

# SPEECH-LANGUAGE PATHOLOGY HANDBOOK

Updated Fall 2023

Louisiana State  
University Health  
Sciences Center-  
New Orleans

School of Allied Health

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## DEPARTMENT

### **Vision Statement**

The Department of Communication Disorders at Louisiana State University Health Sciences Center – New Orleans (LSUHSC-NO) 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.lsuhscc.edu/cd/docs/StrategicPlan2014\\_2015.pdf](http://alliedhealth.lsuhscc.edu/cd/docs/StrategicPlan2014_2015.pdf)

## DEPARTMENT FACULTY AND STAFF

<b>Faculty</b>	<b>Office</b>	<b>Phone</b>
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## ACCREDITATION

### **Regional Accreditation**

LSUHSC-NO 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 LSUHSC-NO. This accreditation is valid through 2025.

### **Council on Academic Accreditation**

The Master's degree in Communication Disorders (MCD) education program in speech-language pathology (residential) and the Doctor of Audiology (AuD) education program in Audiology (residential) at LSUHSC-NO is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. **The accreditation period is from April 2018 through March 2026.**

## ACADEMIC STANDARDS

The academic standards for the university are linked below:

<http://alliedhealth.lsuhs.edu/Admin/academicstandards.aspx>

### **Graduate Professional Scholastic Requirements**

Students dismissed from the School for academic reasons must reapply to the program to be considered for readmission.

1. A minimum cumulative GPA of 3.0 is required for graduation.
2. The minimum scholastic requirement for course work is a grade of C. However, no more than 6 credit hours of C grades may be counted toward a degree. Students who receive a grade of “C” in more than 6 credit hours may be dismissed from the program. In courses designated Pass/Fail or Satisfactory/Unsatisfactory, a grade of Pass or Satisfactory is required.

### **Provisions for Academic Progression**

1. If an unacceptable grade is recorded in a course designated as a prerequisite course the student must satisfactorily complete the prerequisite course before continuing the program sequence.
2. Students may not participate in clinical, fieldwork or preceptorship courses until all prerequisite course work has been completed successfully.
3. Students who earn a grade of Unsatisfactory or Fail in clinical, fieldwork, or preceptorship courses will be placed on scholastic probation.
4. Students placed on scholastic probation must repeat those courses in which an unacceptable grade was earned when next regularly offered and earn a satisfactory grade. Students will remain on scholastic probation until this requirement is met and the minimum scholastic requirement for cumulative GPA is achieved. Failure to meet this requirement will result in dismissal from the School.
5. A course, including those designated clinical, fieldwork, and preceptorship, may be repeated one time only. Students who repeat a course but earn an unacceptable grade will be dismissed from the School.
6. Students who fail to attain a minimum 3.0 cumulative and/or semester professional GPA in two consecutive semesters can be dismissed from the School.
7. Students who fall more than 10 quality points below a 3.0 cumulative GPA will be dismissed from the School.
8. Students on scholastic probation are not eligible for graduation.
9. Students must complete the program in a specified period of time.
10. Grades recorded in repeated course work do not replace the original grade. Both the original grade and repeated grade will appear on the academic transcript and both grades will be used in the computation of the academic grade point average.
11. Students dismissed from the School for academic reasons must reapply to the program to be considered for readmission.

## TECHNICAL STANDARDS

The School of Allied Health Professions (SAHP) 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.lsuhsu.edu/Admin/studentwithdisabilities.aspx>

The SAHP 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 LSUHSC-NO's SAHP.

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 LSUHSC-NO 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 PROGRAM GOALS

Goals: The LSUHSC-NO Speech-Language Pathology MCD Program commits to:

- Recruit highly qualified applicants for enrollment to the program.
- Maintain program completion, Praxis pass rates, and employment rates that are above accreditation thresholds.
- Graduate speech-language pathologists who are able to practice in a variety of settings by providing a broad area of service to patients of all ages and are able to communicate effectively with patients, colleagues and other health care professionals.
- Graduate speech-language pathologists who function as ambassadors to promote the field and services provided in the community.
- Graduate speech-language pathologists who will independently evaluate and critique new information and technology in the field of communication disorders.
- Graduate speech-language pathologists who are future leaders of the speech-language profession who are knowledgeable and educated about the national policies regarding hearing healthcare.

## **SPEECH-LANGUAGE PATHOLOGY COURSE SEQUENCE**

### **Speech-language Pathology course sequence**

#### **Summer Semester, Year 1, 10 credits**

SPTHAUD 6214 Diagnostics and Assessment (4)  
SPTHAUD 6201 Anatomy and Physiology (4)  
SPTHAUD 5490 Issues and Methods in Communication Disorders I (2)

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

SPTHAUD 6130 Neuroscience (3)  
SPTHAUD 6100 Research Methods (3)  
SPTHAUD 6222 School-age Language Disorders (3)  
SPTHAUD 6702 Clinical Practicum I (1)  
SPTHAUD 5206 Articulation and Phonology (3)

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

SPTHAUD 5208 Neurogenic Disorders I (3)  
SPTHAUD 6218 Dysphagia (4)  
SPTHAUD 6212 Voice and Its Disorders (3)  
SPTHAUD 5492 Issues and Methods in Communication Disorders II (2)  
SPTHAUD 6706 Clinical Practicum II (1)

#### **Summer semester, Year 2, 9-11 credits**

SPTHAUD 5206 Management of the Hearing Impaired for SLPs (2) \*  
SPTHAUD 6206 Pediatric Dysphagia (3)  
SPTHAUD 6204 Motor Speech and Related Disorders (3)  
SPTHAUD 5496 Issues and Methods in Communication Disorders III (2)  
SPTHAUD 6706 SPTHAUD Clinical Practicum III (1)

