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Graduate Handbook

Communication Disorders & Sciences

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This document contains information for the
graduate program in speech-language
pathology at Eastern Illinois University.

Graduate Handbook

For Communication
Disorders & Sciences

Last updated August 2020

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General Information

Welcome to the graduate program in Communication Disorders and Sciences at EIU and to the important field of study of speech-language pathology! You have chosen a major that is academically rigorous, clinically challenging and inevitably promising. As you embrace the next two years of study, you will experience trials, tribulations, exhaustion, and exhilaration. We hope that you will celebrate your accomplishments, encourage your peers, and learn from your mistakes. Faculty and staff will be with you every step of the way to provide guidance and support.

The Department of Communication Disorders and Sciences is one of seven departments in the College of Health and Human services at EIU. The graduate program in Speech-Language Pathology is designed to meet the academic, clinical, and professional training requirements specified by the American Speech-Language-Hearing Association (ASHA), the Illinois State Board of Education (ISBE), and the State of Illinois Department of Financial and Professional Regulations (IDFPR). The master's degree program in speech-language pathology at Eastern Illinois University 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 program is also approved by ISBE to train students for working in the public schools. Upon graduation students are eligible to apply for the Certificate of Clinical Competence (CCC-SLP) from ASHA, an Educator License with a Speech-Language Pathologist (non-teaching) endorsement to work in the Illinois public schools, and for an Illinois license in Speech-Language Pathology.

We have prepared this handbook to acquaint you with the faculty, curriculum, support services, rules, regulations, and requirements of the program. You are reminded that the procedures in this handbook are in addition to those provided in the EIU Graduate catalog and the Clinic/Internship handbooks. Each student is responsible for the material covered in the catalog. Material in this handbook is subject to change. The online handbook will be updated as you progress through your program. You should check the handbook regularly. You are responsible for these changes as they represent the most current policy.

NonDiscrimination/Equitable Treatment Policy

Students, faculty, staff, and persons served in the program's clinic are treated in a nondiscriminatory manner—that is without regard to race, color, religion, sex, national or ethnic origin, disability, age, sexual orientation, genetic information, citizenship, or status as a covered veteran.

Student Conduct and Academic Integrity

Since the Department maintains a Speech-Language and Hearing Clinic, students are expected to dress and behave in a professional manner at all times, even when not directly involved in clinical duties.

Classroom Conduct

The classroom should be a learning-centered environment in which faculty and students are not hindered by disruptive behavior. Students are expected to assist in maintaining a classroom environment that is conducive to teaching and learning. Faculty have the authority to manage their classrooms to ensure an environment conducive to learning, and students have the responsibility to be familiar with and refrain from potentially disruptive behavior. Students are expected to assume a proactive role in assuring that all students have the opportunity to gain from time spent in class. Disruptive behavior is defined as any behavior that interferes with the instructor's ability to conduct the class, or the ability of students to profit from the instruction. Disruptive behavior may take various forms, and includes, but is not limited to the following:

- Private conversations (e.g., talking, signing, writing, e-mailing) and general noise
- The use of cell phones or other communication devices
- Openly challenging instructor's authority in classroom management
- Working on non-class activities
- Inappropriate use of laptops, such as online shopping, posting on social media, messaging, e-mail, working on other class assignments, etc.
- Inappropriate non-verbal messages to the instructor or other students via facial expressions, verbal tone, etc. (e.g., rude behavior)
- Repeated tardiness to class
- Anything construed as disrespectful toward a guest speaker
- Sleeping in class
- Arriving late, packing up or leaving early

Use of any of these or other disruptive behavior in the classroom will result, minimally, in a request to leave class. Adherence to this policy provides students with the opportunity to develop professional behavior.

The Student Conduct Code and Academic Misconduct

Upon enrollment at Eastern Illinois University, every student is held to the standards of conduct contained in the Student Conduct Code (<http://www.eiu.edu/judicial/studentconductcode.php>).

Academic Misconduct includes acts of cheating, plagiarism, improper and unauthorized collaboration, unauthorized resubmission of work, and acts of fabrication.

Cheating

Tests evaluate how well the student has mastered knowledge and skills. Therefore, unless the professor specifies otherwise, all tests are to be completed by the student alone, without extra or outside assistance of any kind. That means no help is to be given to or received from other persons during a test; no books, notes, calculators, electronics or other materials of any kind are to be consulted. If the professor permits an exception to any part of these rules, the exception applies only as far as specified by the professor and only for a specified situation. Never presume that an exception is permitted based on a prior experience.

Improper or Unauthorized Collaboration

Collaboration means working together. Some professors will permit collaboration so that students can work together to discuss and exchange ideas. The rules of whether collaboration is permitted on a given assignment will depend on the learning goals and the expectations of the professor. The rules of collaboration may change according to the assignment and vary from course to course and from professor to professor. However, if more than one student submits work that is identical or very similar, it is reasonable for the professor to infer that academic misconduct has occurred. Unauthorized Collaboration means that students worked together when it was not permitted. This includes working out answers to homework assignments with others, working on take-home work with others, checking homework answers with others, having someone else help write or re-write a paper. Generally professors expect students to submit work that is their own and reflects their own understanding, knowledge and achievement. Collaboration is not permitted unless the professor has authorized it. If you are unclear about the assignment, it is your responsibility to seek clarification from the professor. The rules do not mean that students cannot study together. Study groups are designed to help better understand concepts and course material. The rules apply to assignments that will be submitted for a grade.

Plagiarism

Plagiarism means using the work and words of another without providing proper citation or acknowledgment. Using someone else's words as your own is wrong. EIU believes that plagiarism violates all that a university stands for and normally brings a sanction of a grade of F and could result in expulsion from the university. The university recognizes plagiarism as a serious academic offense. Plagiarism, the act of representing the work of another as one's own, may take two forms. It may consist of copying, paraphrasing, or otherwise using the written or oral work of another without acknowledging the source, or it may consist of presenting oral or written course work prepared by another as one's own. Copying from journal articles, textbooks, or the content of a past report is plagiarism. Just because you have retyped and changed the content slightly, you are still using someone else's work and avoiding the learning associated with the task for yourself. If you use information from journal articles, textbooks, or past reports, you must use a proper citation to recognize the source of the information.

CDS Departmental Procedures

In the event that a graduate student is found to be in violation of expected academic conduct, the faculty member and graduate coordinator or chair will meet with the student to discuss concerns. Concerns of academic misconduct will be noted in the student's file. The faculty member for the class in which the misconduct occurred may opt to provide the student alternative assignments/rewrites within the class, assign additional work outside of the class to remediate concern, or send noted concerns of misconduct to the University's Student Standards Board.

Student Grievance Process

Student Complaint Process

A concern should initially be communicated to the supervisor/instructor. If that presents a problem for the person with the complaint, the concern should be addressed with the Graduate Coordinator or Clinic Director as appropriate. Complaints not resolved with the Clinic Director or Graduate Coordinator can be forwarded to the Department Chair. Complaints not resolved within the Department can be submitted to the Dean of the College of the Graduate School, followed by the Vice President for Academic Affairs.

Procedures for Complaints Against Graduate Education Programs to The Council on Academic Accreditation of the American Speech Language Hearing Association

A complaint about any accredited program may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public. Information about the complaint process can be found at

http://www.asha.org/academic/accreditation/accredmanual/section8/#Complaints_programs

Complaints about programs must meet the following criteria:

- a) be against an accredited graduate education program or program in candidacy status in audiology and/or speech language pathology,
- b) relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech Language Pathology,
- c) clearly describe the specific nature of the conduct being complained about, which must have occurred at least in part within 5 years of the date the complaint is filed, the relationship of the complaint to the accreditation standards, and provide supporting data for the charge.

