

# SPEECH LANGUAGE PATHOLOGY HANDBOOK

Updated Spring 2018

*Louisiana State  
University Health  
Sciences Center*

School of Allied Health

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## DEPARTMENT

### Vision Statement

The Department of Communication Disorders at LSU Health- New Orleans will provide excellent and innovative programming, educational excellence, clinical training, and research experiences for master's level students in speech language pathology and doctoral students in audiology. The program will nurture future leaders who will advocate for individuals with communication disorders across the life span.

### Mission Statement

The mission of the Department of Communication Disorders is to train master level speech-language pathologists and doctoral level audiologists using scientifically based curricula via a variety of instructional delivery models. Our students will be sensitive to persons from diverse populations, all age ranges, and trends and issues that affect the profession. They will be trained to incorporate best practices and use evidence based practice.

## STRATEGIC PLAN

The Department of Communication Disorders strategic plan can be found at URL:  
[http://alliedhealth.lsuhsu.edu/cd/docs/StrategicPlan2014\\_2015.pdf](http://alliedhealth.lsuhsu.edu/cd/docs/StrategicPlan2014_2015.pdf)

## DEPARTMENT FACULTY AND STAFF

<b>Dr. Annette Hurley</b> <b>Interim Dept. Head</b>	<b>9B15</b>	<b>568-4336</b>
Dr. Meher Banajee Program Director SLP	9C1	568-4344
Ms. Molly Brouillette Clinical Coordinator SLP	9A1	568-4335
Ms. Tammy Crabtree	9B2	568-4340
Dr. Megan Guidry	9A14	568-4336
Dr. Jerald James Clinical Coordinator AuD.	9A20	568-4343
Ms. Aloma Lykes	9C4	568-4341
Dr. Ming Zhang	9C3	568-4440
Ms. Susan Pancamo	9A6	568-4333
Dr. Scott Rubin	9C2	568-4350
Ms. Diane Wilensky	9A5	568-4417
Ms. Michelle Willis	9A4	568-4347
Ms. Shira Hussain (academic coordinator)	9A8	568-4338

## ACCREDITATION

### **Regional Accreditation**

Louisiana State University Health Sciences Center at New Orleans is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Contact SACSCOC at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Louisiana State University Health Sciences Center at New Orleans. This accreditation is valid through 2025.

### **Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association**

"The master's program in speech-language pathology (M.C.D.) and the doctoral program in audiology (AuD) at LSU Health Sciences Center are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or **301-296-5700.**" **The accreditation period is from April 2010 through March 2018.**

## TECHNICAL STANDARDS & PROFESSIONALISM POLICY

Department of Communication Disorders  
LSU Health Sciences Center, New Orleans

The School of Allied Health Professions and Department of Communication Disorders does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, or disability. When requested, the department will provide reasonable accommodation to otherwise qualified students with properly certified disabilities. The faculty and professional staff have responsibility for the welfare of students in the section and for the clients the students treat during their graduate program. To meet this responsibility, the section has established Technical Standards that must be demonstrated by students with or without reasonable accommodations in order to participate in the program and to complete it successfully. Reasonable accommodations will be made to students with disabilities on an individual and flexible basis. It is the responsibility of students, however, to review the technical standards for a given program and make their needs known. Guidelines for students with Disabilities can be found at: <http://alliedhealth.lsuhscc.edu/Admin/studentswithdisabilities.aspx>

The School of Allied Health Professions has established Technical Standards for its programs of study delineating the minimum physical, cognitive, emotional, and social requirements necessary to participate fully in all aspects of academic and clinical education expected by a specified program of study. One's ability to meet the technical standards is a prerequisite for admission and continuation in a program of study. Applicants and enrolled students must be able to meet all technical standards with or without reasonable accommodations.

**Physical Health:** The student must possess the physical health and stamina needed to carry out the program of Communication Disorders.