#### **Fall semester, Year 2, 12 credits.**

SPTHAUD 6228 Medical Aspects in Speech-language Pathology (3)  
SPTHAUD 6216 AAC (3)  
SPTHAUD 6708 Clinical Practicum IV (6)

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

SPTHAUD 6208 Neurogenic Communication Disorders II (3)  
SPTHAUD 6210 Fluency Disorders (2)  
SPTHAUD 5498 Issues in CD IV: Multiculturalism, Professionalism and Ethics (2)  
SPTHAUD 6710 Clinical Practicum V (6)

#### **Electives**

SPTHAUD 6510 LEND Topics in ASD and Neurological Disorders (3)

\*if not taken in undergraduate coursework

## COURSES and DESCRIPTIONS

### **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 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 5206 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 5208 Neurogenic Disorders 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 1 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: Multiculturalism, Professionalism and Ethics 2 credits**

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

### **SPTHAUD 6028 Neurogenic Disorders 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 Pediatric Dysphagia 3 Credits**

The overall goals of this course is to familiarize students to pediatric feeding and swallowing including typical development, issues associated with special populations, assessment (instrumental and non-instrumental) and intervention. The course will focus on the management of dysphagia in infants at risk and include clinical experiences in neonatal intensive care, long-term infant programming, and interdisciplinary evaluations and intervention. Training will be provided in dysphagia at home, classroom and customized for individual intervention.

**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 4 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 4 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 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.

## GENERAL POLICIES

### LSUHSC-NO SAHP POLICY

#### NONDISCRIMINATION

The policies of the LSU Health Sciences Center-NO are stated in the *LSUHSC-NO Catalog/Bulletin*:  
<http://catalog.lsuhs.edu/>

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. LSUHSC-NO 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 LSUHSC-NO System operates.

Nondiscrimination policies of the Health Sciences Center are stated in the LSUHSC-NO 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-NO Catalog/Bulletin*). Policies regarding reasonable accommodation for persons with a disability and policies protecting against sexual harassment also are outlined in the *Catalog*.

## STUDENT CONDUCT

The LSUHSC-NO SAHP has specific Student Conduct policies. The policies of the SAHP are presented in the LSUHSC-NO Center Catalog and the SAHP POLICY AND PROCEDURES RELATED TO STUDENT CONDUCT. Students are expected to be familiar with all this information and should pay particular attention to attendance, grading, dismissals, and scholastic requirements.

<http://alliedhealth.lsuhs.edu/Admin/docs/StudentHandbook051915.pdf>

## STUDENT ADVISING

Students must take all required coursework offered by the program. Coursework offered by another institution may not be taken as a substitute for LSUHSC-NO courses. The SLP curriculum is lock-step. Faculty advisors will be assigned at new student orientation. The student may meet with his/her advisor and may also contact the advisor at any other time as necessary. Students will routinely meet with the Clinical Coordinator to discuss clinical placements and clinical goals.

## 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.lsuhs.edu/> or <http://www.lsuhs.edu/orgs/studenthealth/>

## SAFETY

LSUHSC-NO provides for the safety of faculty, staff, students, and patients through policies, procedures, and education.

## PROGRESSION THROUGH COURSEWORK

### **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 be reviewed by the faculty and a decision will be made regarding remedial actions.

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.

## DELIVERY OF THE PROGRAM

The SLP faculty are hopeful students (adult learners) are active participants and self-motivated in their learning. The faculty use several different types of delivery throughout the curriculum in order to stimulate critical thinking skills.

**Lecture style courses:** These are important for core concepts for classes such as Anatomy and Physiology of the Speech and Hearing Mechanism, Neuroscience, and Hearing and Speech Science.

**Clinical/Lab Courses:** These courses incorporate lectures, hands-on, and case-based approaches. Students attend lectures, participate in lab assignments, and integrate information to interpret case studies.

**Case Based Learning & Project Based Learning (PBL):** is another approach used in the SLP curriculum in numerous courses. Case simulations are embedded in most academic coursework.

### **Formative and Summative Assessment: Academic and Clinical**

There is a continuous evaluation and monitoring of a student's academic and clinical progress in both academic and clinical coursework. Formative assessment is an ongoing measurement to monitor the acquisition of knowledge and skills. Examples of academic formative assessment include exams, case reports, and student projects.

All SLP students must successfully complete a summative assessment. This may be either a comprehensive examination or a thesis. This will verify your knowledge across many areas of coursework.

A comprehensive examination is a summative requirement for all students enrolled in the MCD program at LSUHSC-NO; 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) as well as issues related to ethics, cultural and linguistic differences and inclusion, and professional practice. Questions will be case based, requiring students to write a comprehensive evaluation and evaluation impressions and recommendations with corresponding treatment goals and objectives.

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

- (a) Pass (90 – 100%): The answer provided meets the requirements for that question
- (b) Pass with clarification (80-89%): A student is considered to have passed the question but there were some inaccuracies or information that was not included
- (c) Non-Pass – Orals (75-79%): Important errors while answering the question
- (d) Non-Pass – Rewrites (below 75%): The entire question is answered incorrectly.

Results of the re-write will be considered in the same fashion as the first attempt (Pass, Pass with clarification, 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.

At the beginning of the second fall semester, faculty members will meet with students to review the Comprehension Examination procedure. Students are coached on what to expect during the examination. Approximately one week before the exam, the students will be informed of the areas of the "Big 9" from which comprehensive questions will be selected and participate in a faculty-led workshop to help in preparation for the exam. 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.

## PROMOTION and REMEDIATION

### **Promotion/notification of progress**

All courses in each semester are prerequisite for the following semester and for continued enrollment. 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.

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.

Should a student's cumulative GPA fall below a 3.0, an individual plan of action is prepared by the course instructor, the student's advisor, and program chair to promote an increase in the student's GPA, or other desired outcome.