Complaints must meet the following submission requirements:

- a) include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA,
- b) include the complainant's name, address and telephone contact information and the complainant's relationship to the program in order for the Accreditation Office staff to verify the source of the information,
- c) be signed and submitted in writing via U.S. mail, overnight courier, or hand delivery to

the following address:

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

d) will not be accepted by email or facsimile.

Main Office and Photocopying Policies

Students are expected to check out client files using the orange folder system at all times. Students may use the office telephone to contact clients. (See Clinic Policies and Procedures for further clarification.) Ask Felicia or the Office GA to show you how to use the telephone for local and long distance calls to clients.

The office staff will not type any student letters, reports, etc., nor photocopy any student materials unless related to Clinical/Departmental business and authorized by a faculty member. The copy machine in the Front Office is for use by office staff and faculty. Students may not use the copy machine to reproduce therapy materials, class reports and projects, or student-generated handouts. The printing/copying machine in the clinician's room requires use of your Panther Card. This machine will print in black & white and the color printer is now available for printing in color.

Graduate Study Space and Mailboxes

Each graduate student is assigned a mailbox in the Clinician's Room or outside of office door for departmental graduate assistants. The mailbox is to be used for professional correspondence between you, your fellow clinicians, and supervisors. It is your responsibility to check your mailbox on a regular basis. Do not use mailboxes to store therapy materials, books, etc. Supervisor mailboxes are located on the wall outside their office doors. All correspondence concerning clients should be placed in folders and the folders turned so the name of the client is not visible.

The Clinician's Room and the sitting area between the Seminar Room and the Faculty Lounge are the primary work spaces for students in the department. Students may also work in clinic rooms, the Seminar Room, or the Classroom when those rooms are free. There is also a table in the materials center to use for reviewing materials. The refrigerator, microwave, toaster, etc. in the Clinician's Room are for your use. We will trust you to keep it clean and neat.

Students may work in the Clinic during the evening or on weekends during posted hours. The entrance on the inside corner of the "L" near the parking lot is open Monday through Thursday until 9:00 p.m., Friday until 5:00 p.m., and Sunday from 5:00-9:00 p.m. A GA is on duty Monday-Thursday until 9:00 and Sunday from 5:00-9:00. There are no Saturday hours. Students enrolled in the CDS Graduate Program may remain after hours but must enter the building before the front doors are locked; all others must leave when the GA goes off duty.

Department Technology

Laptops

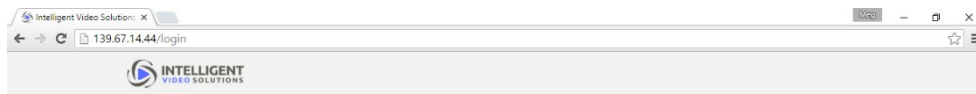
The CDS Department has a required laptop program; your laptop will be used extensively for classes and clinic. If you have a good laptop already or wish to buy one near your home, the most important criteria are a machine that has a good size hard drive and fast processing speed. It also needs to have wireless network capabilities. A long lasting battery is helpful, but there are outlets for students to plug in laptops during class. You will also need Microsoft Office (student or home version). We use Microsoft Word, PowerPoint, and Excel in the program.

Many students ask if they should or can use a PC or a Macintosh - PC is preferred due to ease of installation and use of several programs utilized in our department. However, many students use Macs and are assisted by our Technology Assistant and tech GA to access the required programs. Each graduate student will meet with the current tech GA to set up access to CDS internet, the digital clinic viewing system, and OnBase (record viewing system). Instructions for how to access these programs are listed below:

Digital Clinic Viewing (ISR System)

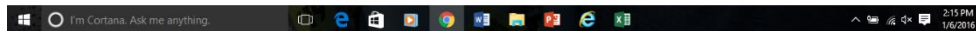
1. Connect to the **CDS INTERNET** (YOU CAN ONLY ACCESS CDS Video WHEN YOU ARE IN THE CLINIC)
2. Open Internet Explorer
3. Type the following web address: <https://cdsvideo.eiu.edu/login>

You will get a screen like this:



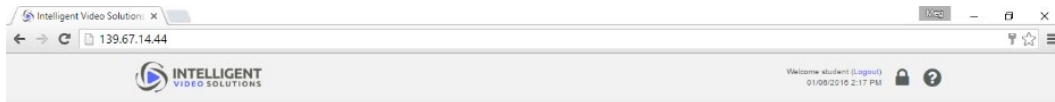
Username:

Password:

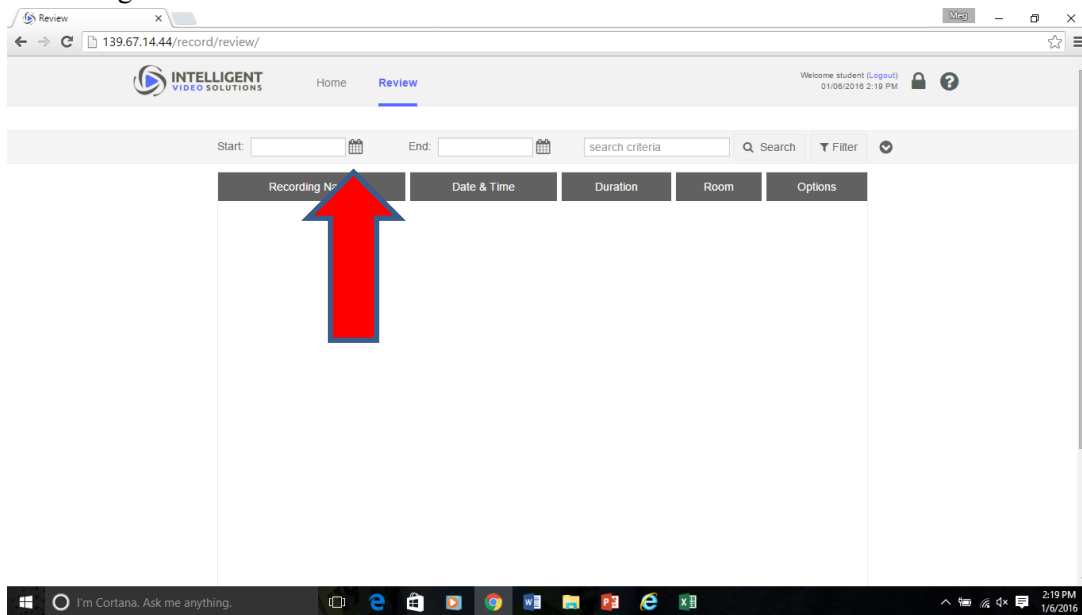


4. Enter the following:
 - a. **USERNAME**: (your EIU network id)
 - b. **PASSWORD**: (your EIU network id password)

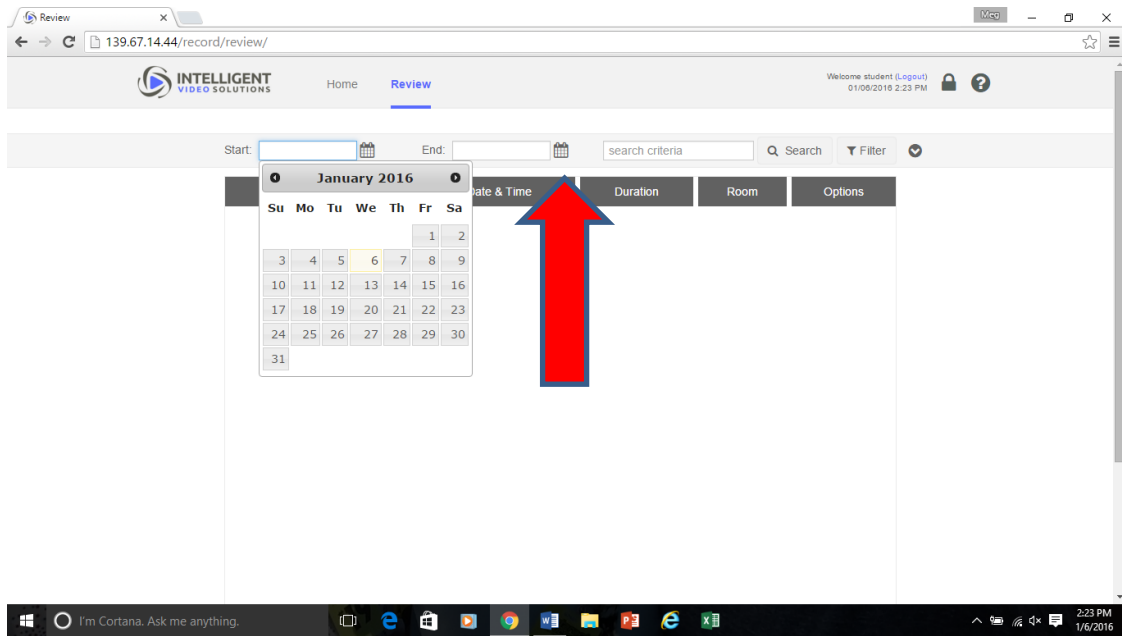
You will get a screen like this:



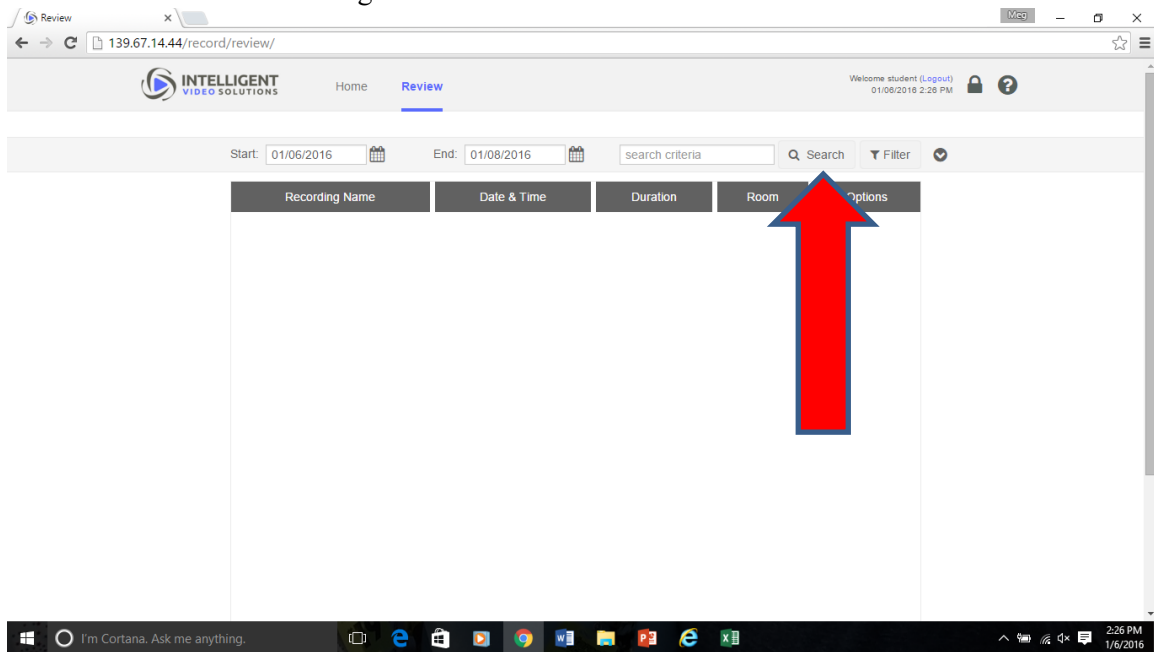
5. Click on the Review tab.
You will get a screen like this:



6. Select the calendar icon next to the start date (red arrow in picture above).



7. Select the start date of search.
8. Select the calendar icon for the end date (red arrow in picture above).
Select the end date of search.
9. Hit the search button on the right.



10. Videos will appear below.
Click on the title of the video to play video.



11. Video will open.

Click the play icon to begin playing the video.

On-Base to Access Client Files from Previous Terms

All students access OnBase online. Students must be on CDS INTERNET and must be in the building to access files on OnBase. Directions for searching in OnBase are located on the “student files” drive under “technology directions.” Students MUST log off OnBase before closing the browser.

Students can use different browsers:

- Internet Explorer: <https://documents.eiu.edu/appnet>; log off by clicking door on upper right side of left column
- Firefox: <https://documents.eiu.edu/appnet.javaclient/main.html>; log off by clicking file, then exit

Logging in:

1. User name is the EIU log in; you have a password to use first time, then change to own
2. Click Login

Commonly used documents:

- CORRESPOND-CDS: letters sent to client
- DISPO FORMS: aka disposition sheet – used to record client’s attendance and current identifying information
- EXT RPT: reports/testing we have received from anywhere else
- FINAL REPORTS: Written reports from the end of each semester
- FUNCTIONAL OUTCOME: aka NOMS ratings
- PRE-DX INFO FORM: filled out by parent before diagnostic evaluation
- REQUEST FOR SERV: Request for services – filled out at the beginning of each semester
- SLP DX RPT: Written diagnostic report
- SLP INT TX PLAN: Initial therapy plan

- SLP TEST FORMS: Any tests given to the client at EIU Clinic. *Only the scoring page is in OnBase. To see the entire test, you must check out the client's paper file in the front office.
- THERAPY PLANS/TX PLAN PROG NOTES: therapy plans and SOAP

Academic Information

In-State Tuition

Graduate students from outside Illinois can obtain in-state tuition by establishing in-state residency. Graduate students who need to do this should start the process for establishing in-state residency the first summer, which would make them eligible for in-state tuition rates beginning in the spring and continuing for the rest of their graduate program (even if you go back out of state for internships).

At EIU, you can get in-state tuition rates as a graduate student if you establish Illinois residency and live in the state for 4+ months. To establish residency you will need to change your address through the US Postal Service and be registered to vote in Illinois. Both of those steps can be completed online. When you register to vote and finish the paperwork, you will be sent a confirmation postcard that you need to fax or take to the Registrar on campus. This starts the 4 month time clock for establishing in-state residence.

Required Academic and Clinical Courses

- CDS 5000 Research Methods in Communication Disorders and Sciences. Credits: 1
- CDS 5001 Research Experience in Communication Disorders and Science. Credits: 1
- CDS 5100 Motor Speech Disorders. Credits: 3
- CDS 5130 Advanced Speech Sound Disorders. Credits:2
- CDS 5150 Fluency Disorders. Credits: 2
- CDS 5170 Voice Production and Disorders. Credits: 2
- CDS 5200 Literacy for the SLP. Credits: 2
- CDS 5230 Early Childhood Language Disorders. Credits: 3
- CDS 5250 School Age Language Disorders. Credits: 3
- CDS 5300 Aphasia and Right Hemisphere Dysfunction. Credits: 3
- CDS 5350 Cognitive-Communication & Executive Function Disorders. Credits: 3
- CDS 5500 Dysphagia Management in Children and Adults. Credits: 3
- CDS 5800 Grand Rounds in Communication Disorders and Sciences. Credits: 2
- CDS 5890 Thesis. Credits: 4
- CDS 5900 Advanced Clinical Practicum. Credits: 4-6
- CDS 5905 Advanced Clinical Treatment & Methodology. Credits: 1
- CDS 5910 Advanced Speech & Language Diagnostics. Credits: 1
- CDS 5915 Advanced Clinical Diagnosis & Assessment. Credits: 1
- CDS 5920 Audiology for the SLP. Credits: 1
- CDS 5970 Educational Internship. Credits: 9 or CDS 5990 - Clinical Internship. Credits: 9
- CDS 5980 Medical Internship. Credits: 9

Additional courses are available and may be required if not taken as an undergraduate such as Augmentative and Alternative Communication, Aural Rehabilitation, Statistics, Physical Science, Biological Science, etc.