**Intellectual Skills:** The student must have sufficient powers of intellect to acquire, assimilate, integrate and apply information. The student must have the intellectual ability to solve problems and the ability to comprehend three-dimensional and spatial relationships.

**Motor Skills:** The student must have sufficient use of motor skills to carry out all necessary audiological procedures, both those involved in learning the fundamental sciences and those required in the clinical environment. This includes the ability: (1) to participate in relevant educational exercises and to extract information from written sources; (2) use a computer to operate laboratory equipment, and (3) access transportation to all clinical and academic placements.

**Communication:** Consistent with CAA Standard 4.2 proficiency in English, the student "must demonstrate communication skills sufficient to achieve effective clinical and professional interaction with clients and relevant others." For oral communication, students must "demonstrate speech and language skills in English, which, at a minimum are consistent with ASHA's most current position statement on students and professionals who speak English with accents and nonstandard dialects." For written communication, students must "be able to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and

professional correspondence." (ASHA, 2005). Information must be communicated in a succinct yet comprehensive manner and in settings in which time available may be limited. These skills require the ability to assess and effectively communicate all relevant information including the significance of nonverbal responses. Also required is the ability to immediately assess incoming information to allow for appropriate, well-focused follow-up inquiry. The student must be capable of responsive, empathic listening to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences. He or she must express his or her ideas clearly and demonstrate a willingness and ability to give and receive feedback.

**Sensory Abilities:** The student must have sufficient use of the sense of vision, hearing, touch and smell to observe effectively in the classroom, laboratory and clinical setting. Students must possess the ability to observe both close at hand and at a distance.

**Behavioral Qualities:** The student must possess emotional health sufficient to carry out the tasks above, must have good judgment and must behave in a professional, reliable, mature and responsible manner. The student must be adaptable, possessing sufficient flexibility to function in new and stressful environments. The student must be able to critically evaluate her/his own performance, be forthright about errors, accept constructive criticism, and look for ways to improve. The student must show respect for individuals of different ages, ethnic backgrounds, religions, and/or sexual orientations. The student must exhibit professional behavior by conforming to appropriate standards of dress, appearance, language and public behavior. The student must uphold the Code of Ethics of the American-Speech-Language-Hearing Association and the code of Academic Conduct of the LSU Health Science Center's School of Allied Health Professions.

Each student must continue to meet all of the TECHNICAL STANDARDS set forth above. A student may be denied permission to continue in the Communication Disorders program at the LSU Health Sciences Center should the student fail at any time to demonstrate all of the required TECHNICAL STANDARDS.

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Please Print Name

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Signature

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Date

# SPEECH-LANGUAGE PATHOLOGY COURSE SEQUENCES AND DESCRIPTIONS

## Speech-language Pathology course sequences

### **Summer Semester, Year 1, 9 credits**

Treatment Methodology in Communication Disorders (3)

Anatomy and Physiology (4)

Issues and Methods in Communication Disorders I (2)

### **Fall semester, Year 1, 14 credits**

Neuroscience (3)

Research Methods (3)

School-age Language Disorders (3)

Clinical Practicum I (1)

Articulation and Phonology (3)

Interprofessional Education (1)

### **Spring semester, Year 1, 13 credits**

Neurogenic Disorders I (3)

Dysphagia (3)

Assessment and Management in Communication Disorders: Special Populations (3)

Issues and Methods in Communication Disorders II (2)

Clinical Practicum II (1)

Interprofessional Education (1)

### **Summer semester, Year 2, 9 credits**

Motor Speech Disorders (3)

AAC (3)

Issues and Methods in Communication Disorders III (2)

Clinical Practicum III (1)

### **Fall semester, Year 2, 13 credits**

Medical Aspects in Speech-language Pathology (3)

Voice Disorders (3)

Management of the Hearing Impaired for SLPs (3)\*

Clinical Practicum IV (6)

Interprofessional Education (1)

Early Intervention (elective) (3)

LEND (elective) (3)

### **Spring semester, Year 2, 14 credits**

Craniofacial Anomalies (3)

Fluency Disorders (3)\*

Clinical Practicum V (6)

Neurogenic Communication Disorders II (3)

Issues in CD IV (2)

Interprofessional Education (1)

LEND (elective)



## **Brief Description of SLP Courses**

### **SPTHAUD 5100 Survey of Communication Disorders 3 credits**

A survey of the normal and abnormal processes in communication, including articulation, voice, fluency, and language. Audiology students may take this course to meet the speech disorders requirement.