The student then has two consecutive didactic semesters of coursework to raise their cumulative GPA to at least a 3.0 and thus be considered in satisfactory academic standing. If the student fails to remediate their GPA in the allotted time, the student will 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 department 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/program director or faculty advisor identifies the at-risk student through weekly faculty reports, exam grades, and advisory sessions. Mid-term deficiencies are formally provided to students who are performing below expectations. Students will meet with the course instructor and faculty advisor to discuss academic expectations and potential barriers to academic success.

Evaluation and Assessment: Identified students will be referred to their course instructor or Faculty Advisor for an assessment of root causes. Referrals to Campus Assistance Programs (CAP) may be recommended (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 timeline will be initiated for review of student progress. If the student fails to complete the remediation plan in the allotted time, they can be required to repeat the course or possible academic dismissal.

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. If the student fails to complete the remediation plan in the allotted time, they can be required to repeat the course or possible academic dismissal.

Plan Development: 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 course instructor will be responsible for coordinating the remediation plan for any student. The student and faculty advisor will sign the remediation plan after completion.

## STUDENT DISABILITY

Students who require disability-related academic accommodations must comply with LSUHSC-NO Office of Disability Services. See link below or email [ods@lsuhsc.edu](mailto:ods@lsuhsc.edu); 568-2211  
<https://www.lsuhs.edu/administration/academic/ods/default.aspx>

**It is the responsibility of the student to inform the faculty if the student believes that he or she has a disability which requires accommodation for each particular class.** Students

requesting accommodations (classroom or otherwise) are required to provide the appropriate documentation verifying their disability, in order to assist in determining the necessity and appropriate type of accommodation. Requests for accommodations should be made well in advance in order to allow time for: 1) documentation of the disability, 2) determination of appropriate accommodation, if needed, and 3) implementation of the accommodation. Examples of accommodations that are available to students include, but are not limited to, alternate application process, approval of reduced course load, classroom and examination accommodations (e.g., padded chair, extended time), and use of auxiliary learning aids. Finally, accommodation is based upon student need and specific impact of their disability.

## 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. Appeals must be initiated by the student within thirty days after the beginning of the next academic semester.

## STUDENT GRADE APPEALS

Please refer to SAHP Official Policy regarding Grade Appeals found at:  
<https://alliedhealth.lsuhs.edu/Admin/docs/StudentHandbook.pdf?Spr20>

## DISCIPLINARY ACTION

For a student who has engaged in cheating, plagiarism, unprofessional conduct, or other improper behavior, occurring within or outside the confines of the teaching program, dismissal or other specified disciplinary action may be recommended after review by the Associate Dean for Academic Affairs and/or a committee convened by the Associate Dean for Academic Affairs for that purpose.

## ABSENCES

As stated in the LSUHSC-NO Catalog, “Students are expected to attend all scheduled appointments in each course. Determination of the number of absences which may be interpreted as excessive, rests with the Department, and is subject to approval by the Dean.” Excessive absence, regardless of the cause thereof, may be construed as sufficient reason for considering a student as academically deficient. Promptness and attendance are mandatory for all classes and laboratory sessions. An absence occurs when a student is not present for all or part of any one scheduled class or lab session. Tardy means that the student arrives after the class or laboratory session has started. Attendance requirements are included on each course syllabi.

## LEAVE OF ABSENCE

A leave of absence for a short period (a number of days up to a 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 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.lsuohsc.edu/content.php?catoid=6&navoid=1168&hl=leave&returnto=search#Leave\\_of\\_Absence](http://catalog.lsuohsc.edu/content.php?catoid=6&navoid=1168&hl=leave&returnto=search#Leave_of_Absence)

## WITHDRAWAL

Students are permitted to withdraw from SLP Program at any time. If a student who has voluntarily withdrawn wishes to be considered for readmission to the program, he/she must file an application for readmission. This application will be considered with all other applicants in the applicant pool.

## READMISSION

Students who have voluntarily withdrawn or who have been dismissed from the SLP Program may elect to apply for readmission as a new student in the general applicant pool.

## EMPLOYMENT

Due to the exacting requirements of the SLP program, it is unwise for students to expect to meet all of their expenses by outside work. The School does not specifically forbid such additional duties but does discourage them. The SLP Program reserves the right to indicate that such work be discontinued, if in opinion of the faculty, it interferes with the satisfactory completion of prescribed academic activities (**see LSUHSC-NO Catalog/Bulletin**).

<http://www.lsuohsc.edu/catalog/>

## STUDENT ATTIRE

Students are required to wear attire which conforms to the image of the professional SLP. The LSUHSC-NO is a patientcare setting where patients, other professionals, and the general public form an impression of us which is based on our appearance and conduct. Being neatly dressed and well-groomed is exemplary of professional behavior and is required at all times. Safety and comfort concerns for both the patient and clinician also drive the need for dress modifications in the professional setting. The trunk region should be covered at all times. This includes classroom and clinical situations.

The concept of appropriate dress in clinic is relative rather than absolute and may be addressed by your clinical supervisor(s). Flip-flops (of any kind), shorts, sundresses, t-shirts, revealing clothing, jeans, scrubs, and sweatpants should not be worn when involved in clinic activities or in areas where clients are present. Care should be taken so that the body remains covered during normal clinic movement. There should be no visible tattoos or exotic piercings.

“Under no circumstances may employees wear halter tops, strapless tops, spaghetti straps, tank tops, cropped tops, t-shirts, clothing with offensive wording, clothing that shows undergarments (sheer), torn clothing, or clothing with holes. Under no circumstances may employees wear halter tops, strapless tops, spaghetti straps, tank tops, cropped tops, t-shirts, clothing with offensive wording, clothing that shows undergarments (sheer), torn clothing, or clothing with holes. All clothing must be clean, neat, and fit properly” (CM 69).