According to ASHA Std. IV-A: The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

Implementation:

Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science).

Acceptable courses in physical sciences should include physics or chemistry. Courses in biological and physical sciences specifically related to communication sciences and disorders (CSD) may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas.

Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health.

Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement.

Thesis/Non-Thesis Option

Students either complete oral and written comprehensive exams or 4 credit hours of thesis (CDS 5890), which includes a final written document and verbal presentations at prospectus and defense.

Thesis Policies

CDS Master's Thesis Policies

- I. Thesis Chair
 - a. CDS tenured faculty or PhD tenure track faculty may independently serve as a master's thesis chair. Any faculty member may co-chair a master's thesis with a person who qualifies to independently chair a thesis.
 - b. The thesis chair may discontinue the thesis project if the student establishes a pattern of not meeting responsibilities in a professional manner as described in the CDS Thesis Procedures Checklist.
 - c. The thesis chair shall ensure completion of all thesis procedures and document the process by completing the CDS Thesis Procedures Checklist and submitting it to the Graduate Coordinator.
 - d. The Graduate Coordinator shall complete a change of grade form and submit it to the Department Chair upon deposit of thesis.
- II. Coursework
 - a. Students planning to complete a thesis are required to register for CDS 5890 Thesis (4 semester hours). The Graduate Coordinator will assist students in planning their program of study to incorporate these courses.
 - b. Students completing a thesis shall enroll in a total of 4 semester hours of CDS 5890 (Thesis), which makes these students exempt from oral and written comprehensive exams. If the thesis is not complete by December 1 of the second year of graduate study, the student may be required to complete comprehensive examinations.
 - c. Students may arrange up to 5 days per semester of release time from clinical practica, including internships, to conduct activities relative to their thesis. Release time must be approved in advance by the EIU Internship Coordinator and may need to be made up prior to the end of the semester in which it was taken.
- III. Thesis Committee

- a. The composition of the thesis committee must minimally consist of the thesis chair and two tenured/tenure track faculty, the majority of whom must be EIU CDS faculty.
 - b. Additional committee members may be included.
 - c. Any EIU faculty member with graduate faculty status from the Graduate School may serve as a member of a thesis committee.
 - d. Committee members from outside EIU must submit a vitae to the Graduate School and be granted adjunct graduate status.
 - e. The committee has the task of determining the appropriateness of the research design and the validity of the thesis project.
- IV. Thesis**
- a. Thesis costs (e.g., copying, postage, travel) are the responsibility of the student. Student should develop a budget in consultation with the thesis chair to project the cost of completing the thesis project. The student has the option to pursue outside sources of funding from the Graduate School or other agencies.
 - b. Data may not be collected prior to approval from thesis committee at prospectus. Students must complete a training module and quiz pertaining to the protection of Human Subjects in Research which is available on the EIU Grants and Research Web Page. The Human Subjects (IRB) packet of forms from the Grants and Research web page must be also be completed and approved prior to data collection. Students will receive written notification of approval which should be included in an appendix of the thesis.
- V. Defense of Thesis Prospectus and Defense of Master's Thesis**
- a. Dates for the defense of thesis prospectus and defense of master's thesis must be approved by the committee members, Department Chair, and publicized within the department two weeks prior to presentation. The student is responsible for room and equipment arrangements. (Thesis prospectus shall be defended by April 1 of the first year of graduate study; Master's thesis shall be defended by April 1 of the second year of graduate study.)
 - b. Students distribute a written copy of prospectus or thesis to committee members, thesis chair, and Department Chair two weeks prior to prospectus or defense of thesis.
 - c. If committee members have significant concerns, these should be discussed with the thesis chair at least one week prior to the scheduled prospectus or defense of master's thesis.
 - d. The student will give an oral presentation for the prospectus and defense of master's thesis.
 - e. Approval by a majority of committee members is required at the prospectus and master's thesis defense. Conflicts between committee members shall be resolved through discussion and majority vote. If conflicts occur that cannot be resolved within the committee, the Department Chair shall serve as mediator. Should an alternate mediator become necessary, the Graduate Coordinator shall serve.
 - f. Signatures are required by the thesis chair, the Department Chair, and a majority of committee members on the thesis prospectus form prior to data collection and on the departmental thesis signature form prior to depositing the thesis. The thesis chair and Department Chair also sign the Graduate School thesis cover page prior to depositing the thesis.
 - g. Students may obtain copies of the Graduate School thesis cover page from their Manual for Master's and Specialist Thesis. Copies of the departmental thesis forms can be obtained on the student drive of the department server. There should be an original thesis cover page and a departmental signature form for each hardbound copy.
- VI. Thesis Archiving**
- a. Five hard bound copies of the completed thesis are required (two for the library; one for the Graduate School, one for the department, and one for the thesis chair).

- b. Committee members shall be provided a copy of the thesis, either hard or softbound.

Typical 6-Semester Graduate Course Sequence Option

Summer 1, 6 weeks	Fall 1	Spring 1
CH Course 1 CDS 5000 Research Methods in CDS 2 CDS 5200 Literacy for the SLP 2 CDS 5130 Adv Speech Sound Dis <u>NC</u> Clinic Orientation/Module 5	CH Course 1 CDS 5905 Adv Clinical Dx & Assess 3 CDS 5230 Early Child Lang Dis 3 CDS 5100 Motor Speech Dis 3 CDS 5300 Aphasia & RH Dysfunction 2 CDS 5900 Advanced Clin Pract 1 CDS 5910 Adv Speech & Lang Dx OR CDS 5920 Audiology for the SLP 13	CH Course 1 CDS 5001 Research Experience 3 CDS 5250 School Age Lang Dis 3 CDS 5500 Dysphagia Manag Child and Adults 3 CDS 5350 Cog Comm & EF Dis 2 CDS 5900 Advanced Clin Pract 1 CDS 5910 Adv Speech & Lang Dx OR CDS 5920 Audiology for the SLP 13(15) **If necessary, take CDS 4815 AAC
Summer 2, 8 weeks	Fall 2	Spring 2
CH Course 2 CDS 5170 Voice Production Dis 2 CDS 5150 Stuttering 2 CDS 5800 Grand Rounds in CDS 1 CDS 5900 Advanced Clin Pract 7	CH Course 9 CDS 5970/5980 14-week internship 2 CDS 5890 Thesis 9 (11)	CH Course 9 CDS 5970/5980 14-week internship 2 CDS 5890 Thesis 9 (11)

The Graduate Coordinator will review each student's transcript and develop a graduate study plan with required coursework. If a student is missing coursework (e.g., statistics, aural rehabilitation, AAC, etc.) required for ASHA certification or Illinois licensure, that coursework will be required in the graduate study plan.

