



SPEECH-LANGUAGE PATHOLOGY GRADUATE PROGRAM HANDBOOK

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M.S. in Speech-Language Pathology

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The Master of Science in Speech-Language Pathology (MS, SLP), a residential education program, at Xavier University of Louisiana is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech- Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Candidacy is a “pre-accreditation” status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years.

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Introduction

This handbook is intended for all current and prospective graduate students in the Master of Science (M.S.) in Speech-Language Pathology program at Xavier University of Louisiana. This document outlines policies and procedures for successful completion of the Master of Science (M.S.) on Speech-Language Pathology through the Department of Speech Pathology and Audiology.

Xavier University of Louisiana Mission Statement

Xavier University of Louisiana, founded by Saint Katherine Drexel and the Sisters of the Blessed Sacrament, is Catholic and historically Black. The ultimate purpose of the University is to contribute to the promotion of a more just and humane society by preparing its students to assume roles of leadership and service in a global society. This preparation takes place in a diverse learning and teaching environment that incorporates all relevant educational means, including research and community service (Xavier University of Louisiana, 2018).

Speech Pathology and Audiology Department Mission

The mission of the Master's Program in Speech-Language Pathology at Xavier University of Louisiana is to produce professionals who are clinically competent as defined by the American Speech-Language-Hearing Association (ASHA) to respectfully and compassionately address the needs (i.e., prevention, identification, treatment) of individuals across the life span with communicative disorders, differences or those who are at-risk of such problems within and across diverse communities, settings, and contexts.

History of the University

There are 106 historically Black colleges and 251 Catholic colleges in the United States, yet only one is both Black and Catholic. That distinction belongs to Xavier University of Louisiana, which strives to combine the best attributes of both its faith and its culture.

Located in New Orleans, the small liberal arts college dates back to 1915, when St. Katharine Drexel and the Sisters of the Blessed Sacrament founded the coeducational secondary school from which it evolved. St. Katharine, supported by the interest of a substantial inheritance from

her father, banker-financier Francis Drexel, founded and staffed many institutions throughout the U.S. in an effort to help educate Native Americans and Blacks. St. Katharine Drexel was canonized by Pope John Paul II in October, 2000.

Aware of the serious lack of Catholic-oriented education available to young Blacks in the South, St. Katharine came to New Orleans and established a high school on the site previously occupied by Southern University. A Normal School, offering one of the few career fields (teaching) open to Blacks at the time, was added two years later. In 1925, Xavier University became a reality when the College of Liberal Arts and Sciences was established. The first degrees were awarded three years later. In 1927, a College of Pharmacy was opened. Recognizing the University's need for a separate identity and room to expand, St. Katharine bought a tract of undeveloped land for a campus on the corner of Palmetto and Pine Streets in 1929. Construction of the U-shaped, gothic administration building (now a city landmark) was completed in 1933.

Throughout the 1900s, as needs dictated the campus gradually filled out with the addition of a library [which now houses music] in 1937, St. Michael's men's dormitory in 1957, St. Joseph's residence hall [now the Academic Resource Center] in 1965, the Katharine Drexel women's dormitory in 1969, the College of Pharmacy in 1970, the Norman C. Francis Academic/Science Complex in 1988, the Library/Resource Center and College of Pharmacy addition in 1993, Peter Claver women's dormitory in 1994, the Living Learning Center in 1998 and the Norman C. Francis Science Complex addition in 1998. Xavier South, a multi-story office building, was purchased and renovated in 1990. With the new century came further expansion: the University Center (2003), St. Martin Deporres residence hall (2003), the Qatar Pharmacy Extension (2010), the St. Katharine Drexel Chapel (2012), and the Convocation Center (2012).

The Sisters remain a vital presence on campus today, providing much-needed staffing and some financial assistance, but today Xavier is governed by a bi-racial Board of Trustees. Even with its special mission to serve the Black, Catholic community Xavier's doors have always been open to qualified students of any race or creed. In fact today, more than 70 percent of Xavier's students are of other religious affiliations, and close to 30 percent are of other races. Recent years have seen a growing influx of out-of-state students, yet one-half of Xavier's 3,338 students are from the New Orleans area. The balance represents some 40 states and 20 foreign countries. Since 1986, total undergraduate enrollment has nearly doubled.

See, <https://xulastory.com/>

Equal Opportunity Policy

Xavier University of Louisiana is a private Catholic institution whose programs and activities are open to all qualified persons regardless of race, color, national and ethnic origin, sex, handicapping condition or religion (Xavier University of Louisiana Student Handbook, 2021-2022, p. 74

See, [https://www.xula.edu/assets/2021 -- 2022-student-handbook.pdf](https://www.xula.edu/assets/2021--2022-student-handbook.pdf)

Policy Statements Regarding Equitable Treatment

Xavier University of Louisiana and the M.S. in Speech-Language Pathology program comply with all applicable federal, state, and local laws, regulations, and executive orders prohibiting discrimination, including laws that prohibit discrimination based on age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status.

Policy statements may also be found in the University Student Handbook (see, p. 74).

<https://www.xula.edu/assets/2021--2022-student-handbook.pdf>

Complaints/Grievances

“Students with general complaints are urged to resolve the concern informally by discussing with the party identified as causing or contributing to the grievance (student, faculty member, administrator, staff, other) or their supervisor. If the student is unable to resolve the matter at the informal level, a written complaint may be filed by completing the online [Student Complaint Form](#) and submit to the Vice President of Student Services, 305 University Center providing the following information: Name and contact information; A description of the concern or complaint and supporting documentation; A description previous attempts to resolve by the student or the university; and A description of the desired outcome. The form will be forwarded to the dean of the relevant College or the head of the appropriate office from which the complaint arises. Formal complaints must be filed within sixty (60) days of the event that triggered the complaint. , and state the nature of the grievance and the remedy being sought. The current policy for non-academic complaints is available online at [Student Complaint Policy](#)” (Xavier University of Louisiana Student Handbook, 2021-2022, p. 105).

NOTE: All formal Student Complaints must be submitted in writing on the Student Complaint form. A complaint reported by telephone or email will not be considered as submitted for review.

See, <https://www.xula.edu/assets/2021--2022-student-handbook.pdf>

Admissions Information

The following are graduate admission requirements for Xavier University of Louisiana’s Master’s program in Speech-Language Pathology:

- Graduation from a regionally accredited undergraduate college or university with a Bachelor’s degree. Candidates are expected to have maintained at least a cumulative 3.2 undergraduate GPA.

- Students without an undergraduate degree in speech-language pathology and audiology (e.g., speech-language pathology and audiology, communicative sciences and disorders, audiology and speech sciences, or speech, language and hearing sciences), must have at least a 3.2 GPA and no grade of C or below in the following prerequisite courses:
 - Anatomy & Physiology of Speech and Hearing
 - Phonetics
 - Speech Science
 - Language Development
 - Articulation and Phonological Disorders
 - Language Disorders
 - Clinical Methods
 - Audiology
 - Aural Rehabilitation
- For those applicants who do not have an undergraduate degree in speech-language pathology and audiology, in addition to a cumulative 3.2 GPA and no grade of C or below in any of the courses listed above, these applicants should also not have a grade of C or below in the following courses before being admitted to the program:
 - Social Science
 - Statistics
 - Biological Sciences
 - Basic Physical Sciences
- If admitted, those students whose undergraduate degree did not offer one or more of the specific courses listed as being required will complete the undergraduate prerequisite courses during the first two semesters of study. Students are required to maintain a B or better in all prerequisite courses.
- Official transcripts from every college or university attended. If the candidate is currently enrolled, then most recently completed semester grades must be included.
- Graduate Record Exam (GRE) score requirements include a 280 minimum combined score on the Verbal Reasoning and Quantitative Reasoning subtests of the examination. A GRE Analytical Writing score is not required for admissions.
- Three letters of recommendation from persons familiar with academic and/or professional abilities that address potential for success.

- Successful completion of a face-to-face interview, upon invitation.
- Personal statement that addresses the applicant's rationale for pursuing a Masters degree in speech-language pathology at Xavier University of Louisiana, including their views on cultural and linguistic diversity
- **NOTE:** Simply meeting the criteria outlined above is not a guarantee of admission.
- Applicants whose cumulative undergraduate grade point average is below 3.2 may be considered for conditional admission based on the last 60 hours of semester credit of 3.2 or higher and if the applicants meet all other criteria established for admission. The program will use a formula consisting of personal statements, interviews, and GPA based on a GPA of at least 3.2 in last 60 hours of semester credit to determine conditional admission. In the first semester of graduate study (i.e., first academic year after acceptance), students admitted on conditional status will be required to have earned a grade of B or better in all courses taken (minimum 6 - 9 semester credit hours in SLP courses). Students who fail to meet these minimum performance requirements, will not be permitted to enroll in courses the second semester and will be dismissed from the program.