### **SPTHAUD 5132 Speech Science 3 credits**

The basic principles of acoustics related to speech will be introduced. Topics include: generation, transmission, and measurement of sound; frequency, intensity and duration, waveform composition, physiologic and psychologic aspects of acoustic phonetics.

### **SPTHAUD 5134 Clinical Linguistics and Psycholinguistics 3 credits**

Introduction to the scientific study of language. Overview of linguistic terminology and subsystems, sociolinguistics, and psycholinguistics with emphasis on normal aspects of language acquisition. Implications of linguistic theory for the practice of speech language pathology.

### **SPTHAUD 5136 Clinical Phonetics and Phonology 3 credits**

This course introduces articulatory phonetics and transcription using the International Phonetic Alphabet, including extensions for non-normal speech. An overview of normal aspects of articulation and phonology including co-articulation, segmental and non-segmental phonology, and phonological acquisition will also be included. Includes laboratory exercises

### **SPTHAUD 5200 Articulation and Phonological Disorders 3 credits**

This course provides an overview of speech sound production disorders and their etiology in children. Procedures for the assessment and phonological analysis of child speech. Treatment approaches -- with emphasis on the establishment, generalization, and maintenance phases -- will be covered.

### **SPTHAUD 5201 Clinical Audiology 3 credits**

Introduction to the etiologies influencing hearing assessment procedures and management techniques. Observations and clinical laboratory will be required.

### **SPTHAUD 5203 Principles of Managing the Hearing Impaired 3 credits**

This course will focus on the habilitation/rehabilitation of individuals with hearing impairments. Varying procedures and rationales for management in a variety of settings will be discussed. Psychological, social, and educational aspects of hearing impairment in children and adults will be addressed.

### **SPTHAUD 5204 Assessment and Management of Language Disorders: Special Populations 3 credits**

Varying types of language impairment that are found in children with atypical development are overviewed. Standardized and non-standardized assessment procedures are presented, and basic intervention techniques for children are addressed.

**SPTHAUD 5208 Neurogenics I 3 Credits**

Normal and disordered aspects of cognitive/information processing will be studied. The nature, assessment and management of aphasia will be addressed from multiple theoretical and practical perspectives.

**SPTHAUD 5490 Issues in Communication Disorders I 2 credits**

Presentations and lectures on a variety of professional and clinical issues in audiology and speech language pathology.

**SPTHAUD 5492 Issues in Communication Disorders II 2 credits**

Presentations and lectures on a variety of professional and clinical issues in audiology and speech language pathology.

**SPTHAUD 5494 Issues in Communication Disorders III 2 credits**

Presentations and lectures on a variety of professional and clinical issues in audiology and speech language pathology.

**SPTHAUD 5496 Issues in Communication Disorders IV 2 credits**

Presentations and lectures on a variety of professional and clinical issues in audiology and speech language pathology.

**SPTHAUD 5498 Issues in Communication Disorders V 2 credits**

Presentations and lectures on a variety of professional and clinical issues in audiology and speech language pathology.

**SPTHAUD 6028 Neurogenics II 3 credits**

The purpose of this course is to provide an understanding of communication changes, communication disorders, and service delivery options from a gerontological perspective. An overview of direct services offered to communicatively impaired older adults and ancillary or support services will be given. Treatment strategies addressing environment, significant others, and associated professional services will be covered.