Extended 7-Semester Graduate Course Sequence Option

The graduate program is rigorous and fast-paced. Some students choose to extend their graduate program by enrolling in courses in two fall semesters rather than only one. An extended program option means that on-campus course and clinical assignments are spread out over 5 semesters, rather than 4. Students complete on-campus course and clinical assignments during Summer 1, Fall 1, Spring1, Summer 2, Fall 2. They complete their educational internship during Spring 2 and their medical internship during Summer 3. Students in the nonextended option graduate in May, while students in the extended option graduate in August.

Summer 1, 6 weeks	Fall 1	Spring 1
CH Course 1 CDS 5000 Research Methods in CDS 2 CDS 5200 Literacy for the SLP 2 CDS 5130 Adv Speech Sound Dis <u>NC</u> Clinic Orientation/Module 5	CH Course 1 CDS 5905 Adv Clinical Dx & Assess 3 CDS 5100 Motor Speech Dis 3 CDS 5300 Aphasia & RH Dysfunction 1 CDS 5900 Advanced Clin Pract 1 CDS 5920 Audiology for the SLP 9	CH Course 3 CDS 5250 School Age Lang Dis 3 CDS 5500 Dysphagia Manag 3 CDS 5350 Cog Comm & EF Dis 1 CDS 5900 Advanced Clin Pract 10
Summer 2, 8 weeks	Fall 2	Spring 2
CH Course 2 CDS 5170 Voice Production Dis 2 CDS 5150 Stuttering 2 CDS 5800 Grand Rounds in CDS 1 CDS 5900 Advanced Clin Pract 7	CH Course 3 CDS 5230 Early Child Lang Dis 1 CDS 5001 Research Exp 2 CDS 5900 Advanced Clinical Pract 1 CDS 5910 Speech/Lang Dx 7	CH Course 9 CDS 5970 14-week educ. internship 9
Summer 3		
9 CDS 5980 12/14-week med. Internship 9		

Academic Performance Standards

Good Standing per EIU Graduate School

Graduate students admitted to degree or certificate candidacy are required to be in good graduate standing. Good graduate standing according to the Graduate School is defined as maintaining a graduate cumulative GPA of 3.00 or higher for all graduate course work.

Academic Warning per EIU Graduate School

Graduate degree candidates are in academic warning when their cumulative GPA is below 3.00 but higher than 2.50. Candidates in academic warning may be afforded the opportunity to raise the cumulative GPA to the required 3.00 during the next semester in which they are enrolled. It is the candidate's responsibility to monitor academic standing. Candidates who fail to make the required progress toward good standing may be notified by the Graduate School when they are in academic warning.

Loss of Graduate Degree Candidacy per EIU Graduate School

GPA: If a degree candidate in academic warning fails to return the cumulative GPA to the required 3.00 level during the next term in which he/she is enrolled, degree candidacy may be lost and the student may be reclassified as a non-degree graduate student. It is the candidate's responsibility to monitor the GPA.

Grades Below B: A degree or certificate candidate receiving more than nine semester hours of graduate credit with a grade below B may be disqualified from degree or certificate candidacy and may be reclassified as a non-degree graduate student upon recommendation of the program or the Graduate School.

Grades of C

Grades of C are limited for graduate level credit. Grades of C may be used to fulfill the requirements for a degree program; however, a graduate candidate receiving more than nine semester hours of graduate level credit with a grade below a B is disqualified from degree candidacy. Disqualified candidates are automatically reclassified as non-degree post-baccalaureate students.

Grades of D, F or NF

Grades of D, F, and NF are unacceptable for graduate-level credit. Courses in which a graduate candidate earns a grade of D, F, or NF may not be used to fulfill any requirements for the degree program. A graduate candidate receiving more than nine semester hours of graduate-level credit with a grade below B is disqualified from degree candidacy. Disqualified candidates are automatically reclassified as non-degree post-baccalaureate students.

Repeating Graduate Courses

Graduate students may repeat graduate courses in which a grade of D, F, or NC was received. Both the original grade and the repeated grade will be recorded on the transcript and will be included in the computation of the graduate GPA. If the grade earned for the repeated course is a C or better, the course and the semester hours may be applied to the degree or certificate program. If the grade for the repeated course is less than a C, neither the course nor the semester hours may be applied to the degree or certificate program. With prior approval of the academic program, graduate students may repeat any course numbered 4750 or above in which a grade of A, B, C, or CR was previously earned and which is not normally repeated. Both the original grade and the repeated grade will be recorded on the transcript and included in the calculation of the graduate GPA; however, the repeated course credit will not count toward degree requirements

Other Reasons: Academic programs may rescind degree or certificate candidacy for other reasons not specified in this catalog. It is the candidate's responsibility to be in compliance with university and program policies.

A degree candidate who is reclassified as a non-degree student because of a low GPA, an excess number of credits below B, or for other reasons may continue to take graduate courses as long as a GPA of 2.50 or higher is maintained. Some programs have policies that restrict access to certain graduate courses for non-degree students; therefore, a student reclassified as non-degree may no longer have access to all graduate courses even though he/she maintains a GPA of 2.50 or higher. If the student restores the cumulative GPA to 3.00 or higher he/she may request reinstatement to degree or certificate candidacy. Similarly, students who have an excess number of credits below “B” or who have been reclassified for other reasons, but who maintain or restore the cumulative GPA to 3.00 or higher, may request reinstatement to degree or certificate candidacy. Degree and certificate candidacy reinstatement may be requested to the original program or to a new degree or certificate program. There is no guarantee that a student reclassified as non-degree can be reinstated as a degree or certificate candidate in the original program or in a new program. Students initiate reinstatement of candidacy through the Graduate School waiver and appeals process. Students should consult the section of the Graduate Catalog titled “Graduate Waiver and Appeals Process” for guidelines.

Academic Dismissal of Graduate Degree Candidates per EIU Graduate School

Graduate students admitted to degree or certificate candidacy who complete 12 or more semester hours may be dismissed from the University if their graduate cumulative GPA falls below 2.50. Similarly, all degree or certificate candidates reclassified as non-degree students due to a low GPA or an excess number of grades below B may be dismissed from the University when their graduate cumulative GPA falls below 2.50 after completion of 12 or more semester hours of graduate course work.

CDS Course Descriptions related to Eligibility for Internships

Graduate students may be eligible for education and medical internships if they meet the following criteria: completion of all CDS graduate coursework (with a C or better) with the exception of thesis (CDS 5890); and a grade of B or better in CDS 5910, 5920 and at least four hours of CDS 5900. Students may enroll in a maximum of 6 hours of CDS 5900.

Essential Functions

ESSENTIAL FUNCTIONS FOR CLINICAL PRACTICUM EASTERN ILLINOIS UNIVERSITY COMMUNICATION DISORDERS AND SCIENCES

The accredited program in speech-language pathology of the Department of Communication Disorders and Sciences (CDS) at Eastern Illinois University adheres to the standards set by the American Speech-Language-Hearing Association (ASHA). Faculty in the CDS Department have a responsibility for the welfare of clients evaluated, treated, or otherwise affected by students enrolled in the CDS program. Thus it is important that persons admitted, retained, and graduated possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice speech-language pathology.

In order to fulfill this responsibility, the Department has established academic standards and minimum essential requirements to participate in the clinical program and graduate. When requested, the University will provide reasonable accommodations to otherwise qualified students with properly documented disabilities who meet the minimum CDS requirements. Admission and retention decisions are based not only on satisfactory prior and ongoing academic achievement but also on non-academic factors that serve to insure that the candidate can meet the essential functions of the clinical program required for graduation. Essential functions, as distinguished from academic standards, refer to those cognitive, physical, and behavioral abilities that are necessary for satisfactory completion of all aspects of the curriculum, and the development of professional attributes required by the faculty of all students at graduation.