Graduate Program Curriculum

The master's degree in Speech-Language Pathology requires successful completion of a minimum of 51 graduate credits. Courses required for the Master's degree in Speech-Language Pathology are listed below:

Master's Program in Speech-Language Pathology Curriculum

First Year

Fall

Course Prefix/Number	Course Name	Credit Hours
SPTH 5000	Neuroanatomy	3
SPTH 5010	Language Learning Disorders	3
SPTH 5030	Research Methods	3
SPTH 5070	Clinical Practicum I	2

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Spring

Course Prefix/Number	Course Name	Credit Hours
SPTH 5020	Motor Speech Disorders	3
SPTH 5025	Aphasia & Cognitive Disorders	3
SPTH 5015	Diagnostic Methods	3

SPTH 5075	Clinical Practicum II	2
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Summer

Course Prefix/Number	Course Name	Credit Hours
SPTH 5035	Voice Disorders	3
SPTH 5040	Early Intervention	3
SPTH 5080	Clinical Practicum III	2

Second Year**Fall**

Course Prefix/Number	Course Name	Credit Hours
SPTH 5045	Augmentative & Alternative Communication	3
SPTH 5050	Dysphagia	3
SPTH 5055	Fluency Disorders	3
SPTH 5085	Clinical Practicum IV	2

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Spring

Course Prefix/Number	Course Name	Credit Hours
SPTH 5090	Externship	6
SPTH 5060	Multicultural Issues	2
SPTH 5065	Professional Issues	2

Total Credits Required

51

Courses with Course Descriptions

Course #	Course Title	Course Description
5000	Neuroanatomy	Structure and function of the neurological structures associated with communication and swallowing disorders. (3, Fa)
5010	Language Learning Disorders	Study of language development and disorders of children from ages 5 through 18; includes assessment and remediation of reading, writing, spelling, speaking and listening as they relate to school achievement. (3, Fa)
5015	Diagnostic Methods	Study of assessment and evaluation in speech-language pathology for a multicultural society. Emphasis is placed on criteria for test selection, techniques in test administration, and interpretation of test results. (3, Sp)

5020	Motor Speech Disorders	Neurologic basis, assessment and treatment of dysarthria and apraxia. Prerequisites: Neuroanatomy (3, Sp)
5025	Aphasia & Cognitive Disorders	Study of the understanding, assessment and treatment of language and cognitive impairments associated with focal lesions to the left or right hemisphere. Prerequisites: Neuroanatomy. (3, Sp)
5030	Research Methods	Introduction to research procedures in the study of communication science and disorders. Students will learn about the principles underlying quantitative and qualitative research designs and the types of statistical methods appropriate for the analysis of different kinds of data. (3, Fa)
5035	Voice Disorders	Etiology, physiology, and pathology associated with the acoustic and resonating symptoms of the disorder, current methods in voice pathology identification and management. (3, Su)
5040	Early Intervention	Introduction to early intervention programs and approaches for infants and toddlers with emphasis on the role of the speech-language pathologist in team intervention (3, Fa)
5045	Augmentative & Alternative Communication	Theory and research associated with best practices in AAC in diverse settings and with diverse clientele. (3, Fa)
5050	Dysphagia	Study of assessment and treatment of individuals with swallowing disorders. Prerequisites: Neuroanatomy. (3, Fa).
5055	Fluency Disorders	A graduate level course study of stuttering theories, etiology, symptomatology, diagnosis, and treatment. (3, Fa)
5060	Multicultural Issues	Clinical application of research to address the changing needs of our society. (2, Sp)
5065	Professional Issues	Professional and ethical practices in speech-language pathology. (2, Sp)
5070	Clinical Practicum I	Beginning supervised clinical practice therapy for communication disorders; usually on-campus, Level I. (2)
5075	Clinical Practicum II	Supervised clinical practice therapy for communication disorders including diagnostics, Level II. (2)
5080	Clinical Practicum III	Supervised clinical practice therapy for communication disorders, including audiology and aural rehabilitation Level III. (2)
5085	Clinical Practicum IV	Advanced supervised clinical practice therapy for communication disorders, Level IV. (2)

5090	Externship	Full time off campus supervised clinical practice therapy, divided into two settings (school, medical) of six weeks each. (6)
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Guide to the Student Tracking Systems CFCC-ASHA Standards by Course

XULA SPTH GRADUATE HYPOTHETICAL STUDENT For Certification in Speech-Language Pathology Xavier University of Louisiana

Introduction

The 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology can be found on the American Speech-Language Hearing Association (ASHA) website at www.asha.org. The standards were developed by the ASHA Council for Clinical Certification (CFCC) and are consistent with the content of the PRAXIS examination in Speech-Language Pathology. They include the seven categories of Standards which applicants for the ASHA Certificate of Clinical Competence (CCC) must meet for certification and continue to maintain once certified. Of the eight standards, the following having the greatest impact on the graduate program of study in speech-language pathology:

- **Standard IV: Knowledge Outcomes**
- **Standard V: Skills Outcomes**
- **Standard VI: Assessment (PRAXIS)**

The graduate program must provide students the opportunities to meet the standards by doing the following:

- Identifying the course/clinic where each standard – Student Learning Outcome (SLO) – may be met
- Stating explicitly the means by which each standard (SLO) will be assessed – quantitative or qualitative measure used – in the course(s) (course syllabus, using the ASHA course syllabus format)
- Providing a plan of Intervention/Remediation in each course for the acquisition of standards (SLOs) not met the first time (course syllabus)
- If the certification standard is not met the first time it is assessed, the student may be given an additional opportunity to meet the standard. If a standard is not met through intervention/remediation, the student must repeat the course.
- The additional opportunity to achieve the certification standard through intervention/remediation, will not result in a changed grade.
- Providing a report each semester to the students, student advisors and the Program Director showing the status of each student regarding each standard in each course in which the student was enrolled the previous semester, that is whether the standard was met or not met.

Formative Assessment: Tracking and Documenting the Standards

While a given standard may be addressed in several courses, certain courses have been selected for the purpose of tracing, documenting, and reporting on each standard. These courses are identified in this document with an asterisk (*) next to the course. For these standards and these courses, the embedded assessments will be approved by the collective decision-making of the graduate SLP faculty. As such, the graduate faculty takes corporate responsibility for the formative assessment of each and every CFCC Standard required for certification. A grade of **B or better** does not necessarily mean that each certification standard in the course has been met. At the end of each semester, along with the student's final letter grade, the academic course instructor will electronically submit the standards that the student attained in the course to the Program Director. A grade of **C** in a course is a definite indication that a standard has not been met, and the student needs to either complete an intervention/remediation plan approved by the instructor to attain the standards which are incomplete or repeat the course. Students must be mindful that if a grade of **C or lower** is earned in one of the professional disorder courses (including SPTH 5015 Diagnostic Methods), that enrollment in a clinical practicum involving that disorder is prohibited. The Program Director maintains electronic records of standards met in academic courses.

Curriculum Map

A Curriculum Map provided in **Appendix A1** illustrates the projected progression of standards across courses using the 2-Year Program of Studies as an example. During mandatory advisement each semester, the students discuss/review with their advisors their progress toward attainment of all necessary standards. Once the student has attained all necessary standards, the Program Director will sign the ASHA document titled *2020 Standards for Clinical Certification in Speech-Language Pathology Verification by Program Director* that is needed for program completion and eventual certification by the American Speech-Language-Hearing Association. Students are advised to download the complete standards document (<https://www.asha.org/certification/2020-slp-certification-standards/>) and use it as a point of reference for developing and maintaining certification standards throughout their program of study and beyond.

CFCC Tracking

Course(s) and/or clinical experience where a required knowledge or skill is taught, assessed, and tracked are listed under each CFCC standard. The syllabus for each course in the graduate curriculum cites the certification knowledge and/or skill(s) addressed in that course. Each is stated as a learning outcome(s) with an assessment so that the student is clear about what he/she will know and be able to do upon successful completion of the course. The graduate program has adopted as the official syllabus a course syllabus format discussed by Slavych (2020) that facilitates more efficient and effective learning of knowledge and skills associated with the CFCC standards. This format is applied for all courses in the graduate curriculum where certification standards are met, ensures the inclusion of all knowledge and skills standards in the mandated curriculum, and provides for both individual and collegial responsibility for addressing the knowledge and skills needed for ASHA certification.

