

# SPEECH LANGUAGE PATHOLOGY HANDBOOK

Updated Spring 2020

*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.lsuhs.edu/cd/docs/StrategicPlan2014\\_2015.pdf](http://alliedhealth.lsuhs.edu/cd/docs/StrategicPlan2014_2015.pdf)

## DEPARTMENT FACULTY AND STAFF

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Ms. Michelle Willis	9A4	568-4347
Ms. Brittney Wright	9A3	568-4417
Dr. Ming Zhang	9C3	568-4440
Ms. Tammy Roberts, Acad. Asst.	9A8	568-4338
Ms. Reneak Blackman (staff)	9A8	568-4346

## 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, 10 credits**

Diagnostics and Assessment (4)  
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)  
Team – Up (Inter-professional) Education (1)

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

Neurogenic Disorders I (3)  
Dysphagia (4)  
Voice and Its Disorders (3)  
Issues and Methods in Communication Disorders II (2)  
Clinical Practicum II (1)  
Team –Up (Inter-professional Education) (1)

### **Summer semester, Year 2, 6-10 credits**

Fluency Disorders (2)\*  
Management of the Hearing Impaired for SLPs (2)\*  
Early Intervention and Pediatric Dysphagia (3)\*  
Cleft Palate (3)  
Issues and Methods in Communication Disorders III (2)  
Clinical Practicum III (1)

### **Fall semester, Year 2, 13-16 credits**

Medical Aspects in Speech-language Pathology (3)  
AAC (3)  
Clinical Practicum IV (6)  
Team –Up (Inter-professional Education) (1)  
Topics in ASD and Neurological Disorders (3)\*

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

Communication Disorders in Special Populations (3)  
Clinical Practicum V (6)  
Neurogenic Communication Disorders II (3)  
Issues in CD IV: Multiculturalism, Professionalism and Ethics (2)  
Team – Up (Inter-professional Education) (1)  
Topics in ASD and Neurological Disorders (3)\*

\*Elective courses



## **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 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 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: 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 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.

## 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.lsuhscc.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.lsuhscc.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 (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 (70-79%): Important errors while answering the question
- (d) Non-Pass – Rewrites (below 70%): The entire question in 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.

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.

### **Master's Thesis option:**

Students enrolled in the Master of Communication Disorders (M.C.D.) 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 M.C.D. program follows the thesis guidelines outlined by the **LSUHSC School of Graduate Studies** (<https://graduatestudies.lsuhs.edu/>).

### **Frequently Asked Questions:**

#### What steps do I take?

The **Thesis Steps and Checklist** (See form below) document will lead you through the steps and documentation that must be completed.

#### 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, **Dr. Banajee** (<https://alliedhealth.lsuhs.edu/cd/mbanajee.aspx>).

Your thesis committee must contain three graduate faculty members (in addition to your advisor), one of whom must be from a department different than your department. 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 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** (See form below), which signifies your commitment to the project.

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

To complete the Master's 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 the fall of their first year during *SPTHAUD 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 SPTHAUD 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 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 him/her with 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. 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'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.

\_\_\_\_\_  
(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 \_\_\_\_\_

Please submit completed form to: [mbanaj@lsuhsc.edu](mailto:mbanaj@lsuhsc.edu)



## Temporary Distance Education Policy

Due to the pandemic caused as a result of COVID-19, the Speech-language Pathology Program at Louisiana State University was forced to suspend all face-to-face classes as well as onsite clinic in March 2020. 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.

### **Distance Education Attendance Policy:**

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 POLICY/CLASSROOM CONDUCT/ZOOM ETTIQUETTE:**

Attendance is required in all classes. Students are allowed no more than **two (2) absences** (regardless of the reason). 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. Following a second absence, points will be taken off from the class participation or miscellaneous category (see grading information below). An absence will be defined as missing more than **30 minutes** of any particular class session, not adhering to Zoom etiquette (please see guidance below) and being in an environment that can be distracting or cause an unstable internet connection. On vacation on the beach, in the car (whether you are driving or not) may not appropriate environments to attend a 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 felt that this is extremely distracting and disrespectful of fellow classmates and the instructor. Points will be taken off from the miscellaneous category for any of these disruptions in class. Text messaging/emailing during class also is not permitted unless it pertains to class requirements.

Laptops and desktop computers: If you are using your laptops and desktop computers for Zoom during class, it should be for connecting and attending class, for typing your lecture notes or to follow the PowerPoint posted by your professor. It should not be used for any other purposes (such as internet and web browsing) unless otherwise indicated by your professor.

### **ZOOM ETTIQUETTE:**

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!

### **Learning Environment:**

**Students should not attend classes or scheduled meetings while riding in a car.**

**None of the above can be done from the backseat of a vehicle. It is possible that you will get dropped from the internet while under or crossing over an overpass. This will prevent you from getting adequate information about course content. Remember that if you get dropped from the internet or cannot get back online it might be counted as an absent for that class.**

**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 face2face 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 her/his video on and her 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 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.

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