**SPTHAUD 6100 Research in Communication Disorders 3 credits**

Ethical and methodological considerations in speech-language pathology and audiology research. Critical evaluation of research. Application of research to clinical practice.

**SPTHAUD 6130 Neuroscience 3 credits**

The structure and function of the nervous system are presented and analyzed, with an emphasis on hearing, speech, and language central organizations. Emphasis is on normal structure and function so the clinician can better understand abnormalities.

**SPTHAUD 6201 Anatomy and Physiology of Speech and Hearing 4 Credits**

Detailed anatomy and physiology of the systems involved in speech and hearing, including cadaver dissection. The nervous system, respiration, phonatory-articulatory systems, and auditory system are included. Laboratory required.

**SPTHAUD 6204 Motor Speech and Related Disorders 3 Credits**

This course will focus on motor speech disorders (e.g., dysarthria and apraxia of speech). The neuroanatomy and neurophysiology underlying these disorders will be explored. Motor control will be addressed across the domains of acoustics, aerodynamics, and kinematics. The assessment, diagnosis, and treatment of motor speech disorders will be approached from both theoretical and clinical perspectives.

**SPTHAUD 6206 Infant Intervention 3 Credits**

Assessment, intervention, and parental training for at-risk infants will be covered. The course will focus on the management of infants at risk and include clinical experiences in short-term neonatal intensive care, long-term infant programming, and interdisciplinary evaluations and intervention. Training will be provided in home programming, classroom and individual intervention. Parental support groups will be discussed.

**SPTHAUD 6210 Fluency Disorders 3 credits**

The theoretical foundations of dysfluent behavior will be reviewed. Differential diagnosis and principles of therapeutic techniques for children and adults will be studied.

**SPTHAUD 6212 Voice and Related Disorders 3 credits**

This course addresses the nature, course, evaluation, and treatment of voice and related disorders in children and adults.

**SPTHAUD 6214 Diagnosis and Evaluation in Speech-Language Pathology 3 credits**

The diagnostic process as it pertains to all speech-language pathology disorders will be presented. The course covers application of evaluation principles and methods of both formal and informal measurement in speech-language pathology.

**SPTHAUD 6216 Augmentative Communication 3 credits**

This course will explore the assessment and treatment of persons requiring non-speech communication.

**SPTHAUD 6218 Dysphagia 3 credits**

Lectures will cover anatomy and physiology of the normal swallow, abnormal physiological and anatomical conditions leading to dysphagia, and assessment and treatment of strategies for swallowing disorders.

**SPTHAUD 6220 Cleft Palate and Craniofacial Disorders 3 credits**

Symptomology, etiology, assessment, and treatment of communication disorders associated with cleft palate and craniofacial syndromes. Multidisciplinary management including medical and dental care.

**SPTHAUD 6228 Medical Aspects of Speech-Language Pathology 3 credits**

This course is designed to develop students' familiarization with issues related to the practice of speech-language pathology within the healthcare environment. Topics will include charting, medical abbreviations, ethics, multicultural considerations, and universal precautions. Additionally, as the final course in the sequence of neurogenic communication disorders, one

section will be focused on the evaluation and treatment of communication disorders associated with Traumatic Brain Injury (TBI).

**SPTHAUD 6230 Seminars in Language Disorders 1-3 credits**

Seminar will address a variety of topics in language disorders. Topics may vary each semester. May be repeated for credit when the topic is different.

**SPTHAUD 6232 Seminars in Speech Disorders. 1-3 credits**

Seminar will address a variety of topics in speech disorders. Topics may vary each semester. May be repeated for credit when the topic is different.

**SPTHAUD 6236 Seminars in Basic Human Communication Processes 1-3 credits**

Seminar will address a variety of topics in basic human communication processes. Topics may vary each semester. May be repeated for credit when the topic is different.