For each course where certification standards are **tracked**, there must be a written plan for intervention/remediation when a certification standard is not met by a student enrolled in the course. Minimally, the intervention/remediation plan must identify the specific certification

standard; the original grade received on the first assessment of the standard stands as the final and only grade for that standard despite the fact that the standard is later met under intervention/remediation. No grade change is made in the calculation of the final grade for the course.

Certification Standards and Formative Assessment

Knowledge and Skills Standard IV and V are assessed throughout the program of graduate study. In general, this **formative assessment** is conducted in each course. As can be seen from the “Hypothetical Student” Guide, a single standard may be addressed in more than one course. For example, Standard IV-D: Knowledge of the Current Principles and Methods of Prevention, Assessment, and Intervention of **receptive and expressive language disorders**, will be met in SPTH 5010 Language Learning Disorders, SPTH 5025 Aphasia and Cognitive Disorders, SPTH 5015 Diagnostic Methods, SPTH 5070 Clinical Practicum I, etc. Students must meet the standard in each course for the standard to be considered met. As each standard is met and verified via the course instructor, the student should maintain documentation of this verification from their course syllabus and degree plan. This is the major means by which students may document acquisition of knowledge and skills. If a standard is tracked in multiple courses, the instructor for each course must verify that the standard has been met. Generally speaking, knowledge standards are acquired in academic courses and clinical skills are acquired in clinical experiences. However, where appropriate and where designed by the instructor, clinical skills “may be demonstrated through success on academic coursework and examinations, independent projects, lab assignments, or other appropriate alternative methods.” When academic courses include clinical skill outcomes, these outcomes must be written into the course syllabus with the identifying standard, learning outcome, assessment and intervention plan.

Post-graduate Certification Standards

Certification Standard VII is concerned with the Speech-Language Pathology Clinical Fellowship year after graduation from the master’s degree program. Certification Standard VIII is concerned with Maintenance of Certification after it is acquired.

CERTIFICATION STANDARDS BY COURSE

Where are the standards met in the curriculum?

Standard IV-A. Courses which meet Standard IV-A are generally taken at the undergraduate level. Students’ transcript will be reviewed for these courses upon admission to the program. If the courses have not been completed with a grade of C or better, it is suggested to the student to retake the courses prior to enrolling in the master’s program. To meet Standard IV-A, students must complete a minimum of 3 semester credit hours in each of the following areas: biological sciences, physical sciences, statistics, and social/behavioral sciences. Courses listed under these headings below are examples of the kinds of courses which satisfy this standard. While these particular courses are taken from the undergraduate curriculum at Xavier University of Louisiana, similar courses from other universities are acceptable. It should be noted that developmental/remedial courses cannot be used to satisfy this Standard.

STANDARD IV: KNOWLEDGE OUTCOMES

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

The following descriptions of the required course work to meet Standard IV-A are adapted from the ASHA online document, *Prerequisite Course Content Areas Related to SLP Certification Standards* (<https://www.asha.org/certification/course-content-areas-for-slp-standards/>)

Biological Sciences: (3 credit hours required with grade of C or better)

- Biological science courses emphasizing the characterization of living organisms and the investigation of the science behind living (e.g., biology, anatomy and physiology, biodiversity, cell biology, genetics, molecular genetics, microbiology, science, neurobiology, neurology)
- NOTE: Courses in the biological sciences specifically related to communication sciences and disorders cannot be applied in this category.

Physical Sciences: (3 credit hours required with grade of C or better)

- Physical sciences courses content provides foundational knowledge in chemistry or physics.
 - Chemistry courses emphasize the scientific study of substances and compounds composed of atoms and molecules, and their structure, properties, and the changes that occur during reactions with the other compounds (e.g., general chemistry, food chemistry, organic chemistry).
 - Physics courses deal with matter, energy, motion and force (e.g., general physics, physics of music).
- NOTE: Courses in the physical sciences specifically related to communication sciences and disorders cannot be applied in this category.

Statistics: (3 credit hours required with grade of C or better)

- A stand-alone course in statistics is required (e.g., quantitative reasoning, statistical methods).
- Note: 1) Research methodology courses in communication sciences and disorders may not be applied in this category. 2) Any research methods coursework taught in lieu of, or in the absence of, basics statistics (If statistics and research methods courses were taught in conjunction with each other, you must submit a course description showing a clear delineation between the two in order for them to be accepted.)

Social/Behavioral Sciences: (3 credit hours required with grade of C or better)

- Acceptable Social/Behavioral Sciences courses should include psychology, sociology or public health.

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.

Biological:

SPTH 5000 Neuroanatomy
SPTH 5010 Language Learning Disorders
SPTH 5025 Aphasia & Cognitive Disorders
SPTH 5050 Dysphagia

SPTH 5035 Voice Disorders
SPTH 5040 Early Intervention
SPTH 5020 Motor Speech Disorders
SPTH 5045 Augmentative or Alternative Communications

Neurological:

SPTH 5000 Neuroanatomy
SPTH 5010 Language Learning Disorders
SPTH 5025 Aphasia & Cognitive Disorders
SPTH 5050 Dysphagia
SPTH 5035 Voice Disorders
SPTH 5020 Motor Speech Disorders

Acoustic:

SPTH 5035 Voice Disorders

Psychological:

SPTH 5010 Language Learning Disorders
SPTH 5025 Aphasia & Cognitive Disorders
SPTH 5050 Dysphagia
SPTH 5035 Voice Disorders
SPTH 5040 Early Intervention
SPTH 5020 Motor Speech Disorders
SPTH 5045 Augmentative or Alternative Communications
SPTH 5055 Fluency Disorders

Developmental/Lifespan:

SPTH 5010 Language Learning Disorders
SPTH 5025 Aphasia & Cognitive Disorders
SPTH 5050 Dysphagia
SPTH 5040 Early Intervention
SPTH 5020 Motor Speech Disorders
SPTH 5045 Augmentative or Alternative Communications
SPTH 5055 Fluency Disorders

Linguistic:

SPTH 5010 Language Learning Disorders
SPTH 5025 Aphasia & Cognitive Disorders
SPTH 5040 Early Intervention
SPTH 5060 Multicultural Issues

Cultural:

SPTH 5010 Language Learning Disorders
SPTH 5025 Aphasia & Cognitive Disorders
SPTH 5035 Voice Disorders
SPTH 5040 Early Intervention

SPTH 5045 Augmentative or Alternative Communications
SPTH 5060 Multicultural Issues

Swallowing Processes:

SPTH 5000 Neuroanatomy
SPTH 5050 Dysphagia

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

Speech Production:

SPTH 5070 Clinical Practicum I
SPTH 5010 Language Learning Disorders
SPTH 5020 Motor Speech Disorders

Fluency:

SPTH 5055 Fluency Disorders

Voice and Resonance:

SPTH 5035 Voice Disorders

Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing:

SPTH 5010 Language Learning Disorders
SPTH 5025 Aphasia & Cognitive Disorders
SPTH 5040 Early Intervention
SPTH 5045 Augmentative or Alternative Communications

Hearing, including the impact on speech and language:

SPTH 5070 Clinical Practicum I
SPTH 5075 Clinical Practicum II

Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span:

SPTH 5050 Dysphagia
SPTH 5040 Early Intervention

Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning:

SPTH 5010 Language Learning Disorders
SPTH 5025 Aphasia & Cognitive Disorders
SPTH 5040 Early Intervention

SPTH 5045 Augmentative or Alternative Communications

Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities:

SPTH 5010 Language Learning Disorders

SPTH 5025 Aphasia & Cognitive Disorders

SPTH 5045 Augmentative or Alternative Communications

Augmentative and alternative communication modalities:

SPTH 5010 Language Learning Disorders

SPTH 5025 Aphasia & Cognitive Disorders

SPTH 5045 Augmentative or Alternative Communications

Implementation: It is expected that coursework addressing the professional knowledge specified in this standard 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 persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Speech Production: Prevention, Assessment, Intervention

SPTH 5015 Diagnostic Methods

SPTH 5070 Clinical Practicum I

SPTH 5010 Language Learning Disorders

SPTH 5020 Motor Speech Disorders

Fluency: Prevention, Assessment, Intervention

SPTH 5055 Fluency Disorders

Voice and Resonance: Prevention, Assessment, Intervention

SPTH 5035 Voice Disorders

Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing: Prevention, Assessment, Intervention:

SPTH 5015 Diagnostic Methods

SPTH 5010 Language Learning Disorders

SPTH 5025 Aphasia & Cognitive Disorders

SPTH 5040 Early Intervention

SPTH 5045 Augmentative or Alternative Communications

Hearing, including the impact on speech and language: Prevention, Assessment, Intervention:

SPTH 5070 Clinical Practicum I

SPTH 5075 Clinical Practicum II

Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span:

SPTH 5050 Dysphagia

SPTH 5040 Early Intervention

Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning:

SPTH 5010 Language Learning Disorders

SPTH 5025 Aphasia & Cognitive Disorders

SPTH 5040 Early Intervention

SPTH 5045 Augmentative or Alternative Communications

Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities:

SPTH 5010 Language Learning Disorders

SPTH 5025 Aphasia & Cognitive Disorders

SPTH 5045 Augmentative or Alternative Communications

Augmentative and alternative communication modalities:

SPTH 5010 Language Learning Disorders

SPTH 5025 Aphasia & Cognitive Disorders

SPTH 5045 Augmentative or Alternative Communications

Standard IV-E The student must have demonstrated knowledge of standards of ethical conduct.