PHYSICAL ABILITIES

- Participate in professional responsibilities/activities for up to four-hour blocks of time with one or two breaks
- Move independently to, from, and in work setting
- Provide for one's own personal hygiene
- Manipulate screening/diagnostic materials, including completion of screening/evaluation protocols
- Effectively implement necessary treatment/behavior plan appropriate for client, including use of materials/instrumentation and data collection
- Provide a safe environment for others in responding quickly to emergency situations such as including fire or choking, and in the application of universal precautions
- Visually monitor client responses and materials
- Make accurate judgments about linguistic and/or acoustic signals

BEHAVIORAL AND SOCIAL ATTRIBUTES

- Maintain emotional and mental health required for use of intellectual abilities, prompt completion of responsibilities, and development of appropriate relationships with clients and colleagues
- Maintain composure and emotional stability in demanding situations
- Adapt to changing environments and situations
- Communicate effectively with people in person, by phone, and in written form by considering the communication needs and cultural values of the listener
- Understand and respect authority
- Maintain appropriate professional behavior
- Participate in collaboration with other professionals
- Speak English intelligibly, including the ability to model English phonemes
- Comply with administrative, legal, and regulatory policies
- Demonstrate regular class attendance and meet responsibilities in a timely manner

COGNITIVE ABILITIES

- Demonstrate the mental capacity to learn and assimilate professional information, including the ability to comprehend professional literature and reports
- Solve clinical problems through critical analysis
- Seek relevant case information, synthesize, and apply concepts and information from various sources and disciplines
- Generate discipline-specific documents and clinical reports in English
- Analyze, synthesize, and interpret ideas and concepts in academic and diagnostic/treatment settings
- Maintain attention and concentration for sufficient time to complete clinical activities for up to four-hour blocks of time with one or two breaks

Procedures for Essential Functions**Dissemination:**

- The List of Essential Functions for the CDS department will be included with the admission to the major form. The admission to the major form will include a signature line for students to sign that they have received the List of Essential Functions.

- Graduate students are presented with the List of Essential Functions in CDS 5090 during their first summer of coursework. They will indicate receipt of the List of Essential Functions by signing a form.

Procedure when student does not meet an essential function:

- Instructor or clinical supervisor identifies student as not meeting an essential function.
- Instructor/clinical supervisor alerts student's advisor and department chair (if identified in academic setting) or clinic director (if identified as a part of clinical practicum).
- Conference will be held with instructor/clinical supervisor, department chair/clinic director, and student's advisor to review concern with student and determine recommended course of action.
- Documentation of the conference and recommended course of action will be placed in student's file.

Assistance and Accommodations

CDS faculty have an "open-door" policy and our first priority is providing you with excellent course and clinical instruction. All faculty have regular office hours but also have their schedules posted outside their doors so you can see other times they are likely available. Faculty are happy to meet with you to answer your questions and provide guidance. Please don't hesitate to ask questions in class and in supervisory meetings and seek out assistance when you need it.

The Counseling Center – Graduate school can be very stressful and most students experience some anxiety at times. Please talk to faculty, family, and/or friends if you feel overwhelmed. Some students experience levels of anxiety that interfere with their ability to meet the demands of graduate school. Graduate students in Communication Disorders and Sciences can and do use services of the Counseling Center (located downstairs in our building). You can make an appointment in person downstairs or call 217-581-3413.

Students with disabilities- If you are a student with a documented disability in need of accommodations in meeting the requirements of the graduate program, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

The Student Success Center- Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Formative Assessment and Remediation

CDS students' *formative development* of skills, competency, and knowledge is evaluated each semester. The CDS Department at EIU uses the Capliso program to track both clinical and academic course skills. Students receive Formative Assessment Ratings concerning their developing competency in meeting accreditation standards established by the Council on Academic Accreditation (CAA) and the American Speech-Language-Hearing Association (ASHA).

Graduate students are rated *every* semester in *every* clinical and academic course to ensure that competency is developed in the knowledge and skills needed to be competitive graduate students and competent professionals. Course syllabi state which standards are rated in each course. Throughout the semester, faculty observe students' performance on class assignments, projects, exams, and discussions in order to rate standards assessed in that academic course. If a faculty member notes a student

demonstrating difficulty towards meeting a standard, the faculty may opt to remediate concerns for that student within the course or choose a later remediation plan (described below). Clinical course ratings are based on skills in evaluation, intervention, and professional practice, including interaction and personal qualities. Ratings are also given by off-site supervisors for demonstrated performance in medical and educational practicum.

For academic courses, faculty rate each assessed standard as “met” or “not met” for their course. Students can access their ratings at the beginning of each semester for the previous term through the Calipso program and will be made aware of any ratings which might necessitate a Remediation Plan. Students are encouraged to complete a Remediation Project for any/each standard that is not met. Students meet with the instructor who identified the area of concern. The standards and specific learning objective(s) in deficit are discussed and a Remediation Project detailing the plan for achieving satisfactory ratings in each required area is developed. The project should be completed in the agreed-upon time-frame, at which point the faculty member will re-rate performance. The graduate coordinator should be provided with copies of these documents for the student’s file.

For clinical courses (5900, 5910, 5970, 5980), faculty rate observed standards using a 5-point numerical rating scale reflecting degrees of performance. Students receiving ratings below 3 will be recommended for remediation. The rating scale is available for students to view on the Calipso program.

At the end of the graduate program, cumulative ratings (numerical and met/not met) are entered into the student’s KASA document, which is the document verifying that requirements of the ASHA-mandated competencies have been met.

Clinical Practicum Information

Please refer to **Clinic Handbook** for policies and procedures related to CDS 5900, Clinical Practicum as well as CDS 5910 Speech and Language Diagnostics and CDS 5920 Audiology Practicum.

Clinicians’ Meetings

A meeting of all clinicians is held at the beginning of each semester/term and facilitated by the Clinic Director. Information includes, but is not restricted to, the following: collection of student addresses and phone numbers, clinical assignments, clinical clock hour records, ASHA Code of Ethics, clinic policies and procedures concerning client absences, record keeping, reports and reporting schedules, maintenance of client files, confidentiality, use of the copying machine and telephones, client safety, field trips, professional attire, the Materials Center, evening hours in the clinic, duties of graduate assistants, and ASHA/ISBE clinical requirements, universal precautions, and emergency evacuation procedures, HIPAA policies, ASHA NOMS, and Essential Functions.

General Expectations of Clinicians

Code of Ethics

Review the ASHA Code of Ethics. Ensure that your conduct adheres to these ethical guidelines. Violations of the Code will be reflected in your grade and, depending on the seriousness of the violation, may be grounds for dismissal from clinic or the program.

Negligence of Professional Responsibility

Negligence is considered very serious in its implication. Missing appointments with supervisors, unexcused absences for clinical sessions, and tardiness in paperwork are examples of negligence and may be considered grounds for dismissal from 5900/5910/5920.

Confidentiality

Confidentiality concerning our clients is paramount! All student clinicians sign a Statement of Confidentiality.

It is expected that clinicians will avoid speaking about clients outside of the professional setting or casually in the hallways of the Clinic. Confidentiality must also be maintained within conversations. Do not discuss your clients by name with anyone such as your parents, friends, secretaries, or teachers. Discussions of a client are confined to your clinical supervisor and the Clinical Director.

Additional information for clinicians is found in the **Clinic Handbook**.