**SPTHAUD 6500 Thesis in Communication Disorders 1-6 credits**

Research project culminating in an original contribution to the scientific literature that is of publishable quality. Approval of the student's thesis committee is required prior to enrollment. This course may be repeated for credit, although no more than 6 credit hours will count to the degree. Students must be registered in all semesters until thesis is finished.

**SPTHAUD 6702 Clinical Practicum: Level I in Speech-Language Pathology 1 credit**

Supervised clinical experiences for speech language pathology students.

**SPTHAUD 6704 Clinical Practicum: Level II in Speech-Language Pathology 1 credit**

Supervised clinical experiences for speech language pathology students.

**SPTHAUD 6706 Clinical Practicum: Level III in Speech-Language Pathology 1 credit**

Supervised clinical experiences for speech language pathology students.

**SPTHAUD 6708 Clinical Practicum: Level IV in Speech-Language Pathology 6 credits**

Supervised clinical experiences for speech language pathology students.

**SPTHAUD 6710 Clinical Practicum: Level V in Speech-Language Pathology 6 credits**

Supervised clinical experiences for speech language pathology students.

**SPTHAUD 6712 Supplemental Practicum Speech Pathology. 1-8 credits**

Additional supervised clinical experiences for Speech-Language Pathology students. Must be taken with 6702. Grading will be S/U. Does not count towards any Departmental or ASHA requirements.

## GENERAL POLICIES

### LSUHSC-NO SCHOOL OF ALLIED HEALTH PROFESSIONS POLICY

#### Nondiscrimination

The diverse backgrounds, personalities, and learning needs of individual students must be considered at all times in order to foster appropriate and effective teacher-learner relationships. LSU System assures equal opportunity for all qualified persons without regard to race, color, religion, gender, sexual orientation, national origin, age, disability, marital status, or veteran's status in the admission to, participating in or employment in the programs and activities which the LSU System operates.

Nondiscrimination policies of the Health Sciences Center are stated in the *LSUHSC Catalog/Bulletin*: "LSU System assures equal opportunity for all qualified persons without regard to race, color, religion, gender, sexual orientation, national origin, age, disability, marital status, or veteran's status in the admission to, participating in or employment in the programs and activities which the LSU System operates." The *Catalog/Bulletin* further identifies mechanisms for filing an inquiry or complaint regarding equal opportunity at the LSU Health Sciences Center. Addresses and phone numbers of the Affirmative Action/Equal Opportunity Office and the Office of Human Resource Management are provided. These offices also answer questions regarding equal opportunity at the Health Sciences Center. The *Catalog* states that anyone "believing they have been discriminated against contrary to federal law are entitled to make an inquiry or file a complaint with: United States Equal Employment Opportunity Commission or United States Department of Health and Human Services, Office for Civil Rights" and addresses of these agencies are provided (*LSUHSC Catalog/Bulletin*). Policies regarding reasonable accommodation for persons with a disability and policies protecting against sexual harassment also are outlined in the *Catalog*.

#### Leave of Absence

A leave of absence for a short period of several days or one week may be granted to a student in good standing, subject to the discretion of the Dean, because of illness or other appropriate reasons. Students taking short-term leave of absence of less than one week must make acceptable arrangements with the faculty involved for completion of course work and other assignments which will be missed. Leave of absence of a longer duration may be granted students in good standing for reasons of a personal nature or to participate in a special program of research or other activity designed to augment the student's academic training. Specific arrangements must be made on an individual basis with the Dean and Program Director before beginning a leave of absence. The University policy governing the processing of leave of absences are applicable and are described in the general information section of the catalog. [http://catalog.lsuhs.edu/content.php?catoid=6&navoid=1168&hl=leave&returnto=search#Leave\\_of\\_Absence](http://catalog.lsuhs.edu/content.php?catoid=6&navoid=1168&hl=leave&returnto=search#Leave_of_Absence)

#### Computer Usage

Computers in the computer rooms MUST be used carefully and with courtesy for all students. The following are rules for using Departmental, School, or Health Sciences Center computers:

1. The person to use a computer last is responsible for appropriately shutting it down before he/she leaves the Department.