SPTH 5015 Diagnostic Methods

SPTH 5065 Professional Issues

SPTH 5070 Clinical Practicum I

SPTH 5075 Clinical Practicum II

SPTH 5080 Clinical Practicum III

SPTH 5085 Clinical Practicum IV

SPTH 5090 Clinical Practicum V

All professional courses listed in IV-F below

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. The standard must be met in each of the following courses:

SPTH 5030 Research Methods

SPTH 5015 Diagnostic Methods

SPTH 5010 Language Learning Disorders

SPTH 5025 Aphasia & Cognitive Disorders

SPTH 5050 Dysphagia

SPTH 5035 Voice Disorders
SPTH 5040 Early Intervention
SPTH 5020 Motor Speech Disorders
SPTH 5045 Augmentative or Alternative Communications
SPTH 5055 Fluency Disorders
SPTH 5075 Clinical Practicum II
SPTH 5080 Clinical Practicum III
SPTH 5085 Clinical Practicum IV
SPTH 5090 Clinical Practicum V

NOTE: It is expected that SPTH 5030 Research Methods teaches principles of research including those related to evidence-based clinical practices. For this reason, research methods courses offered in other departments other than speech-language pathology **will not** be acceptable substitutes. All professional courses teach ways of integrating clinical practice and research. In clinical practica, students will integrate research principles into evidence-based clinical practice in prevention, assessment, and intervention.

Standard IV-G. The applicant must have demonstrated knowledge of contemporary professional issues.

All professional courses listed in IV-F above
SPTH 5065 Professional Issues

Professional Workshops: Students will regularly attend scheduled professional workshops offered through the Speech, Language, and Hearing Clinic and Speech Pathology Department. Information regarding contemporary professional Issues will be taught/discussed.

Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues may include but are not limited to trends in professional practice; academic program accreditation standards; [ASHA practice policies and guidelines](#); cultural competency and diversity, equity, and inclusion (DEI); educational legal requirements or policies; 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.

SPTH 5065 Professional Issues

STANDARD V: SKILLS OUTCOMES

Skills outcomes are acquired through enrollment in Advanced Clinical Practicum courses. Students are required to follow the sequence of courses in the Course Sequence document, including the pre-requisite courses as stipulated. Students must complete course work (with a grade of **B** or better and documentation of having achieved the ASHA certification standards in the course) in a disorder prior to doing a clinic in that disorder. For example, prior to doing a clinic in Dysphagia, the student must have completed SPTH 5000 Neuroanatomy and have collaboration with the courses, SPTH 5025 Aphasia & Cognitive Disorders and SPTH 5050 Dysphagia, and professors.

Satisfactory participation in on-campus clinic must be completed prior to any off-campus clinic assignment. On-campus is defined as clinic clock hours acquired under the supervision of clinical supervisors employed by XULA. The student must demonstrate that these supervised clinical hours meet the skills outcomes of Certification Standard V-B regarding Evaluation, Intervention, and Interaction and Personal Qualities.

Standard V-A. The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Speech Production: Prevention, Assessment, Intervention:

- SPTH 5015 Diagnostic Methods
- SPTH 5070 Clinical Practicum I
- SPTH 5010 Language Learning Disorders
- SPTH 5075 Clinical Practicum II
- SPTH 5020 Motor Speech Disorders
- SPTH 5080 Clinical Practicum III
- SPTH 5085 Clinical Practicum IV
- SPTH 5090 Externship

Fluency: Prevention, Assessment, Intervention:

- SPTH 5055 Fluency Disorders
- SPTH 5075 Clinical Practicum II
- SPTH 5080 Clinical Practicum III
- SPTH 5085 Clinical Practicum IV
- SPTH 5090 Externship

Voice and Resonance: Prevention, Assessment, Intervention:

- SPTH 5035 Voice Disorders
- SPTH 5080 Clinical Practicum III
- SPTH 5085 Clinical Practicum IV
- SPTH 5090 Externship

Language:

- SPTH 5010 Language Learning Disorders
- SPTH 5070 Clinical Practicum I

SPTH 5015 Diagnostic Methods
SPTH 5025 Aphasia & Cognitive Disorders
SPTH 5075 Clinical Practicum II
SPTH 5040 Early Intervention
SPTH 5080 Clinical Practicum III
SPTH 5045 Augmentative or Alternative Communications
SPTH 5085 Clinical Practicum IV
SPTH 5090 Externship

Hearing, including the impact on speech and language: Prevention, Assessment, Intervention:

SPTH 5070 Clinical Practicum I
SPTH 5075 Clinical Practicum II

Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span:

SPTH 5050 Dysphagia
SPTH 5040 Early Intervention

Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning:

SPTH 5010 Language Learning Disorders
SPTH 5025 Aphasia & Cognitive Disorders
SPTH 5075 Clinical Practicum II
SPTH 5040 Early Intervention
SPTH 5080 Clinical Practicum III
SPTH 5045 Augmentative or Alternative Communications
SPTH 5085 Clinical Practicum IV
SPTH 5090 Clinical Practicum V

Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities

SPTH 5010 Language Learning Disorders
SPTH 5070 Clinical Practicum I
SPTH 5025 Aphasia & Cognitive Disorders
SPTH 5075 Clinical Practicum II
SPTH 5080 Clinical Practicum III
SPTH 5045 Augmentative or Alternative Communications
SPTH 5085 Clinical Practicum IV
SPTH 5090 Externship

Augmentative and alternative communication modalities

SPTH 5070 Clinical Practicum I
SPTH 5010 Language Learning Disorders
SPTH 5025 Aphasia & Cognitive Disorders

SPTH 5075 Clinical Practicum II
SPTH 5080 Clinical Practicum III
SPTH 5045 Augmentative or Alternative Communications
SPTH 5085 Clinical Practicum IV
SPTH 5090 Externship

Standard V-B. The applicant must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation

- a. **Conduct screening and prevention procedures, including prevention activities.**
- b. **Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.**
- c. **Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.**
- d. **Adapt evaluation procedures to meet the needs of individuals receiving services.**
- e. **Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.**
- f. **Complete administrative and reporting functions necessary to support evaluation.**
- g. **Refer clients/patients for appropriate services.**

Associated Coursework and Clinical Practicums

SPTH 5010 Language Learning Disorders
SPTH 5015 Diagnostic Methods
SPTH 5050 Dysphagia
SPTH 5025 Aphasia & Cognitive Disorders
SPTH 5075 Clinical Practicum II
SPTH 5035 Voice Disorders
SPTH 5040 Early Intervention
SPTH 5080 Clinical Practicum III
SPTH 5055 Fluency Disorders
SPTH 5020 Motor Speech Disorders
SPTH 5045 Augmentative or Alternative Communications
SPTH 5085 Clinical Practicum IV
SPTH 5090 Externship

2. Intervention

- a. **Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.**
- b. **Implement intervention plans that involve clients/patients and relevant others in the intervention process.**
- c. **Select or develop and use appropriate materials and instrumentation for prevention and intervention.**
- d. **Measure and evaluate clients'/patients' performance and progress.**

- e. **Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.**
- f. **Complete administrative and reporting functions necessary to support intervention.**
- g. **Identify and refer clients/patients for services, as appropriate.**

Associated Coursework and Clinical Practicums

SPTH 5010 Language Learning Disorders
 SPTH 5070 Clinical Practicum I
 SPTH 5050 Dysphagia
 SPTH 5025 Aphasia & Cognitive Disorders
 SPTH 5075 Clinical Practicum II
 SPTH 5035 Voice Disorders
 SPTH 5040 Early Intervention
 SPTH 5080 Clinical Practicum III
 SPTH 5055 Fluency Disorders
 SPTH 5020 Motor Speech Disorders
 SPTH 5045 Augmentative or Alternative Communications
 SPTH 5085 Clinical Practicum IV
 SPTH 5090 Externship

3. Interaction and Personal Qualities

- a. **Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others.**
- b. **Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.**
- c. **Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.**
- d. **Adhere to the ASHA *Code of Ethics* and behave professionally.**

Associated Coursework and Clinical Practicums

SPTH 5010 Language Learning Disorders
 SPTH 5015 Diagnostic Methods
 SPTH 5050 Dysphagia
 SPTH 5025 Aphasia & Cognitive Disorders
 SPTH 5075 Clinical Practicum II
 SPTH 5035 Voice Disorders
 SPTH 5040 Early Intervention
 SPTH 5080 Clinical Practicum III
 SPTH 5055 Fluency Disorders
 SPTH 5020 Motor Speech Disorders
 SPTH 5045 Augmentative or Alternative Communications
 SPTH 5085 Clinical Practicum IV
 SPTH 5060 Multicultural Issues
 SPTH 5065 Professional Issues

SPTH 5090 Externship

Implementation: The applicant must have acquired the skills listed in this standard and must have applied them across the nine major areas listed in Standard IV-C. These skills may be developed and demonstrated through direct clinical contact with individuals receiving services in clinical experiences, academic coursework, labs, simulations, and examinations, as well as through the completion of independent projects.