Materials Center

The Materials Center (Room 2309) has equipment, toys and materials available for student use. The MC will be open according to the schedule which is posted. Typically, the Materials Center will be open weekdays and Monday through Thursday evenings during fall and spring semesters and when clinic is in session during the summer term and Sunday afternoon/evening.

The Clinic GA is in charge of the MC. If you notice we are running low on supplies or test forms in the Materials Center or if you have suggestions or complaints, please inform the Clinic GA.

A work schedule will be posted. The person on duty is the only one who may check out materials for you. Follow the check in/check out procedures which are posted in the MC. Under no circumstances do you 1) Take something from the MC without checking it out, even if it is for only a few minutes; 2) Ask a GA to open the MC for you after hours; 3) Shelve an item without checking it back into the MC computer inventory system

Whenever possible, return materials the same day you check them out. Materials may be checked out overnight, **but only for one night**. Materials checked out overnight must be returned by 9:00 AM the next day unless other arrangements are made with the Clinic GA. Toys and other materials should not be removed from the MC until right before your session in case other clinicians need to use them prior to your session.

Tests and therapy materials can be reserved by signing up on the reserve list on the bulletin board of the MC. You should do this at least 24 hours in advance to ensure that the item you need will be available. The worker on duty in the MC is responsible for checking the reserve list prior to allowing the item to be checked out.

Every first semester clinician and all students in the junior sequence will be responsible for working one hour per week in the MC. Each worker is responsible for checking out items to other clinicians while on duty, and should keep the MC neat and organized. Check out procedures and other information will be located on the bulletin board in the MC. These procedures must be read during your first hour working in the MC.

CDS 5900 Advanced Clinical Practicum

Students provide speech-language therapy under the supervision of an EIU faculty clinical supervisor in the EIU Speech-Language-Hearing Clinic or at a local school. You will have a weekly meeting with your clinical supervisor. Details about clinical practicum experiences and expectations are found in the Clinic Handbook.

CDS 5910 Speech and Language Diagnostics

Diagnostic evaluations will be held on Fridays beginning at 10:00 and 1:00 (unless otherwise specified) in Rooms 2610 and 2702. A syllabus for CDS 5910 is posted on the Student drive in the Clinic folder for grads enrolled in diagnostics. Syllabus and policies and procedures related to diagnostics are in the Clinic Handbook.

Teams of two graduate students are assigned to diagnostics. It is the responsibility of the students to inquire about clients scheduled and arrange to meet with the faculty supervisor. Please make the initial contact with your diagnostic supervisor at least 10 days in advance of the scheduled diagnostic. Check the schedule in the Clinicians' Room.

Graduate students who have not previously observed a diagnostic will be assigned to observe one diagnostic over the course of the semester. Information will be distributed to those students involved. Include observers in scheduling any pre and post diagnostic meetings.

CDS 5920 - Audiology for the SLP

Supervised diagnostic evaluations for central auditory processing (CAP) disorder and/or rehabilitation with a variety of auditory disorders will also occur on Fridays. In addition to CAP evaluations, all EIU students in teacher preparation programs must have a speech and hearing screening. Graduate clinicians enrolled in CDS 5920 will be scheduled to do this testing in the Clinic. Students will also meet for class on Fridays from 9:00-9:50 the semester they are enrolled in CDS 5920.

Internship Information

All students are required to complete two semester-long internships (typically 14-weeks) in two different settings. All candidates complete a Medical Internship and all candidates complete an Educational Internship unless approved to substitute the Clinical Internship as described below.

Additional information about internship policies and procedures are found in the **Clinic Handbook in the Internship section**.

CDS 5980 - Medical Internship. Internship experience in a medical setting approved by the department. Pre-requisites are acceptance by the medical internship site; completion of all CDS graduate coursework with the exception of other internships (CDS 5970 or 5985) or thesis (CDS 5890); and a grade of B or better in CDS 5910, 5920 and at least four hours of CDS 5900. All candidates register for 9 semester hours; a maximum of 3 semester hours may be applied to the degree. Candidates are responsible for meeting the requirements of their external medical internship site.

AND

CDS 5970 - Educational Internship. Internship experience in a school setting approved by the department. Pre-requisites are acceptance by the educational internship site; completion of all CDS graduate coursework with the exception of other internship (CDS 5980) or thesis (CDS 5890); and a grade of B or better in CDS

5910, 5920 and at least four hours of CDS 5900. All candidates register for 9 semester hours; a maximum of 3 semester hours may be applied to the degree. To be eligible for the Educational Internship candidates must complete the following requirements: 1) Submit and pay for a criminal background investigation; and 2) Submit a passing score on the Test of Academic Proficiency (TAP), or meet approved substitution requirements (<http://www.eiu.edu/basicskillstest/actortap.php>). Candidates who fail to meet the TAP requirements are not eligible to enroll in the Educational Internship and therefore are not eligible for a K-12 Educator License with Endorsement by the Illinois State Board of Education. Candidates who become ineligible for the Educational Internship must instead complete CDS 5985 Clinical Internship.

OR

CDS 5985 - Clinical Internship Internship experience in an off-campus clinical setting approved by the department such as early intervention sites, pediatric medical sites, schools, agencies serving developmentally-disabled children and adults, clinics or private practice, etc. Candidates approved for Clinical Internship register for 9 semester hours; a maximum of 3 semester hours may be applied to the degree. Clinical Internship (CDS 5985) is available to candidates who do not meet the requirements for Educational Internship (CDS 5970). Candidates completing this approved alternative are not eligible for the K-12 Educator License with Illinois State Board of Education Endorsement. Pre-requisites are acceptance by the clinical internship site; completion of all CDS graduate coursework with the exception of other internship (CDS 5980) or thesis (CDS 5890); and a grade of B or better in CDS 5910, 5920 and at least four hours of CDS 5900.

Please refer to the **Internship section of the Clinic Handbook** for additional information.

Oral and Written Comprehensive Examinations

Students completing the non-thesis option must complete written and oral comprehensive examinations. The examinations are completed during the the last week of fall semester or the week before the beginning of classes in spring semester of the second year of the graduate program. If the oral or written exam is not passed on the first attempt, the same procedures are used during a second attempt administered later in the term (typically April after completion of the spring internship). If the oral exam is not passed on the second attempt, a third attempt with at different committee is allowed. If the written exam is not passed on the second attempt, the student retakes only the sections that were less than 70% accurate in an essay format. The third attempt of the exam will not be administered until December to allow time during the summer and fall to remediate areas of difficulty. If the candidate fails the 3rd administration of the oral or written exam, no other option for completing this portion of the graduate program is provided.

Written Examination

The Written Comprehensive Examination in Communication Disorders and Sciences is composed of 200 multiple choice questions written and periodically revised and updated by faculty. Students have up to 3 hours to complete the written comprehensive exam.

<u>Domains</u>	<u>Questions</u>
Normal Development (2100, 2200)	20 questions
Basic Science (2500, 2800, 3500)	24 questions
Research (5000, 5001)	10 questions
Practicum (3700, 3900, 4900, 5090, 5900, 5910)	18 questions
Speech Disorders (3100, 5100, 5130)	20 questions
Developmental Language Disorders (3200, 5230, 5250)	28 questions

Voice (5170)	10 questions
Fluency (5150)	10 questions
Dysphagia (5500)	10 questions
Audiology (4300, 4350, 5920)	10 questions
AAC (4515)	10 questions
Professional Regulations (5800)	10 questions
Acquired Language (5300, 5350)	20 questions

The passing score is 70% or above. A study guide is provided to students with comprehensive knowledge statements to facilitate review for the exam.