If you have a question relative to a specific article of clothing, it is advisable to ask your clinic supervisor and to bring a change of clothes.

## 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 use 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 and 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.
- Students should not communicate (e-mail, instant message, social media, 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 may be reprimanded.

In addition, students should not communicate (e-mail, instant message, social media.) 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 required to have a LSUHSC-NO e-mail, its use must be related to Health Sciences Center school/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.

## COMPLAINTS

### **Within and Outside Due Process:**

### **Due process for reporting complaints are as follows:**

If the complaint is from an individual:

- The individual should report the complaint to their respective faculty advisor.
- The faculty advisor may suggest options for handling the complaint or simply forward the complaint to the faculty or department head.
- If, for some reason, the individual student feels that he/she can't report to his/her faculty advisor, then the student should direct the complaint to a faculty member, Program Director, or Department Head who will then forward the complaint to the department head or faculty.
- The students may also fill out an anonymous **Compliments, Concerns and Complaints** form by clicking on the QR code below:



### **Procedures for handling a complaint outside of the realm of due process:**

- When possible, the program director will discuss the complaint directly with the party involved within 14 business days. If at all possible, the matter is reconciled at this point. A letter from the program director acknowledging the resolution of the complaint will be filed with the complaint and a copy sent to the complainant.
- If dissatisfied with the discussion with the program director, or if the complaint is against the program director, the involved party may submit a written complaint to the Dean of the SAHP. The program director will meet with each party separately and may schedule a joint appointment with the two parties in order to attempt to resolve the issue. A letter outlining the resolution by the Dean shall be filed with the complaint in the Department Head's office.
- If the party feels that additional complaint is necessary, then the last line of complaint is to the Vice-Chancellor of Academic Affairs or the Chancellor of the Health Sciences Center depending on the nature of the complaint.

With regard to problems, complaints or opportunities identified through the Quality Improvement Form, all Quality Improvement Forms will be routed to be distributed to the appropriate party for resolution. The committee will also follow up with the resolving party within a reasonable amount of time for a progress report on any action taken.

Complaints to the Council on Academic Accreditation (CAA): A complaint about any accredited program or program in candidacy status may be submitted by any individual(s). A student may file a complaint with CAA relating to the Standards for Accreditation. Information concerning this process may be found at: <http://caa.asha.org/programs/complaints/>

## **GRADING AND EVALUATION OF PERFORMANCE**

In each course in the curriculum, the student's performance is evaluated by examination as well as other means, and a grade is submitted to the SAHP's Office of Student Affairs and, from there, to the Office of the Registrar within a two-week period after completion of the course. The single final grade to be assigned to a student on completion of the course work is determined by considering all important attributes of that student's performance in the course. A descriptive comment concerning student performance in the areas of knowledge, deportment, interpersonal relationships, attitude toward course work, and other factors which, in the opinion of the course faculty, are important to the student's future role as an audiologist is encouraged for clinic. Such descriptive comments become a part of the student's permanent record.

**SAHP Grade Policy may be found at:**

<https://alliedhealth.lsuhscc.edu/Admin/docs/StudentHandbook.pdf?Spr20>

## **PROGRAM EVALUATION**

On a yearly basis, the department administers an exit survey to graduating students. The purpose of this survey is to obtain student feedback regarding the speech-language program for

continuous improvement of the program. Information is also obtained about various other entities that students interact with such as Student Health, Financial Affairs, etc. The program is also evaluated through alumni and employer surveys to assess the perceptions and evaluations of major aspects of the program. The program also examines student outcome measures. This information is an essential part of the reporting requirements placed on the university, school and program in order to maintain accreditation standards.

## COURSE AND FACULTY EVALUATION

Each semester, students have an opportunity to provide feedback on each course in which they are enrolled and the instructors that participated in the course. Invitation and reminder messages are sent to students during the evaluation period, typically the three weeks preceding the date when course grades are submitted to the Registrar's Office.

## OFFICE of STUDENT AFFAIRS

The primary goal of the Office of Student Affairs is to maintain academic student records beginning with the admissions process and concluding with the graduation process. For more information about the Office of Student Affairs, please see <http://alliedhealth.lsuhs.edu/Admin/studentaffairs.aspx>

## OFFICE of ACADEMIC AFFAIRS

The Office of Academic Affairs is responsible for a variety of areas including student academic accommodation, student emergency loans, student justice, student grade appeals and student conduct. For more information about the Office of Academic Affairs, please see <http://alliedhealth.lsuhs.edu/Admin/academicaffairs.aspx>

## COMPLIANCE TRAINING

As part of enrollment in the program, students are required to complete the compliance training modules in accordance with institution guidelines and federal/state laws and regulations. Compliance with such requirements is vital to the organization's operation and to avoid administrative sanctions ranging from stringent oversight to the suspension of Federal program funding and criminal/civil prosecution. Students are required to access the LSUHSC-NO online compliance training website, <https://intranet.lsuhs.edu/ctms/kds/ComplianceTrainingOnLine>, and complete all modules in a timely manner. Failure to complete the compliance training modules can result in disciplinary action up to and including termination of enrollment.

## STUDENT HEALTH

As part of enrollment in the program, students are required to meet the following health requirements as prescribed by the LSUHSC-NO. Information can be found at <https://www.lsuhs.edu/orgs/studenthealth/healthcare.aspx>

Students are expected to update their health records in accordance with institution guidelines. If a student receives notification of a health block, the student is expected to address the block within

14 business days. Failure to comply with all health requirements can result in disciplinary action up to and including termination of enrollment.