The applicant must have obtained a sufficient variety of supervised clinical experiences in different work settings and with different populations so that the applicant can demonstrate skills across the *ASHA Scope of Practice in Speech-Language Pathology*. *Supervised clinical experience* is defined as clinical services (i.e., assessment/diagnosis/evaluation, screening, treatment, report writing, family/client consultation, and/or counseling) related to the management of populations that fit within the [ASHA Scope of Practice in Speech-Language Pathology](#).

These experiences allow students to:

- interpret, integrate, and synthesize core concepts and knowledge;
- demonstrate appropriate professional and clinical skills; and
- incorporate critical thinking and decision-making skills while engaged in prevention, identification, evaluation, diagnosis, planning, implementation, and/or intervention.

Supervised clinical experiences should include interprofessional education and interprofessional collaborative practice, and should include experiences with related professionals that enhance the student's knowledge and skills in an interdisciplinary, team-based, comprehensive service delivery model.

Clinical simulations (CS) may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). These supervised experiences can be synchronous simulations (real-time) or asynchronous (not concurrent in time) simulations. Clinical educators of clinical experiences must hold current ASHA certification in the appropriate area of practice during the time of supervision. The supervised activities must be within the [ASHA Scope of Practice in Speech-Language Pathology](#) in order to count toward the student's ASHA certification requirements.

A minimum of 9 months of full-time clinical experience with clients/patients, after being awarded the CCC, is required in order for a licensed and certified speech-language pathologist to supervise graduate clinicians for the purposes of ASHA certification.

Individuals who have been clinical educators may consider their experience as "clinical" if (a) they are working directly with clients/patients being assessed, treated, or counseled for speech, language, fluency, cognition, voice, or swallowing function/disorder, or providing case management, and (b) they are the client's/patient's or individual's recognized provider and as such are ultimately responsible for their care management. Individuals whose experience includes only classroom teaching, research/lab work, CS debriefing, or teaching only clinical methods cannot count such experience as "clinical" unless it meets the criteria in (a) and (b).

Standards V-C, V-D, V-E, and V-F. These standards are all met in the various clinics and are all concerned with the number (25 hours in clinical observation; 375 hours in direct client/patient contact – 325 of which must be at the graduate level) and diversity of clinical hours (across the lifespan and cultural and linguistic diversity) required for certification purposes. All hours must be supervised by individuals who hold the ASHA Certificate of Clinical Competence, a current Louisiana State Speech-Language Pathology License, and have met clinical supervision requirements. These clinical experiences will include prevention, diagnosis, and treatment in various types and severities of disorders with individuals from culturally and linguistically diverse backgrounds across the lifespan.

Associated Practicums

SPTH 5070 Clinical Practicum I
SPTH 5075 Clinical Practicum II
SPTH 5080 Clinical Practicum III
SPTH 5085 Clinical Practicum IV
SPTH 5090 Externship

1st Year Fall Semester – Clinical Practicum I

Placement & Population: XULA Clinic (peds & clinical simulation – peds)

1st Year Spring Semester - Clinical Practicum II

Placement & Population (Options A or B & C):

- A. XULA clinic (peds and adult medical)
- B. Off-site pediatric placement (if UG clock hours earned and/or on-site clinic completed)
- C. Clinical simulation (peds & adults)

1st Year Summer Semester - Clinical Practicum III

Placement & Population (Options A or B & C):

- A. XULA Clinic (peds and adult medical)
- B. Off-site Placement (ped medical/clinic or adult medical)
- C. Clinical simulation (peds & adults)

Implementation: Approximately 1/3 of the cohort at an adult medical placement

2nd Year Fall Semester – Clinical Practicum IV

Placement & Population (Options A, B, or C):

- A. Off-site placement (options for peds – school, clinic, or medical)
- B. Adult medical placements based upon individual student track/
- C. Part-time off-site placement & XULA clinic low incidence/adult rotation.

Implementation: At least 1/3 of the cohort at an adult placement

2nd Year Spring Semester – Externship

Placement & Population (Options A, B, or C):

- A. Off-site placement Peds (medical or specialty)

- B. Off-site placement Lifespan (community clinic)
- C. Adult medical placements (first or second rotation)
- D. Part-time off-site placement adult medical & XULA clinic low incidence/adult rotation.

Implementation: At least 1/3 of the cohort at an adult placement

Standard VI: Assessment

ASHA statement:

<https://www.asha.org/certification/praxis/about-the-speech-language-pathology-praxis-exam/>

It is recommended that individuals [register and take the Praxis exam](#) **no earlier** than the completion of their graduate coursework and graduate clinical practicum or during their first year of clinical practice following graduation. Applicants should take into consideration any state licensing requirements regarding completion of the exam.

The XULA SPTH Program recommends that the Praxis be completed with a passing score during the final semester of graduate school.

Xavier University of Louisiana Graduate Speech Pathology Program Academic-Knowledge and Clinical Skills Outcomes Map
Per Semester/Year

CFCC (ASHA) 2020 Standards (c.f. https://www.asha.org/Certification/2020-SLP-Certification-Standards/#5)	Course Numbers (Standards concepts are taught and tracked via exams—TTE, Graded individual/group presentations—GP, EBP papers/ projects—EBP and other course projects---OCP)				
Standard IV: Knowledge Outcomes					
Standard IV-A The applicant must have demonstrated knowledge of statistics as well as the biological, physical, and social/behavioral sciences.	Undergraduate Program	Undergraduate Program	Undergraduate Program	Undergraduate Program	Undergraduate Program
	FALL YR 1	SPRING YR 1	SUMMER YR 1	FALL YR 2	SPRING YR 2
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.	SPTH 5000 (Neuroanatomy) SPTH 5010 (Language Learning Disorders)	SPTH 5025 (Aphasia & Cognitive Disorders) SPTH 5050 (Dysphasia) SPTH 5015 (Diagnostic Methods)	SPTH 5035 (Voice Disorders) SPTH 5040 (Early Intervention)	SPTH 5020 (Motor Speech Disorders) SPTH 5045 (Augmentative or Alternative Disorders) SPTH 5055 (Fluency Disorders)	SPTH 5060 (Multicultural Issues)
Standard IV-C The applicant must have demonstrated knowledge of communication and					

swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:					
Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification	SPTH 5010 (Language Learning Disorders)	SPTH 5015 (Diagnostic Methods)	SPTH 5040 (Early Intervention)	SPTH 5020 (Motor Speech Disorders)	
Fluency and fluency disorders		SPTH 5015 (Diagnostic Methods)		SPTH 5055 (Fluency Disorders)	
Voice and resonance, including respiration and phonation			SPTH 5035 (Voice Disorders)		
Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing	SPTH 5010 (Language Learning Disorders)	SPTH 5015 (Diagnostic Methods) SPTH 5025 (Aphasia & Cognitive Disorders)	SPTH 5040 (Early Intervention)	SPTH 5045 (Augmentative or Alternative Communication)	
Hearing, including the impact on speech and language	SPTH 5010 (Language Learning Disorders)	SPTH 5015 (Diagnostic Methods) SPTH 5025 (Aphasia & Cognitive Disorders)	SPTH 5040 Early Intervention)		

Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span		SPTH 5050 (Dysphagia)			
Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning	SPTH 5010 (Language Learning Disorders)	SPTH 5025 (Aphasia & Cognitive Disorders)	SPTH 5040 (Early Intervention)		
Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities	SPTH 5010 (Language Learning Disorders)	SPTH 5015 (Diagnostics Methods) SPTH 5025 (Aphasia & Cognitive Disorders)	SPTH 5040 (Early Intervention)	SPTH 5045 (Augmentative or Alternative Communication)	
Augmentative and alternative communication modalities		SPTH 5015 (Diagnostic Methods)		SPTH 5045 (Augmentative or Alternative Disorders)	
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 persons with communication and swallowing disorders, including consideration of anatomical/physiological,					

psychological, developmental, and linguistic and cultural correlates.					
Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification	SPTH 5010 (Language Learning Disorders)	SPTH 5015 (Language Learning Disorders)			
Voice and resonance, including respiration and phonation			SPTH 5035 (Voice Disorders)		
Fluency and fluency disorders		SPTH 5015 (Language Learning Disorders)			
Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing	SPTH 5010 (Language Learning Disorders)	SPTH 5015 (Diagnostic Methods)			
Hearing, including the impact on speech and language	SPTH 5010 (Language Learning Disorders)	SPTH 5015 (Diagnostic Methods)			
Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal,		SPTH 5050 (Dysphagia)			

and related functions across the life span					
Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning		SPTH 5025 (Aphasia & Cognitive Disorders)			
Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities		SPTH 5015 (Diagnostic Methods)			
Augmentative and alternative communication modalities.		SPTH 5015 (Diagnostic Methods)			
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 <i>ASHA Code of Ethics</i> .	SPTH 5070 (Clinical Practicum I)				SPTH 5065 (Professional Issues)
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	SPTH 5000 (Neuroanatomy) SPTH 5010 (Language Learning Disorders) SPTH 5030 (Research Methods)	SPTH 5015 (Diagnostic Methods) SPTH 5020 (Aphasia & Cognitive Disorders) SPTH 5050 (Dysphagia)	SPTH 5035 (Voice Disorders) SPTH 5040 (Early Intervention) SPTH 5080	SPTH 5020 (Motor Speech Disorders) SPTH 5045 (Augmentative or Alternative Communication)	SPTH 5060 (Multicultural Issues) SPTH 5065 (Professional Issues) SPTH 5090 (Externship)

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 must have demonstrated the ability to relate research to clinical practice.	SPTH 5070 (Clinical Practicum I)	SPTH 5075 (Clinical Practicum II)	Clinical Practicum III)	5085 (Clinical Practicum IV)	
<p>Standard IV-G</p> <p>The applicant must have demonstrated knowledge of contemporary professional issues.</p> <p>Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues include trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, educational legal requirements or policies, and reimbursement procedures.</p>	SPTH 5070 (Clinic Practicum I)	SPTH 5075 (Clinic Practicum II)	SPTH 5080 (Clinic Practicum III)	SPTH 5085 (Clinic Practicum IV)	SPTH 5090 (Externship)
<p>Standard IV-H</p> <p>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</p>				SPTH 5085 (Clinic Practicum IV)	SPTH 5065 (Professional Issues)

relevant to professional practice.					
Standard V: Skills Outcomes					
<p>Standard V-A</p> <p>The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.</p> <p>Implementation: The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with persons receiving services and relevant others. For oral communication, the applicant must have demonstrated speech and language skills in English, which, at a minimum, are consistent with ASHA's current position statement on students and professionals who speak English with accents and nonstandard dialects. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English.</p>	<p>SPTH 5000 (Neuroanatomy)</p> <p>SPTH 5010 (Language Learning Disorders)</p> <p>SPTH 5030 (Research Methods)</p> <p>SPTH 5070 (Clinical Practicum I)</p>	<p>SPTH 5015 (Diagnostic Methods)</p> <p>SPTH 5020 (Aphasia & Cognitive Disorders)</p> <p>SPTH 5050 (Dysphagia)</p> <p>SPTH 5075 (Clinical Practicum II)</p>	<p>SPTH 5035 (Voice Disorders)</p> <p>SPTH 5040 (Early Intervention)</p> <p>SPTH 5080 Clinical Practicum III)</p>	<p>SPTH 5020 (Motor Speech Disorders)</p> <p>SPTH 5045 (Augmentative or Alternative Communication)</p> <p>SPTH 5085 (Clinical Practicum IV)</p>	<p>SPTH 5060 (Multicultural Issues)</p> <p>SPTH 5065 (Professional Issues)</p> <p>SPTH 5090 (Externship)</p>

Academic Advising

Students will receive advising on a regular basis that pertains to both academic and clinical performance and progress. At Xavier, faculty members serve as students' academic advisors. Students will be required to meet with their advisors during orientation or during the registration period prior to classes. After classes begin, students are encouraged to meet with their advisors at least one more time during the semester.

Adjunct faculty are required to be available one to two hours before or after each class and by email and phone. Adjunct faculty participate in an adjunct orientation outlining the policies and procedures with regard to academic and clinical instruction.

In addition, during faculty meetings. Faculty are reminded to encourage students to seek support from various assistances on campus, such as instructors, the campus Writing Resource Center, the Counseling and Wellness Center, etc.

If a student is not performing at the level of expectation in a clinical placement, the supervisor will meet with the student and alert the Director of Clinical Education. An electronic record keeping program (*Calipso*) will be utilized to track student progress within the program as well as to maintain data regarding clinical experiences.

In addition, the University utilizes the Education Advisory Board Student Success Collaborative (EAB SSC) which provides department faculty with academic information for the students. In addition, EAB SSC has the capability for faculty (advisors, program director, etc.) to enter meeting notes into the system.

During the semester, all faculty including clinical supervisors can report problems by adding notes in the EAB SSC system. Through early alerts, advisors are contacted during the semester when issues arise regarding a student. Advisors will then contact students via e-mail, in classes and/or text to arrange for a one-on-one consultation with the faculty advisor.

Academic Requirements

The Master of Science (MS) degree in Speech-Language Pathology at Xavier University of Louisiana is the entry-level degree needed to practice clinically as a speech-language pathologist. The Master's program adheres to the Council on Academic Accreditation's (CAA) standards which outline a comprehensive list of knowledge and skills necessary for successful

clinical practice. The knowledge and skills assessment (KASA) will be used a guideline when designing academic and clinical experiences for Master's students enrolled in the program. The Department's standards for graduate student performance are in keeping with College standards for graduate education and in some cases exceed those expectations.

Completion of the Master's Degree

The MS degree in speech-language pathology requires successful completion of a minimum of 51 graduate credits. Successful completion of the Master of Science in Speech-Language Pathology is not only based on the earned graduate credits toward the degree, but also evidence of successful achievement of both academic and clinical skill development.

Comprehensive Examination

Second year students are required to complete comprehensive examinations in order to qualify for graduation. The purpose of these examinations is to evaluate each student's knowledge of concepts, content, procedures and terminology from their graduate studies as well as their ability to apply this knowledge. These examinations are designed to be summative in nature and to address the nine knowledge / skill areas identified by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. The comprehensive examination is completed on the second Friday or second Saturday of February. It opens in the Xavier's Learning Management Platform Friday morning at 6 am and closes Saturday night at 11:50 pm.

Enrollment

All degree seeking graduate students must register each semester during the time period posted by the College Registrar. Any admitted student who fails to maintain continuous enrollment (see the Continuous Enrollment policy, Graduate Bulletin) must apply for reinstatement to the College's Dean of Graduate Studies, who will review the student's case with the Speech Pathology Program Director.

The College defines full time, half time, and less than half time enrollment statuses in the following manner:

	Fall/Spring	Summer
Full-time status	9 credit hours	6 credit hours
Half-time	5 to 8 credit hours	3 to 5 credit hours
Less Than Half-Time	1 to 4 credit hours	1 to 2 credit hours

(<https://www.xula.edu/assets/xula-graduate-handbook-1.pdf>, pp.16-18)

Academic Standing, Repeating a Course, and Dismissal from Program

A student whose grade-point average in any semester or whose cumulative grade point average falls below 3.0 will be placed on Academic Probation. Students on Academic Probation must meet with their advisor regarding their status and future enrollment. Students who are permitted to continue in their program of study may be limited to one course and no more than six semester hours in the following semester.

Students on Academic Probation will be given one semester to earn a minimum grade-point average of 3.0 in all courses pursued during that semester, and not more than two semesters to raise the cumulative grade point average to 3.0.

Dismissal from Program

Students on Academic Probation who do not attain the required 3.0 average after two semesters will be academically dismissed. Conditions for continuation in the graduate program must be recommended by the Advisor and the Chair/Director of the appropriate graduate program.