2. No food or drinks may be near the computers for obvious reasons.
3. No one may change the programs or layout of the computer without written approval of the Program Director or Business Manager.
4. No one may load or download any programs without written approval of the Program Director.
5. No one should be using the computer who has not been trained in its specific use.
6. Only professional uses of the Internet or other programs will be allowed.
7. E-mail sending/receiving is allowed. However, if you want to keep your mail you must save it to your own device or print it out, and erase it from the hard drive.

### Laptop Computer and Tablet Use

You will receive a separate written policy on computer use, however, due to its importance; some of that information is reiterated here:

Computers may be used in the classroom or laboratories for school class-related activities only. **Students found to be using their computers during class for non-class related activities will be excused from the classroom and reported to the Program Director's office, Dean's Office, and/or appropriate designee.**

In addition, students should not communicate (e-mail, instant message, blog, etc.) with others (including professors) during class time or review other lectures or materials other than that being covered in the class in which they are participating. Students found doing so will be reprimanded.

Students failing to comply with this policy will be reported to the Dean's Office, Program Director and/or appropriate designee for disciplinary action (including the respective promotions committee) and may be subject to dismissal from continuing their education at the SAHP. It may also be the decision of the promotions committee or faculty member to prohibit the student from utilizing their laptop during designated classes for a designated period of time.

### Email Use

While faculty, students, and staff are strongly encouraged to sign up for and use E-mail, its use must be related to Health Sciences Center business communications.

The use of electronic mail should be consistent with the instructional, research, public service, and administrative goals and mission of the Health Sciences Center. Incidental and occasional personal use of electronic mail may occur when such use does not generate a direct cost to the Health Sciences Center.

### Family Educational Rights and Privacy Act (FERPA).

The entire document can be accessed at:

<http://catalog.lsuhscc.edu/content.php?catoid=6&navoid=1161&hl=Ferpa&returnto=search#Family Education Rights and Privacy Act>

### Student Health and Student Counseling

LSUHSC-NO provides students with excellent Student Health services. All information regarding Student Health issues can be found at: <http://catalog.lsuhscc.edu/> or <http://www.lsuhscc.edu/orgs/studenthealth/>

### Safety

LSUHSC-NO provides for the safety of faculty, staff, students, and patients through policies, procedures, and education. <http://catalog.lsuhscc.edu/>

## **Student Conduct**

The LSUHSC School of Allied Health Professions has specific Student Conduct policies. The policies of the SAHP are presented in the *LSU Health Sciences-New Orleans Center Catalog* and the *SAHP POLICY AND PROCEDURES RELATED TO STUDENT CONDUCT*. Students are expected to be familiar with all of this information and should pay particular attention to attendance, grading, dismissals, and scholastic requirements. The policy can be found at: <http://alliedhealth.lsuhsac.edu/Admin/docs/StudentHandbook051915.pdf>

## **Emergency Preparedness Plan - LSUHSC-New Orleans Communication Disorders Program**

In the event of an emergency situation, LSU Health Sciences Center-New Orleans administration has the capability to transmit pertinent information through the mediums of websites, phone trees, e-mail and text messaging to the entire spectrum of students, faculty and staff. The entire LSUHSC-NO policy regarding emergencies should be reviewed. The policy can be found at: <http://911.lsuhsac.edu/eas/>

## COMMUNICATION DISORDERS DEPARTMENTAL POLICIES

### Promotion/notification of progress

All courses in each semester are prerequisite for the following semester and for continued enrollment. In all courses, **a portion of the student's grade is termed professional behavior or class participation. Criteria used to determine this grade include class attendance, student attitude, contribution to creating a learning atmosphere in the course, submitting written assignments on time, quality of discussion concerning topics contained in outside readings or other assignments, proper attire, and interpersonal relationships with faculty members and classmates. This portion of the student's grade also includes professionalism.** A student matriculating in the LSUHSC-NO Communication Disorders Program will find that the expectations, requirements, and responsibilities of the clinical graduate program far exceed those of undergraduate school. The following sections outline some of the students' academic responsibilities and the process by which students are evaluated and the curricular objectives carried out.