LSUHSC-NO provides students with excellent Student Health services. All information regarding Student Health issues can be found at:

<https://www.lsuhs.edu/orgs/studenthealth/healthcare.aspx>

## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The entire document can be accessed at: <https://www.lsuhs.edu/registrar/ferpa.aspx>

## LICENSURE and CERTIFICATION

After you have completed the MCD program, you may apply for state licensure and certification. Licensure is a legal requirement. Certification is voluntary and there are differences. It is the student's responsibility to become informed and proactive about ensuring you are legally licensed and working towards certification.

## DISTANCE EDUCATION POLICY

Classes are residential (on-campus; face-to-face). However, due to the 2020 COVID-19 pandemic, the following policy was implemented if courses are taught in a distance education format. The following policy was used as a temporary or interim policy by the program to ensure student attendance and verification as required by the Council for Academic Accreditation (CAA). All other requirements to fulfill the CAA standards will remain the same.

All coursework and clinical practicum that uses tele-practice will be conducted using the Zoom platform. Zoom platform is HIPPA compliant and provides security and protection to all participating (student, instructor and client) in the remote learning activity. The following attendance policy and Zoom etiquette is included on all course syllabi to ensure compliance and attendance in all coursework and clinical activities.

## CLASS ATTENDANCE and ZOOM ETIQUETTE:

Attendance is required in all classes. However, if you must miss class because of an illness, injury, or an emergency it is necessary to let the instructor know as soon as possible that you will not be in class that day. It is then the student's responsibility to find out information that was covered that day in class.

Use of cell phones, text messaging, studying for another class or doing work other than what is being done in class is strictly prohibited as it is extremely distracting and disrespectful to fellow classmates and the instructor. Text messaging/emailing during class also is not permitted.

### **ZOOM Etiquette:**

Create a "classroom" space for yourself



- Free from distractions & comfortable
- Video on is your attendance
- Notify your instructor if you need to “step out”
- Eye Contact: Look at the camera when speaking
- Avoid distractions
- Avoid a dark room
- Stay focused
- Be sure to wear your clinic uniform at all times
- Be present during class
- Be visible: Should not just be silhouette: Do not sit with a light behind you (window, lamp, etc.). If you are back lit, you can't be seen.
- Be respectful of peers
- Mute microphone when not speaking to decrease noise
- Avoid side conversations, chats and lots of moving
- Participate in class as this enriches the learning environment for everyone!

**From USA Today June 1, 2020** <https://www.usatoday.com/story/tech/2020/06/01/work-from-home-etiquette-video-conference/5276266002/>

### **Student Verification Policy**

All students have had at least one face-to-face encounter with either their advisor, course instructor, clinic coordinator and program director. All students are provided with a unique school identification number and email address. All coursework invitations will be sent to the school email for the student. A waiting room with a password will be used to allow students to enter the classroom or clinic. Students in accordance to the policy above will be required to have their video on and available for the course instructor to check for attendance. Credit for attendance will be given only if the student has his/her/their video on and identity can be confirmed.

The same procedure will be followed by students during clinical practicum. Zoom invitations will be sent out by the clinical supervisor and only to students who have a valid LSUHSC-NO id and email address. Invitations to clients will follow the same guidelines. All participants will be provided with a password to attend the clinical session and will be allowed into the “clinic” room after the supervisor has confirmed student and client identity and that the password is correct. The client and student will be required to have their video on and available throughout the clinical session.

## CODE OF ETHICS

**AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION** (Revised 2023) ASHA Code of Ethics. Available from <https://www.asha.org/siteassets/publications/code-of-ethics-2023.pdf>

Principles of Ethics I: Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities.

Rules of Ethics:

- A. Individuals shall provide all clinical services and scientific activities competently.
- B. Individuals shall use every resource, including referral and/or interprofessional collaboration when appropriate, to ensure that quality service is provided.
- C. Individuals shall not discriminate in the delivery of professional services or in the conduct of research and scholarly activities on the basis of age; citizenship; disability; ethnicity; gender; gender expression; gender identity; genetic information; national origin, including culture, language, dialect, and accent; race; religion; sex; sexual orientation; or veteran status.
- D. Individuals shall not misrepresent the credentials of aides, assistants, technicians, students, research assistants, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services.
- E. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, or any other persons only if those persons are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified audiologist or speech-language pathologist.
- F. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians, or any nonprofessionals over whom they have supervisory responsibility.
- G. Individuals who hold the Certificate of Clinical Competence may delegate to students tasks related to the provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified audiologist or speech- language pathologist.
- H. Individuals shall obtain informed consent from the persons they serve about the nature and possible risks and effects of services provided, technology employed, and products dispensed. This obligation also includes informing persons served about possible effects of not engaging in treatment or not following clinical recommendations. If diminished decision-making ability of persons served is suspected, individuals should seek appropriate authorization for services, such as authorization from a legally authorized/appointed representative.
- I. Individuals shall enroll and include persons as participants in research or teaching demonstrations/simulations only if participation is voluntary, without coercion, and with informed consent.
- J. Individuals shall accurately represent the intended purpose of a service, product, or research endeavor and shall abide by established guidelines for clinical practice and the responsible conduct of research, including humane treatment of animals involved in research.
- K. Individuals who hold the Certificate of Clinical Competence shall evaluate the effectiveness of

services provided, technology employed, and products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.

