s) addressed in their course on their syllabus and specifically how the standard will be measured as "met" or "not met".
- If a student is not meeting a standard(s) addressed by midterm, the professor and student will meet to discuss how that knowledge standard/outcome will be met (extra assignment, project, etc.). The student should request this meeting with his/her professor.
- The meeting of the knowledge standards/outcomes will be reported by course professors using a centralized online database (eValue) and tracked by the graduate program director and/or Department Chair.
- At any time, the student can view their record and print a report to document the knowledge and skills outcomes that have been met.

Policies and Procedures

Graduate students are expected to be familiar with all of the requirements, policies, and procedures listed in The SLU Academic Catalog, Speech, Language and Hearing Sciences Student Handbook, and Speech, Language and Hearing Sciences Clinical Practice 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. Not meeting this level in courses could delay a student's graduation. Students will be kept abreast of their academic performance throughout the semester.

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 on the T-drive) 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. SLHS faculty and staff may NOT register or unregister students for any courses.

Course Withdrawal

It is possible to withdraw from any course; however, this is an important decision and must be carefully considered. Students considering withdrawing from any required course(s) are required to meet with their Academic Advisor, SLHS Graduate Program Director, SLHS Director of Clinical Education, and the Department Chair. Purpose of this consultation:

1. Help the student determine whether he or she can realistically meet the Department's requirements for academic or professional progression if he/she withdraws from the required course(s).
2. Make certain the student is aware of the likely consequence of withdrawal from a required course(s).
3. Help the student explore the possibility of other options to resolve the problem(s) that led to the withdrawal decision.

Deadlines

1. Per University policy, the deadline for withdrawing from a class without a "W" appearing on the transcript is Friday of the second full week of classes.
2. The deadline for Withdrawal (W) is two weeks after the end of the midterm examination week (at the end of the ninth week of class).
3. The student may be given permission by the Associate Dean for Student and Academic Affairs of the DCHS to withdraw after the tenth week for a serious, non-academic reason.
4. See https://www.slu.edu/financial-aid/paying-your-bill/refunds.php for information on University tuition refund policies.

Leave of Absence (Non-Academic Issue)

A student may request a Leave of Absence for up to one year. The student:

1. Must submit an email through their SLU account requesting this leave to the SLHS Department Chair and Director of the SLHS Graduate Program.
2. May need to meet with the Department Chair and Director of the SLHS Graduate Program to determine whether leave is granted.
3. If the request is granted, the student must submit an email through their SLU account to the SLHS Department Chair, outlining how they are now ready to re-renter the program and identifying the support systems in place to allow the student to succeed.

Concurrent Master's Degrees

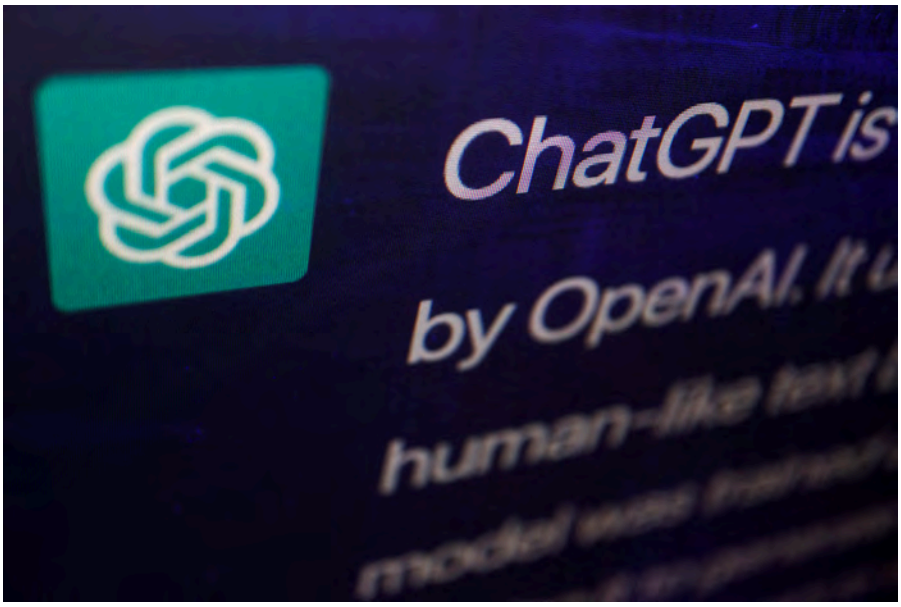
Saint Louis University does not allow the pursuit of a concurrent second Master's degree.

Grievance Procedures for the SLHS 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.