At the start of each course, students will be informed, in writing, of the standard performance expected of them by the faculty of that course (syllabus). The standard of performance includes how grades are derived, and a description of the student's responsibilities in the course such as attendance at classes, laboratories and other course activities. A copy of the current syllabus outlining these requirements will be filed with the Program Administrative Assistant and placed on the shared Program drive.

All of the following criteria must be met satisfactorily for a student enrolled in the Master of Communication Disorders Program to be eligible for promotion to the next academic year or graduation:

1. Satisfactory completion of all course work and requirements specified for the academic level.
2. Fulfilling all requirements established by the faculty of each course within the academic year.

### Remediation plan

All of the following criteria must be met satisfactorily for a student enrolled in the Communication Disorders Program to be eligible for promotion to the next academic year or graduation:

1. Satisfactory completion of all course work and requirements specified for the academic level.
2. Fulfilling all requirements established by the faculty of each course within the academic year.
3. Failure to complete all coursework and requirements will be reviewed by the faculty.

Should a student's cumulative GPA fall below a 3.0 (with the consequence of being placed on academic probation by the school), an individual plan of action is prepared by the course instructor, the student's advisor and program chair with input from the student, such that the student may, based on their circumstances, make an informed decision and take appropriate steps towards increasing their GPA or other outcomes.

The student then has two consecutive didactic semesters of coursework (excluding summer semesters comprised solely of clinical education coursework) to raise their cumulative GPA to at least a 3.0 and thus be considered in satisfactory academic standing (not on academic



probation). If the student fails to remediate their GPA in the allotted time, they will most likely be dismissed from the program.

### Requirements for Remediation Process-Didactic Phase

The remediation process is designed to help faculty identify and assist students who may experience academic or professional difficulty. The process is proactive, with the goal of identifying at risk students as early as possible. The LSUHSC MCD in Speech-Language Pathology and AuD in Audiology uses the following process to identify and remediate students deemed at risk.

#### Identification

**The student is expected to be proactive and notify the instructor/coordinator if there are knowledge deficits.** The instructor/Academic Coordinator or Faculty Advisor identifies the at-risk student through weekly faculty reports, exam grades, and advisory sessions.

#### Evaluation and Assessment

Identified students will be referred to their course instructor or Faculty Advisor for assessment of root causes. Referrals to campus assistance programs may be instituted (Student Health, the Office of Student Affairs or other practitioners).

#### Plan Development

The faculty advisor, the student and course instructor will design a remediation plan. Clear expectations will be documented and a contract for remediation developed. The Program Director will then review the contract with the Faculty Advisor and student, placing the contract in the student's program file. Depending on the action needed, a time line will be initiated for review of student progress.

#### Plan Implementation

The Faculty Advisor and student will receive a copy of the contract and begin remediation. The student will be informed of all available resources for remediation.

#### Plan Evaluation

Depending upon the remediation needed, an evaluation instrument may be prepared to assess the student's progress. The Faculty Advisor may collaborate to design an appropriate tool to assess progress. Evidence of compliance of mastery of remediated knowledge deficit will be placed in the student file with the contract. **All students will be required to remediate exam failures (grades below 70%).** The goal of this policy is to help the student identify and master the material, not to improve the numerical grade. The course instructor will be responsible for coordinating the remediation plan for the particular student.

### Departmental Requirements for Graduation

Satisfactory completion of all course work and requirements specified in the curriculum with a final cumulative GPA of 3.0 or greater.