- L. Individuals who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.
- M. Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.
- N. Individuals who hold the Certificate of Clinical Competence may provide services via telepractice consistent with professional standards and state and federal regulations, but they shall not provide clinical services solely by written communication.
- O. Individuals shall protect the confidentiality and security of records of professional services provided, research and scholarly activities conducted, and products dispensed. Access to these records shall be allowed only when doing so is legally authorized or required by law.
- P. Individuals shall protect the confidentiality of information about persons served professionally or participants involved in research and scholarly activities. Disclosure of confidential information shall be allowed only when doing so is legally authorized or required by law.
- Q. Individuals shall maintain timely records; shall accurately record and bill for services provided and products dispensed; and shall not misrepresent services provided, products dispensed, or research and scholarly activities conducted.
- R. Individuals shall not allow personal hardships, psychosocial distress, substance use/misuse, or physical or mental health conditions to interfere with their duty to provide professional services with reasonable skill and safety. Individuals whose professional practice is adversely affected by any of the above-listed factors should seek professional assistance regarding whether their professional responsibilities should be limited or suspended.
- S. Individuals who have knowledge that a colleague is unable to provide professional services with reasonable skill and safety shall report this information to the appropriate authority, internally if such a mechanism exists and, when appropriate, externally to the applicable professional licensing authority or board, other professional regulatory body, or professional association.
- T. Individuals shall give reasonable notice to ensure continuity of care and shall provide information about alternatives for care in the event that they can no longer provide professional services.

Principles of Ethics II: Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.

#### **Rules of Ethics**

- A. Individuals who hold the Certificate of Clinical Competence shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their certification status, education, training, and experience.
- B. ASHA members who do not hold the Certificate of Clinical Competence may not engage in the provision of clinical services; however, individuals who are in the certification application process may provide clinical services consistent with current local and state laws and regulations and with ASHA certification requirements.
- C. Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.

- D. Individuals who engage in research shall comply with all institutional, state, and federal regulations that address any aspects of research.
- E. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's certification status, competence, education, training, and experience.
- F. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct clinical activities that compromise the staff member's independent and objective professional judgment.
- G. Individuals shall use technology and instrumentation consistent with accepted professional guidelines in their areas of practice. When such technology is warranted but not available, an appropriate referral should be made.
- H. Individuals shall ensure that all technology and instrumentation used to provide services or to conduct research and scholarly activities are in proper working order and are properly calibrated.

Principle of Ethics III: In their professional role, individuals shall act with honesty and integrity when engaging with the public and shall provide accurate information involving any aspect of the professions.

#### **Rules of Ethics**

- A. Individuals shall not misrepresent their credentials, competence, education, training, experience, or scholarly contributions.
- B. Individuals shall avoid engaging in conflicts of interest whereby a personal, professional, financial, or other interest or relationship could influence their objectivity, competence, or effectiveness in performing professional responsibilities. If such conflicts of interest cannot be avoided, proper disclosure and management is required.
- C. Individuals shall not misrepresent diagnostic information, services provided, results of services provided, products dispensed, effects of products dispensed, or research and scholarly activities.
- D. Individuals shall not defraud, scheme to defraud, or engage in any illegal or negligent conduct related to obtaining payment or reimbursement for services, products, research, or grants.
- E. Individuals' statements to the public shall provide accurate information regarding the professions, professional services and products, and research and scholarly activities.
- F. Individuals' statements to the public shall adhere to prevailing professional standards and shall not contain misrepresentations when advertising, announcing, or promoting their professional services, products, or research.
- G. Individuals shall not knowingly make false financial or nonfinancial statements and shall complete all materials honestly and without omission.

Principles of Ethics IV: Individuals shall uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.

#### **Rules of Ethics**

- A. Individuals shall work collaboratively with members of their own profession and/or members of other professions, when appropriate, to deliver the highest quality of care.

- B. Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative directive, referral source, or prescription prevents them from keeping the welfare of persons served paramount.
- C. Individuals' statements to colleagues about professional services, products, or research results shall adhere to prevailing professional standards and shall contain no misrepresentations.
- D. Individuals shall not engage in any form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
- E. Individuals shall not engage in dishonesty, negligence, deceit, or misrepresentation.
- F. Individuals who mentor Clinical Fellows, act as a preceptor to audiology externs, or supervise undergraduate or graduate students, assistants, or other staff shall provide appropriate supervision and shall comply—fully and in a timely manner—with all ASHA certification and supervisory requirements.
- G. Applicants for certification or membership, and individuals making disclosures, shall not make false statements and shall complete all application and disclosure materials honestly and without omission.
- H. Individuals shall not engage in any form of harassment or power abuse.
- I. Individuals shall not engage in sexual activities with persons over whom they exercise professional authority or power, including persons receiving services, other than those with whom an ongoing consensual relationship existed prior to the date on which the professional relationship began.
- J. Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.
- K. Individuals shall assign credit only to those who have contributed to a publication, presentation, process, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
- L. Individuals shall reference the source when using other persons' ideas, research, presentations, results, or products in written, oral, or any other media presentation or summary. To do otherwise constitutes plagiarism.
- M. Individuals shall not discriminate in their relationships with colleagues, members of other professions, or individuals under their supervision on the basis of age; citizenship; disability; ethnicity; gender; gender expression; gender identity; genetic information; national origin, including culture, language, dialect, and accent; race; religion; sex; sexual orientation; socioeconomic status; or veteran status.
- N. Individuals with evidence that the Code of Ethics may have been violated have the responsibility to either work collaboratively to resolve the situation where possible or to inform the Board of Ethics through its [established procedures](#).
- O. Individuals shall report members of other professions who they know have violated standards of care to the appropriate professional licensing authority or board, other professional regulatory body, or professional association when such violation compromises the welfare of persons served and/or research participants.
- P. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation; the Code of Ethics shall not be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.
- Q. Individuals making and responding to complaints shall comply fully with the policies of the Board of Ethics in its consideration, adjudication, and resolution of complaints of alleged violations of the

Code of Ethics.

