

SPEECH-LANGUAGE PATHOLOGY GRADUATE PROGRAM HANDBOOK

(Revised 05/21/2021; 08/17/2022;05/05/2023; 08/15/2023)

M.S. in Speech-Language Pathology

Department of Speech Pathology and Audiology

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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-

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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 u]••]}v }(šZ D •š Œ [• W-Œ] Page at hly v% 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

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 32.86.2021 (T) also be found in the 2021 University Student Handbook (see, p. 74).

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

Complaints/Grievances

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](#)

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.

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degree in speech-language pathology at Xavier University of Louisiana, including their
views on cultural and linguistic diversity

NOTE

XULA MASTER OF SCIENCE IN SPEECH PATHOLOGY STUDENT HANDBOOK

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



			logic basis, assessment and treatment of stuttering and apraxia. Prerequisites: Neuroanatomy (3,
	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 58.56 rementate

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

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

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

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

the courses have not been completed with a grade of C or better, it is suggested to the student to . 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.

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

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

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, reading attention, memory, cognition,

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 -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

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.

	SPTH 5070 (Clinical Practicum I)	SPTH 5075 (Clinical Practicum II)	Clinical Practicum III)	5085 (Clinical Practicum IV)	
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	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://>

to the Graduate Academic Standing Committee in care of the Associate Dean of Graduate

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

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.

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 student's 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 t and proiy 0.000009To

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 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.

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.

<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 must notify the Office of Disability Services at the beginning of 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.

See the Student Handbook for more information.

The following policy is from the Xavier University Student Handbook (2021-2022). 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 request accommodations. (Xavier University Student Handbook, 2021-2022, pp. 11-14).

For more information, please refer to the Student Handbook.

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

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

b.

Complete prerequisite undergraduate course deficiencies. In the first conference with the advisor, 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

Successfully pass the PRAXIS exam.

Full-Time Faculty

Terry L. King, PhD, L-PhD, L-SLP, CCC-SLP

Department Chair and Graduate Program Director

Assistant Professor