Use of Artificial Intelligence in Graduate School

There may be times in which your clinical instructor or an academic professor will allow some (never complete) usage of generative artificial intelligence. In each professor's syllabus, there will be a statement as to how much generative AI will be allowed and what citations are needed for such material in a paper or project. It is up to individual students to report their usage of AI on projects or papers *if* it is allowed. Not doing so is considered plagiarism and/or cheating and could be penalized by a 0 on the project with no attempts provided to make up the work.



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 Sexual Harassment Policy https://www.slu.edu/compliance-ethics/titleix_websitev2.pdf.)

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 Affair 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.

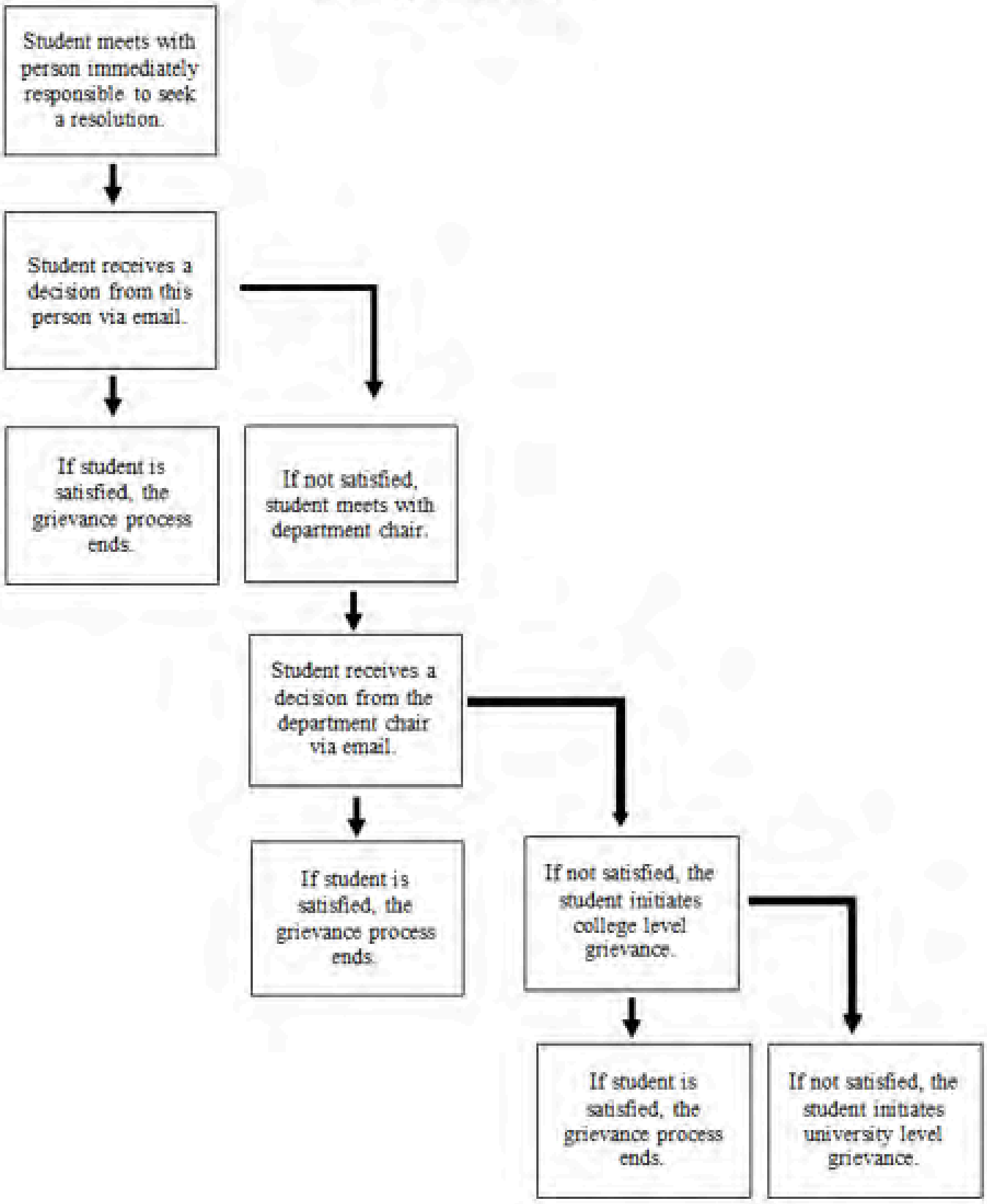
College-level Grievance

- 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 Affair 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.