A student who accumulates two grades of “C” or below will be academically dismissed.

Dismissal Appeal Process

Students have the right to appeal their dismissal from a graduate program to the Graduate Academic Standing Committee. This appeal for review requires a letter written by the student

to the Graduate Academic Standing Committee in care of the Associate Dean of Graduate Program, as appropriate. The letter should explain extenuating circumstances that resulted in poor academic.

Re-admission Process

Students who desire readmission to the university following academic dismissal must make an appointment with their advisor and discuss the reasons for petitioning for readmission. Following that meeting, the student must complete a readmission application and write a letter addressed to the Associate Dean of Graduate Programs explaining what will be different than the previous semester. Readmission must be approved by the Graduate Academic Standing Committee.

Readmitted students must make an appointment with their advisor for permission to register for a graduate course(s). Students readmitted after academic dismissal are placed on academic probation and will be dismissed if they do not earn a cumulative average of 3.0 in all courses pursued during the first semester following readmission.

If a student is not readmitted, that student may appeal the decision in writing to the University Academic Standing Committee within two weeks of receiving notification.

A student may also be dismissed from her/his program for other reasons stated in the Xavier University of Louisiana Student Handbook, such as academic misconduct, illegal, fraudulent or unethical behavior, and threats to health and/or safety, among others. A link to the Student Handbook is provided below. Please familiarize yourself with these policies.

[https://www.xula.edu/assets/2022 ----- 2023-student-handbook.pdf](https://www.xula.edu/assets/2022-----2023-student-handbook.pdf)

Student Conduct Guidelines

Guidelines regarding student conduct may be found in the Xavier University of Louisiana Student Handbook (pp. 108 -120). A link to the Student Handbook is provided below.

[https://www.xula.edu/assets/2021 -- 2022-student-handbook.pdf](https://www.xula.edu/assets/2021--2022-student-handbook.pdf)

Clinical Education / Practicum

Detail regarding policies governing the process of clinical education may be found in the Graduate Program Clinic Handbook.

Enrollment in clinical practicum is required during each semester of the student's enrollment. Each student must have 25 clock hours of authorized observation signed by a licensed speech-language pathologist who holds the Certificate of Clinical Competence (CCC) in Speech-Language Pathology from the American Speech-Language-Hearing Association (ASHA). The observation requirement must be completed prior to any student clinical assignment.

Intervention

Steps in Remediation

In an effort to identify students who may not meet program requirements, including those related to language proficiency, all graduate students, both full-time and part-time, will be assigned an advisor. The advisor will assist the student in planning his/her program of study. Students will be required to have the approval of the advisor for each course(s) selected each semester.

The advisor will review the progress of each of their assigned master's degree students throughout their program. If a student is having difficulty in coursework, clinic, or both (including issues related to language proficiency), the advisor and Program Director will schedule a meeting with the student to find interventions for the problem (e.g., reduce course credit hours, adjust clinical load, referral for language proficiency screening). If a student is only having difficulty in clinic, the advisor, Program Director, and Director of Clinical Education will schedule a meeting with the student to find remedies for the problem (e.g., reduce clinical involvement, reassign clients, pair with another graduate student clinician).

The assessment of achievement will be a joint effort between the student and program faculty. In addition to advisors monitoring the progress of each of their advisees in the master's degree program, students are also encouraged to carefully monitor their own academic and clinical progress, and if indicated, initiate discussion, action, or both to ensure timely completion of their degree. To this end, the University also utilizes degree audit software, Degree Works, which provides the opportunity for both students and faculty to review their progress toward their degree.

Through the required personal statement and candidate interviews, the program faculty will have assessed the language proficiency of the students, and if necessary, will have identified an intervention plan for the student, if the student is admitted. For admitted students, faculty will identify students who do not have writing proficiency through course assignments and exams. Faculty and clinical supervisors will also identify students who do not have spoken proficiency through oral presentation in classes, classroom discussions, and clinical observations.

Remediation of Clinical Certification Standards Addressed, Taught, Tracked and Assessed in Courses

The Council for Clinical Certification (CFCC) in Audiology and Speech-Language Pathology of the American

Speech-Language-Hearing Association (ASHA) is the national professional organization that certifies speech-language pathologists and audiologists. As a nationally recognized candidacy program, the master's degree program in speech-language pathology at Xavier University of Louisiana offers a curriculum which provides students the opportunity to meet current ASHA certification standards. One of several means by which certification standards are met is through the inclusion of certification standards in required courses. The syllabus for the course in the curriculum indicates the specific certification standards to be addressed in the course and which Standard/Learning Outcome will be assessed and tracked for certification verification purposes.

In addition, the course syllabus makes clear to students the plan for intervention when a Standard/Learning Outcome is not met through the assessment procedure indicated in the syllabus. This plan includes the specific intervention activity and the date for completion. This means that if a certification standard is not met the first time it is assessed, the student will be given an additional opportunity to achieve the standard. It should be clear that an additional opportunity to achieve a certification standard will not result in a changed grade for that standard even if it is passed the second time. It will result only in a passing status for that standard. The grade remains the same. The intervention procedure is completed for all outcome measures where a grade of B or better is achieved.

Please note that the criterion for meeting a certification standard (competence) in this course is a minimum of 80% for the standard on examinations and/or projects. Students will be given only one opportunity for intervention of any standard. **If the standard is not met with this one opportunity, the student may need to repeat the course.**

Calipso Tracking System

The Department of Speech Pathology and Audiology at Xavier University of Louisiana utilizes *Calipso*, a secure, on-line program to track clinical experiences. The *Calipso* system also enables students to maintain an electronic portfolio and manage a variety of external documents. The Director of Clinical Education uses this system to maintain a list of clinical sites and clinical supervisors/instructors. As a graduate student enrolled in the Master's program in Speech-Language Pathology, students will have access to this system over the course of their graduate studies and then continuing for three years after graduation to allow and ensure access to clinical hours. Students will be oriented to the *Calipso* system during the graduate student orientation.

Technology Use and Computers

There are computers available for student use both in the student clinician work room near the Xavier University Speech and Hearing Clinic and in the computer labs on campus. The computers in the student clinician work room are for activities related to clinic ONLY. No other student is allowed in the student clinician work room or other clinical areas unless explicitly permitted by the Director of Clinical Education or Program Director.

It is the student's responsibility as a user of Xavier University of Louisiana's information technology resources to be aware of the University's policies on using information technologies. Also important are any federal, state, and local laws that affect the use of technology. "The Network Responsible Use Policy is available on the University's website at <https://www.xula.edu/centerforequityjustice/network-use-policy.html>. The Information Technology Department publishes and enforces this policy which governs the use of computing facilities and network resources at Xavier University of Louisiana. You agree to abide by these policies when you access the related resources. Anyone suspected to be in violation of the policy, may have technology access blocked until resolved" (Xavier University of Louisiana Student Handbook, 2018, p. 103).

Student Adaptations

Xavier University of Louisiana's Office of Disability Services (ODS), which is a part of the Counseling and Wellness Center, provides support and assistance to students with medical, physical, emotional and/or learning disabilities, especially those experiencing problems in such areas as academic program and adjustment to the college experience and campus environment. Among the services provided are those related to accessibility of campus

facilities, individual counseling, reasonable classroom accommodations, advocacy for student needs, and referrals to appropriate governmental and community agencies. Students requiring special assistance or consideration in order to meet program or degree requirements will be advised to meet with the dean's office to discuss the nature of their disability as soon as they have been admitted or the need for assistance is known to exist. The Office's website is: <https://www.xula.edu/center-of-health-wellness/office-of-disability-services.html>

This site provides information regarding how students can obtain appropriate accommodations which includes completing an Intake Form, Release of Information Form, and Documentation Request Form. The students also must provide appropriate documentation that includes a diagnosis statement and suggested accommodation(s). Based on this documentation, the Disability Coordinator and, if necessary, Student Health Services, make recommendations regarding the appropriate accommodation. These accommodations could include academic, housing, or dining accommodations. For academic accommodations, the signatures of the instructors and appropriate Dean are required.

The Office of Disability Services and the student should contact the Director of Clinical Education and Program Director at the beginning of all clinical practicum courses. The student should contact the Program Director and instructor(s) at the beginning of all of the student's classes each semester to make this need known and to provide the appropriate documentation. Note that instructors are not permitted to make individual judgments about accommodations.

Grievance procedures related to disabilities are located in Xavier University of Louisiana's Student Handbook.