- R. Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.
- S. Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice and to the responsible conduct of research.
- T. Individuals who have been convicted of, been found guilty of, or entered a plea of guilty or nolo contendere to (1) any misdemeanor involving dishonesty, physical harm—or the threat of physical harm—to the person or property of another or (2) any felony shall self-report by notifying the ASHA Ethics Office in writing within 60 days of the conviction, plea, or finding of guilt. Individuals shall also provide a copy of the conviction, plea, or nolo contendere record with their self-report notification, and any other court documents as reasonably requested by the ASHA Ethics Office.
- U. Individuals who have (1) been publicly disciplined or denied a license or a professional credential by any professional association, professional licensing authority or board, or other professional regulatory body; or (2) voluntarily relinquished or surrendered their license, certification, or registration with any such body while under investigation for alleged unprofessional or improper conduct shall self-report by notifying the ASHA Ethics Office in writing within 60 days of the final action or disposition. Individuals shall also provide a copy of the final action, sanction, or disposition—with their self-report notification—to the ASHA Ethics Office.

## STUDENT ORGANIZATIONS

National Student Speech-Language Hearing Association

## 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

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Date

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Signature

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Date

## APPENDIX I: MASTER'S THESIS OPTION:

Students enrolled in the Master of Communication Disorders (MCD) program may choose to complete a thesis option. This option will require students to complete an original research project that contributes to the scientific literature that is of publishable quality. Students who complete the thesis option are exempted from taking the master's comprehensive examination. The faculty in the Speech-Language Pathology program must approve your request to complete a thesis based on your standing in both your clinical work and your coursework. A master's thesis will provide the opportunity for students to learn research skills that may have applicability in many other domains. Students will gain skills in critical thinking, data analysis, and writing. A thesis requires good organizational and planning skills, and a commitment to working to project completion. The MCD program follows the thesis guidelines outlined by the **LSUHSC-NO School of Graduate Studies** (<https://graduatestudies.lsuhs.edu/>).

Frequently Asked Questions:

### When do I need to decide?

If you are interested in pursuing a master's thesis, you should start discussions with the program director or a potential advisor early in your program, preferably in the first or second semester of graduate study. You should also complete the **Thesis Interest Form** (See form below). Parts of the process, such as narrowing a research question and obtaining human research approval, can take time. It is difficult to fast track a thesis. You must have your thesis and committee approve your thesis proposal by the end of your first year in graduate school. The meeting must be documented in accordance with the guidelines of the Graduate School ([https://graduatestudies.lsuhs.edu/dissertation\\_guidelines.aspx](https://graduatestudies.lsuhs.edu/dissertation_guidelines.aspx)).

### How do I choose an advisor?

Your advisor must be a full-time doctoral-level faculty member in the Speech-Language Pathology Program. A good place to start is in the **Faculty/Staff** section (<https://alliedhealth.lsuhs.edu/cd/slfacultystaff.aspx>) under the Speech-Language Pathology program tab on the website. If you are uncertain who qualifies, talk with the Speech-Language Pathology Program Director.

Your thesis committee must contain three graduate faculty members (in addition to your advisor). This typically includes all faculty who teach or who supervise clinical practice. Committee members must have at least a master's degree, but a Ph.D. is preferred. You and your advisor may also consider faculty outside of Communication Disorders and Allied Health if the individual has the qualifications outlined by the **Graduate School** (See form below).

### How do I gain approval to write a thesis?

The program director will consider your research interests and will bring your request to a faculty meeting where the entire faculty, including clinical faculty, will vote on your request. Students must be in good standing in clinical training and coursework and must have a



GPA of at least 3.5. If approval is granted, the program director will assign a thesis advisor. After your faculty advisor is established, both your advisor and you will sign the **Thesis Contract Form**, which signifies your commitment to the project.

What if I begin on a thesis track, but change my mind?

The student may complete a capstone project.

### **Guidelines for the Thesis Process**

To complete the MCD degree, graduate students in Speech-Language Pathology may elect to write a thesis. A thesis requires the design of a research project with data collection and analysis, and an appropriate written document and an oral defense. The completion of a thesis develops research, writing, and knowledge within a specialized area of study. It is an outstanding addition to a professional resume. Optimally, the process of developing a thesis is begun as soon as the student enters the Graduate Program (Summer 1); however, most students do not fully decide on pursuing a thesis until after completing SPHTAUD 6100: Research in Communication Disorders.

The following are suggested guidelines to assist the student in planning a schedule for thesis completion.

#### **First Year Summer/Fall**

1. Select a topic: Specify general areas within speech-language pathology that are of interest to you; for example, aphasia, autism, literacy, voice disorders. Complete the Thesis Interest Form. (See Graduate Program Director for guidance if needed).
2. The program director will consider your research interests and will bring your request to a faculty meeting where the entire faculty, including clinical faculty, will vote on your request. Students must be in good standing in clinical training and coursework and must have a GPA of at least 3.5. If approval is granted, the program director will assign a thesis advisor. After your faculty advisor is established, both your advisor and you will sign the Thesis Contract Form, which signifies your commitment to the project.
3. Start a systematic literature review to (a) narrow down your topic toward the goal of developing a specific research question; (b) develop a rationale for your proposal, built upon previous theory and research.
4. Begin writing the rationale for your proposal and specifying your research questions and hypotheses. Obtain feedback from your advisor on your rationale, research question, and hypotheses.

#### **First Year Spring**

1. Register for SPHTAUD 6298 (1 credit of Independent Study under your advisor)
2. Develop your Review of Literature

3. Meet with your advisor to discuss your ideas regarding the methods to test your hypotheses; determine what type of research design or designs you are using to test your hypotheses; and to discuss the possible avenues for obtaining participants for your study. (Obtaining participants can be more difficult and complicated than students often perceive so be sure not to overlook this critical issue!)
4. Identify two additional faculty members who are willing to serve as members of your committee. (Your advisor will assist you with the identification of potential committee members.)
5. Develop your Methodology. Generate very specific procedural guidelines for collecting your data  
Determine the statistical methods that will be used to test each hypothesis.
6. Integrate all information into a written document and submit to your advisor. This is the first rough draft of your research proposal.