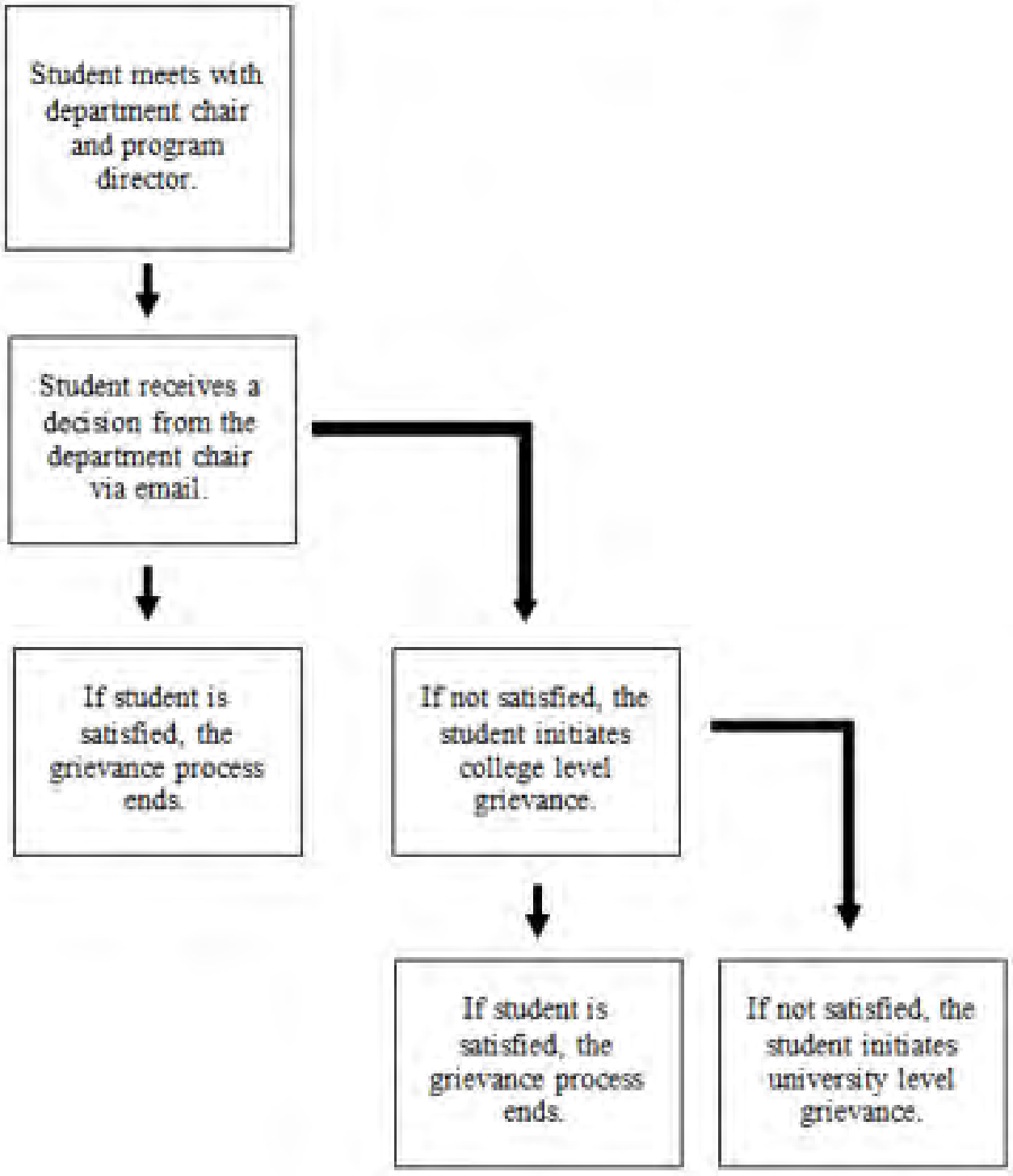
CAA Complaint Process

Separate from any department or college grievance process, SLHS 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



Program Dismissal Appeal Flow Chart



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:
https://catalog.slu.edu/academic-policies/academic-policies-procedures/continuous-enrollment-graduate/

Course Evaluation Procedure

eXplorance® Blue is the Saint Louis University-provided online course evaluation tool. Blue is an online course evaluation tool that allows students to complete course evaluations easily from a phone, tablet or computer. Each semester, students will be notified by SLU and/or their professor/instructor when Blue Course Evaluations are active. https://www.slu.edu/its/about/services-and-products/academic-resources/blue-course-evaluations.php

Leave of Absence Policy

https://catalog.slu.edu/academic-policies/academic-policies-procedures/leave-absence/

Professionalism in the Department

It is mandatory that all students read the ASHA Code of Ethics. 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 Speech, Language and Hearing Sciences 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:

- The academic unit may initiate academic dismissal by notifying the student and the Doisy College of Health Sciences in writing of the program's intent to recommend dismissal.
- The student will be blocked from future enrollment.