No more than 6 hours of "C" credit will be applied to the MCD or AuD degree. **If at any time, the student accrues 12 hours or greater of "C" credit, the student will be dropped from the rolls of the program.**

Approval and recommendation by the faculty of the Communication Disorders Program for conferring of the degree, masters of communication disorders include:

1. Satisfactory status concerning obligations to the LSU System.
2. Meeting all LSUHSC-NO Graduation Requirements (<http://catalog.lsuhsu.edu/>)

### **Statement of Satisfactory Academic Progress**

A student who is allowed to continue enrollment in the Communication Disorders Program is considered making satisfactory academic progress. A student not satisfactorily completing all course requirements will go through a full review by the faculty and a decision will be made regarding possible remedial actions that will be taken.

If a student's performance is considered to be marginal or below minimal course standards for any course, the student's faculty advisor and/or a member of the core faculty may arrange for a personal conference with the student involved to discuss deficiencies observed and to begin the Remediation Process.

### **Academic Dismissal**

If the core faculty concludes that a student should be dismissed because the student has failed to meet academic requirements satisfactorily, a recommendation for dismissal will be sent to the Dean of SAHP.

### **Student Grade Appeals**

Please refer to SAHP Official Policy regarding Grade Appeals found at: <http://alliedhealth.lsuhsu.edu/Admin/docs/StudentHandbook051915.pdf>

### **Comprehensive Examination Policy**

A comprehensive examination is a summative requirement for all students enrolled in the Master of Communication Disorders (MCD) program at LSUHSC; except for those students completing a Master's thesis. A student is required to complete approximately 5 hours of writing. The number of questions, as well as the time allocated to the questions, will vary. The questions will address the big nine areas: articulation, fluency, voice and resonance, receptive and expressive language, hearing, cognitive aspects of communication, social aspects of communication and communication modalities (AAC). Questions will be case-based method of instruction, requiring students to write a cohesive Case History and Test Results/Impressions from information provided and construct a treatment plan for the patient.

Each question is graded separately and by at least 2 faculty members. The following policy will be used to determine the outcome of the question being graded:

- (a) Pass: The answer provided meets the requirements for that question
- (b) Pass with clarification: a student is considered to have passed the question but there were some inaccuracies or information that was not included
- (c) Non-Pass: Important errors while answering the question or the entire question in answered incorrectly.

The following policy will be used to consider the overall results of the comprehensive examination:

- (a) The entire comprehensive examination is considered passed

- (b) An Oral Examination is required if clarifications are needed
- (c) A Rewrite is required: if a student misses more than one question
- (d) Questions for each area will be different from the original questions (however, they will be *related* in topic of the original question).

Results of the re-write will be considered in the same fashion as the first attempt (Pass, Pass with consideration, or non-pass Remediation for a second attempt at the comprehensive examination will be on a case-by-case basis. However, two failed attempts at comprehensives will delay the student’s scheduled graduation date.

One month before the date of the comprehensive examination, a faculty member will meet with students to review the Comprehension Examination procedure. Students are coached on what to expect during the examination. One week before the exam, the students will be informed of the areas of the “Big 9” from which comprehensive questions will be selected. The students will report at 8:30 am and the examination will start promptly at 9:00 am. Examination will be completed at 3:00 pm. Students requiring accommodations of extra time will be provided with extra time (time and a half) and will take the test in the room adjacent to the testing center. Results will be provided two weeks after comprehensive examinations are completed.

Receipt of Handbook

I have read the *Speech Language Pathology Handbook* of the LSUHSC-NO and the *School of Allied Health POLICY AND PROCEDURES RELATED TO STUDENT CONDUCT*, Louisiana State University Health Sciences Center and the Departmental Technical Standards. I understand and agree to abide by the regulations as stated.

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Printed Name \_\_\_\_\_ Date \_\_\_\_\_

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Signature \_\_\_\_\_ Date \_\_\_\_\_