The following policy is from the Xavier University of Louisiana's 2021-2022 Student Handbook and explains the University's policy for Emotional Support/Service Animal. "Xavier University of Louisiana complies with the Americans with Disabilities Act of 1990 (ADA) [see DOJ ADA guidance (link is external) on service animals], and Section 504 of the Rehabilitation Act of 1973 (Section 504). Among other things, the ADA and Section 504 require the University to make reasonable modifications to its policies, practices, or procedures to permit the use of a Service Animal by a student, faculty, staff or visitor with a disability. Students who seek to bring a service animal or assistance animal to campus should contact the Office of Disability Services to discuss their request" (Xavier University of Louisiana Student Handbook, 2021-2022, pp.12-14).

For more information, please refer to the Student Handbook.

See, <https://www.xula.edu/assets/2021--2022-student-handbook.pdf>

English Language Proficiency Policy

The American Speech, Language, and Hearing Association's (ASHA) position states that communicative disorders professionals be proficient in spoken and written English to be able to perform professionally and serve as models for clients and their families. Program courses will have assignments that require students to speak and write in English. These courses will assess students' ability to communicate professionally. In addition, communication skills will be one of the assessment criteria of students in their clinical assignments. The Program Director, with Program faculty, will meet at the end of each semester to discuss the communication proficiency of the students. Students who are unable to consistently communicate professionally (i.e., use a variation of English acceptable for professional purposes) will be required to pursue remedial work as directed by the Program Director.

Procedures for Complaints against Graduate Education Programs

A complaint about any accredited program or program in candidacy status may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public.

Criteria for Complaints

Complaints about programs must: (a) be against an accredited educational program or program in candidacy status in speech-language pathology and/or audiology, (b) relate to the standards for accreditation of education programs in audiology and speech-language pathology, and (c) include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all institutional grievance and review mechanisms before submitting a complaint to the CAA.

All complaints must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association.

The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by email or facsimile.

The complaint form must be signed and submitted with any relevant appendices via U.S. mail, overnight courier, or hand delivery—not via e-mail or as a facsimile—to:

Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850

For more information:

<http://caa.asha.org/programs/complaints/>

Determination of Jurisdiction

Receipt of a complaint is acknowledged and forwarded to the Executive Committee of the CAA within fifteen (15) days of receipt of the complaint. The original letter of complaint is placed in a National Office file separate from the program's accreditation file. The Executive Committee determines whether the complaint meets the above-specified criteria.

If the Executive Committee of the CAA makes the determination that the complaint does not meet the above-listed criteria, the complainant is informed within thirty (30) days of the letter transmitting the complaint to the chair that the CAA will not review the complaint.

Evaluation of Complaint

If the Executive Committee of the CAA determines that the complaint satisfies the above-listed criteria, the CAA will evaluate the complaint.

a. The chair of the CAA informs the complainant within thirty (30) days of the letter transmitting the complaint to the chair that the Council will proceed with an evaluation. Because it may be necessary to reveal the identity of the complainant to the affected program or to other potential sources of relevant information, the complainant will be required to sign a waiver of confidentiality within thirty (30) days of the letter indicating that the CAA will proceed with its evaluation. The complainant is given the opportunity to withdraw the complaint during that time. If the complainant does not wish to pursue the matter, the investigation is concluded. If the complainant does not wish to withdraw the complaint, the complainant is asked to keep the initiation of an investigation confidential.

b. Within fifteen (15) days of receipt of the waiver of confidentiality, the chair of the CAA notifies the program director and the institution's president or president's designee by certified return receipt mail that a complaint has been registered against the program. The notification includes a redacted copy of the complaint without revealing the identity of the complainant. The program's director and the institution's president or president's designee are requested to provide complete responsive information and supporting documentation that they consider relevant to the complaint within forty-five (45) days of the date of the notification letter.

c. Within fifteen (15) days of receipt of the program's response to the complaint, the chair of the CAA forwards the complaint and the program's response to the complaint to the CAA. The materials are redacted and the identity of the complainant and the program under investigation is not revealed to the members of the CAA or to recipients of requests for information, unless a majority of CAA members consider such disclosure necessary for the proper investigation of the complaint. If the majority of Council members conclude that individuals other than the complainant, the program director, and the institution's president or president's designee may have information relevant to the complaint, the chair of the CAA requests such information.

d. After reviewing all relevant information, the CAA determines the course of action within thirty (30) days. Such actions include, but are not limited to: dismissal of the complaint recommending changes in the program within a specified period of time as they relate to standards (except for those areas that are solely within the purview of the institution) continuing the investigation through an on-site visit to the program placing the program on probation withholding/withdrawing accreditation.

e. If the CAA determines that a site visit is necessary, the program director and the institution's president or president's designee are notified, and a date for the site visit is expeditiously scheduled. The program is responsible for expenses of the site visit. The site visit team is selected from the current roster of CAA site visitors. During the site visit, emphasis is given only to those standards with which the program is allegedly not in compliance. The site visit team submits a written report to the CAA no later than thirty (30) days following the site visit. As with all other site visits, only the observations of the site visitors are reported; site visitors do not make accreditation recommendations. The CAA forwards the report to the program director and the institution's president or president's designee within fifteen (15) days. The program or institution should provide a written response to the chair of the CAA within thirty (30) days of the date on which the report is postmarked to the program director and the president or

president's designee. The purpose of the response is to verify the accuracy of the site visit report.

f. The CAA reviews all evidence before it, including the site visit report and the program's response to the report, and takes one of the following actions within twenty-one (21) days: dismisses the complaint, recommends modifications of the program within a specified period of time (except for those areas that are solely within the purview of the institution), places the program on probation, withholds/withdraws accreditation.

g. If the CAA withholds/withdraws accreditation, the program director and the institution's president or president's designee are informed within fifteen (15) days of the CAA decision that accreditation has been withheld/withdrawn. Notification also includes justification for the decision, and informs the program of its option to request Further Consideration. Further Consideration is the mechanism whereby the program can present appropriate standards and ask the CAA to reevaluate its decision to withhold/withdraw accreditation. If the program does not exercise its Further Consideration option, the CAA's decision to withhold/withdraw accreditation is final and no further appeal may be taken. If accreditation is withheld/withdrawn, the chair of the CAA notifies the Secretary of the United States Department of Education at the same time that it notifies the program of the decision.

If the program chooses to request Further Consideration, the CAA must receive the request within thirty (30) days from the date of the notification letter. With the request for Further Consideration, the program must submit additional written documentation to justify why accreditation should not be withheld/withdrawn. A hearing with the CAA is not provided for Further Consideration requests. The CAA will evaluate the request for Further Consideration and take one of the following actions within thirty (30) days: recommends modifications of the program within a specified period of time (except for those areas that are solely within the purview of the institution) places the program on probation withholds/withdraws accreditation

h. Within fifteen (15) days of its decision the CAA notifies the program and the complainant of its decision.

i. If the CAA decision after Further Consideration is to withhold/withdraw accreditation, the program may appeal the decision in accord with the Appeal Procedures described in the Accreditation Manual.

Checklist for Completing the Master's Degree

This checklist should help ensure that you meet requirements for the degree at the appropriate times:

- ✓ Complete prerequisite undergraduate course deficiencies. In the first conference with the academic advisor after being admitted to the Master's program, the student should identify such deficiencies and plan to remediate them.
- ✓ Secure regular admission to the MS program.
- ✓ Successfully complete all knowledge and skills outcomes associated with the clinical and academic training program.
- ✓ Complete sufficient clinical experience by obtaining a minimum of 400 clock hours, at least 325 of these clinical hours should have been earned at the graduate level with 50 clock hours in each of three types of clinical settings, and meet all minimum requirements for the Certificate of Clinical Competency (CCC).
- ✓ Submit the application for graduation
- ✓ Successfully pass the SPTH Graduate Comprehensive Exam

Current Faculty

Full-Time Faculty

Terrylynn Jenkins, PhD, L-SLP, CCC-SLP

Department Chair and Graduate Program Director

Assistant Professor

Melissa Handy, MS, L-SLP, CCC-SLP

Director of Clinical Education

Joe A. Melcher, Ph.D., CCC-A, ASHA Fellow, FAAA

Professor Emeritus

Tara White, MS, L-SLP, CCC-SLP
Clinical Educator

Adjunct Faculty

Cara Tyson, PhD, L-SLP, CCC-SLP

Christy Moland, PhD, L-SLP, CC-SLP

Constance Dean Qualls, PhD, CCC-SLP, BC, ANCDs

Devon Dee Mbappe, PhD, CCC-SLP

Jay Lucker, EdD, CCC-SLP

Jamie Fisher, PhD, CCC-SLP

Taylor Magaw, MS, L-SLP, CCC-SLP

LaToya Roberts, MS, L-SLP, CCC-SLP