### **Second Year Summer:**

1. Register for SPTHAUD 6298(1 credit of Independent Study under your advisor)
2. Meet with your advisor to identify additional revisions that need to be made to your proposal.
3. Meet with your committee to present your research proposal.
4. Make all revisions suggested by your advisor and committee in preparation for submission to the IRB.
5. Submit research proposal to IRB. Allow a minimum of two weeks for Human Subjects approval and be aware that approval may take significantly longer during school breaks or the summer. You may not begin data collection until your proposal has been approved by the Institutional Review Board.

### **Second Year Fall:**

1. Register for SPTHAUD 6500 (3 credit Thesis in Communication Disorders under your advisor)
2. Prepare all materials for data collection; arrange for data collection schedule, location, and dates/times.
3. Collect and analyze data.

### **Second Year Spring:**

1. Register for SPTHAUD 6500 (3 credit in Thesis in Communication Disorders under your advisor)
2. Prepare draft of results section and submit copy of results section and data analysis printouts to your advisor for feedback
3. Revise results section to the satisfaction of your advisor and committee.

4. Prepare draft of abstract and conclusions section. Submit to advisor and make necessary revisions.
5. After final approval by advisor, submit completed thesis to committee members. After they have given feedback, make necessary revisions and schedule Thesis Defense.
6. Defend your thesis. Make revisions as indicated by the Committee.
7. Once given approval from your advisor, submit the thesis electronically

Semester	Step
First Year Summer/Fall	<ol style="list-style-type: none"> <li>1. Submit Interest Form</li> <li>2. Select topic</li> <li>3. Submit Contract</li> <li>4. Identify Committee members</li> <li>5. Begin Literature Review</li> </ol>
First Year Spring	<ol style="list-style-type: none"> <li>1. Research – Complete Proposal first draft: Literature Review and Methodology</li> </ol>
Second Year Summer	<ol style="list-style-type: none"> <li>1. Defend proposal to committee</li> <li>2. Submit proposal to IRB for approval</li> </ol>
Second Year Fall	<ol style="list-style-type: none"> <li>1. Data Collection</li> <li>2. Data Analysis</li> </ol>
Second Year Spring	<ol style="list-style-type: none"> <li>1. Write Results/Discussion</li> <li>2. Complete final draft of thesis</li> <li>3. Defend thesis</li> <li>4. Submit thesis to Graduate School</li> </ol>

**M.C.D. Thesis Contract**  
**LSUHSC-NO Department of Communication Disorders**  
**Speech-Language Pathology Program**

Name \_\_\_\_\_

Commitments of Graduate Student:

1. I acknowledge that I have the primary responsibility for the successful completion of my degree. I will be committed to my graduate education and will demonstrate this by my efforts in the classroom, clinic, and research settings. I will maintain a high level of professionalism, self-motivation, engagement, curiosity, and ethical standards.
2. I will meet regularly with my thesis advisor and provide updates on the progress and results of my activities.
3. I will work with my thesis advisor to develop a thesis project that can be completed in a timely manner during my graduate studies at LSUHSC-NO. This will include establishing a timeline for each phase of my work. I will strive to meet the established deadlines.
4. I will work with my thesis advisor to select a thesis committee. I will commit to meeting with this committee as least annually (or more frequently, according to program guidelines). I will be responsive to the advice of, and constructive criticism of my committee.
5. I will be knowledgeable of the policies and requirements of my graduate program, graduate school, and institution. I will commit to meeting these requirements.
6. I commit to following the timelines proposed by the department and my committee towards completion of my thesis.

Commitments of Thesis Advisor:

1. I will be committed to mentoring the graduate student. I will be committed to the education and training of the graduate student as a future member of the scholarly community.
2. I will be committed to the research project of the graduate student. I will help to plan and direct the graduate student's thesis project, set reasonable and attainable goals, and establish a timeline for completion of the project. I will help the graduate student select a thesis committee.
3. I will be committed to meeting with the student on a regular basis.
4. I will be committed to providing resources to the graduate student as appropriate or according to LSUHSC-NO's guidelines, in order for him/her to conduct thesis research.
5. I will be knowledgeable of and guide the graduate student through the requirements and deadlines of his/her graduate program as well as those of LSUHSC-NO.

\_\_\_\_\_  
(Student signature)      (Date)                      \_\_\_\_\_  
(Faculty advisor signature)      (Date)

\_\_\_\_\_  
(Program director signature)      (Date)

**M.C.D. Thesis Interest Form**  
**LSUHSC Department of Communication Disorders**  
**Speech-Language Pathology Program**

Name \_\_\_\_\_

Current Grade Point Average: \_\_\_\_\_

1. Why do you want to conduct thesis research?

2. Describe the thesis project you wish to pursue (you can attach a document if you wish).

3. Are human subjects required? Yes \_\_\_ No \_\_\_ I'm not sure \_\_\_

4. Who is the thesis advisor with whom you think would be a good fit to mentor your thesis research?

Program Director Approval: Yes \_\_\_ No \_\_\_

Condition, if any, of Program Director action:

Program Director Signature \_\_\_\_\_

Date \_\_\_\_\_

Thesis Advisor Signature \_\_\_\_\_

Date \_\_\_\_\_

## APPENDIX 2: CAPSTONE PROJECT

If a student does not want to complete a thesis, they may desire to register for an independent study and complete a Capstone project. The capstone project or capstone experience is prepared in the form of a research project or a detailed review paper, or comprehensive case study.

Students will select a capstone project advisor and at least one other faculty mentor. Students will enroll in an independent study (SPTHAUD 6299) during each semester that the project is underway. The student is required to submit their research for consideration to the annual SAHP Research Symposium and/or present it at professional meetings.