Academic Course Attendance Policy

This attendance policy is designed to ensure that students have direct interactive learning of the essential components of the field, which can best be achieved by course attendance. Because we are an applied health care field, the information learned will be applied to students' future clients.

Students are expected to attend all classes. At least 80% of total class sessions time must be completed in person to gain the needed knowledge and later application. Any student with absences of more than 20% total class time will receive a half-credit grade reduction for each additional class missed.

If a student is absent for more than 30% of a given course, the student will receive a failing grade from the course or given the option to withdraw from the course. This includes if the student has physical/mental health reasons for poor attendance. This is to ensure that the student will meet the knowledge standards of learning required by ASHA.

If the professor records their lectures, the student may watch the session to learn the material which will be essential for taking exams and doing assignments. However, the grade reductions for over 20% absences will still occur if not in person for the course. This does not apply if the professor is out of town or able to do the course live, in which watching a previously recorded lecture will not count against the students' grades.

Students with university approved accommodations will be handled on a case-by-case basis. However, the rule of a failing grade or withdrawal will still be applied if absent for more than 30% of course times.

Residency

Completion of the program requirements in Speech, Language and Hearing Sciences 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 SLHS 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 SLHS 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.

2020 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 SLHS 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

Hearing Sciences (SLHS) may not be used to satisfy the statistics requirement. A course in biological and physical sciences specifically related to SLHS 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 (aka "the big nine"):

- 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.

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 safe place for their access, as the Department will only keep these records for five years.

Graduate Assistantships

Each year, the Department Chair assigns eight graduate assistantships to SLHS 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 15-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 SLHS Office is not able to address financial aid questions. Please contact Saint Louis University's Office of Student Financial Services at https://www.slu.edu/financial-aid/contact.php or call 314-977-2350.

Application for Degree

Master's degree students anticipating the final academic term at SLU must file an application for degree. The application must be completed by a set date in that final term. Subsequently, students receive a degree audit that includes information to be reviewed and checked by students and their advisor. Although most students participate in the spring Commencement ceremony in May, some students may not fulfill all criteria for completion of the Master of Science degree until external clinical practicum experiences have been satisfactorily completed. The Master of Science degree will be granted on the first degree conferral date following the completion of the external practicum experience. Degree conferral dates can be found on Saint Louis University's Academic Calendar: https://www.slu.edu/registrar/calendars/

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. If certification requirements are not met, the Department chair or his/her designee will not be able to verify that standards have been met.

Exit Interviews

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 and/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 or designee will electronically sign the online ASHA certification application once it is completed and the data mentioned above is verified.

Appendices

Appendix 1

Saint Louis University
Department of Speech, Language and Hearing Sciences
Master's of Science Research Degree M.S. (R)

Student: _____

Thesis Proposal Approval Form

Topic:

Description of thesis:

Committee Chair/Mentor: _____
Graduate Faculty Readers: _____
_____

Department Chair approval:_____ date: _____

CSDI 5990 Thesis Research – 6 hours required
Semester/ hours: _____
Semester/ hours: _____
Semester/hours: _____

Anticipated graduation date: _____

Appendix 2

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

Missouri Licensure Requirements (MO State Board of Healing Arts)

Processing a Missouri licensure application can take approximately four (4) to six (6) weeks. Additional processing time may be required during the months of March through July due to a high volume of incoming applications. Below is information on the application process of the Board. Allowing staff to process your application and supporting documents without duplicate submissions of documents, emails and telephone inquiries can decrease the processing time. Please know that the Board's goal is to process your application in an efficient manner so that you can begin practicing in the state of Missouri as quickly as possible. Your assistance is greatly appreciated.

- You will be sent an email notifying you that your application and fee have been received, and your application will be put into a queue for processing.
- After your application has been processed, you will be sent another email that assigns a PIN and advises you of procedures to check the status of your application online. You will be able to see what documents are still lacking or need clarification. Feel free to share your PIN with whomever you want to be able to check the status of your application.
- Once all of the supporting documentation has been received, your application will be reviewed within approximately two (2) to four (4) weeks. Some applications may require further review by members of the Board.
- If a license is issued, you will receive an email notification and the hard copy of your license will be mailed to you.
- Should the Chair of the Licensure Committee request your appearance or if your file requires discussion at an upcoming meeting, you will be notified.

The following link contains all necessary required documents to apply for Missouri state licensure: https://pr.mo.gov/boards/healingarts/375-0434.pdf