Oral Examination

The oral comprehensive exam will include a case presentation for a client of the student's choice. Clients may be chosen from internships or other clinical experiences. Prepare a one-page handout summarizing pertinent aspects of the case for your faculty committee (front/back is permissible). Include a listing of evidence-based practice reference(s) in the handout. The handout will be collected at the time of the written comprehensive exam and given to your committee members prior to the oral exam. The handout is for informational purposes and is **NOT** part of any graded component.

The student verbally presents the chosen case to the committee for a maximum of 15 minutes. No power point is allowed, but student can refer to case file notes, charts, protocols, etc. The verbal case presentation could include the following information:

1. Client case history information;
2. Summary and interpretation of client's formal and/or informal assessment results, including clinical impressions and/or diagnosis;
3. Goals and treatment techniques including rationale (e.g., use of ASHA's scale for reporting level of evidence associated with a particular treatment, citations, references, etc.);
4. Evidence of treatment effectiveness and/or outcomes (progress data, measurements, etc.);
5. Challenges which the case presents professionally, ethically, etc.

The faculty committee will then ask follow-up questions regarding the case for approximately 15 minutes or the time remaining.

The Oral Comprehensive Examination Committee will be comprised of 3 faculty members. They will each independently evaluate the student's skills in the following areas:

Content: Student presents accurate, relevant, and important content in regard to case history, assessment, goals, treatment, and progress. Student demonstrates an understanding of theoretical constructs and evidence-based practice.

Critical Thinking: Student demonstrates the ability to succinctly answer questions, provide rationale and professionally discuss aspects of the case with committee members.

Verbal Effectiveness: Verbal delivery is spontaneous, fluent, logical, and well-organized. Student uses appropriate vocabulary, syntax, and non-verbal language.

An average score of 2.8 is required to successfully pass the Oral Comprehensive Exam.

The following rating scale will be used to score content, critical thinking, and verbal effectiveness:

Rating Scale	1	2	3	4
	Fails to Meet Expectations	Minimally Meets Expectations	Meets Expectations	Exceeds Expectations

Educator and Praxis Exams

Speech-Language Pathology NonTeaching Test (154): Content Exam for Professional Educator License (PEL) for Illinois State Board of Education

The SLP Content Exam is typically taken after completing at least two months of the educational internship (typically by March of the second year of graduate school) due to a focus on professional regulations and paperwork. The test consists of 125 multiple choice items. Similar exams are required for students pursuing the PEL in other states.

Praxis Exam in Speech-Language Pathology

The Praxis exam consists of 132 case-based multiple-choice questions completed in 2.5 hours. Students typically register for the Praxis in the fall of their second year of graduate school and take the Praxis exam in January or February. Case studies assess the examinee's knowledge of possible applications to clinical situations and issues. Research articles are included to assess the examinee's ability to synthesize information and to apply it to specific examples.

It is a computer delivered format (5331). Register and take the Praxis II Series ASHA exam through the Educational Testing Service (ETS). See free ETS study guide for more details about the test. Practice using the practice exam within the ETS study guide and other review sources. Request exam results to be sent directly from ETS to 1) ASHA, 2) EIU, and 3) the Illinois Department of Financial and Professional Regulation (IDFPR). Save your exam results in a safe place; they are maintained by ETS for a period of only 5 years.

<u>Content Categories</u>	<u>Number of Questions</u>	<u>Percentage of Exam</u>
Foundations and Professional Practice	44	33 1/3%
Screening, Assessment, Evaluation, Diagnosis	44	33 1/3%
Planning, Implementation, and Evaluation of Treatment	44	33 1/3%

Preparing for Graduation

1. Early in your final semester of your graduate program, review ASHA clinical requirements. You need 400 clock hours of supervised clinical experience in speech-language pathology, with at least 325 of these hours completed at the graduate level. Any concerns with meeting this requirement by the end of your internship experiences should be directed to the Clinic Director.
2. Log on to PAWs and compare your courses with your graduate plan of study to ensure that all academic requirements will be completed by the end of your final term. Be sure that all incompletes have been resolved with grades posted. Everything should be complete except your final internship and the Certificate of Comprehensive Knowledge that the Graduate Coordinator enters after internship is complete. Bring any concerns to the attention of the CDS Graduate Program Coordinator.
3. Submit your application for graduation by logging onto the PAWS system prior to midterm of your final semester of graduate school. Information about graduation is also available at the EIU

Graduate School homepage: www.eiu.edu/~graduate/ → graduation certification. Your student account will be charged a \$25 graduation fee for the first application. Should you not graduate and need to reapply, the graduation fee will not be reassessed.

4. Information regarding caps/gowns/announcements, etc. will be mailed to your permanent address. You may also call the Commencement Office with questions: (217) 581-6892 or check online at www.eiu.edu/~commence ; click Before Graduation.
5. As you complete your medical and/or educational internship, be sure to enter your hours into Calipso so your internship supervisor can sign off on your hours and your Medical or Educational Internship Coordinator can verify completion of requirements. Hours will be verified by the Clinic Director, who will sign off on requirement completion for graduation.
6. Just prior to graduation, call the EIU Office of the Registrar at (217) 581-3511 to be sure you have no holds on your student account. Any holds will delay release of your final transcripts, your ability to apply for state licensure, and your ability to become employed.
7. Upon evidence of successful completion of all degree requirements, the Graduate Coordinator will submit a Certificate of Comprehensive Knowledge to the EIU Graduate School. The Graduate School then certifies and issues your degree.

Graduation Reception

An annual graduation reception is held at the end of the spring commencement ceremony each year. All graduating B.S. and M. S. students and families are invited to the department for a reception and refreshments.

Send Employment Information

Email the Graduate Coordinator the name of your employer, city/state where you will be working, and the setting/population you will be working (rehab agency in a SNF, hospital- in-patient/outpatient, school, private clinic with what populations, etc). We want to know where you will be working and we need to report this information to ASHA.

ASHA Certification and Licensure

ASHA Certification

1. Information entitled *Certification Standards and Application Materials for Individuals Applying for Certification in Speech-Language Pathology (ASHA-CCC)* is available online at www.asha.org and is provided by the Graduate Coordinator during the Exit Meetings during Comprehensive Exam days.
 - a. ASHA certification is optional to legally practice as an SLP. Some employers may require it. Without ASHA certification, you are not qualified to supervise other SLPs during their clinical fellowship year (CFY), and you may be denied payment from third party payors. ASHA certification is considered a hallmark of professional achievement, and all SLPs are encouraged to attain and maintain their certification.
 - b. Note that most individuals complete their professional experience year for licensure concurrently with their CFY for ASHA. This involves 9 months of supervised clinical practice in a full-time position (working 30 or more hours per week), with supervision by a licensed, ASHA certified clinician. Please note that the CFY may be completed in a longer period of time if the candidate is employed less than 30 hours per week. This information is included in the packet provided.
2. Follow the specific *Application Instructions 2020 Speech-Language Pathology Certification Standards* provided in the packet.

- a. As you have graduated from an ASHA accredited program of graduate study, you need to complete only pages 1-2 of the application. The Institution Code for EIU that you need to fill in is 1199.
- b. Have your Praxis test scores sent to ASHA by ETS.
- c. Have your final transcript sent to ASHA by EIU. As long as you are applying within 3 years of graduation, ASHA requires only your EIU graduate school transcript (you do NOT need to send transcripts from your undergraduate institution).
- d. Send the application and verification form with payment to ASHA. Note that to qualify for the NSSLHA conversion rate, you must have held NSSLHA membership for two consecutive years prior to graduation and you must apply for certification and ASHA membership no later than September 1 of the year you graduate.
- e. *The Speech-Language Pathology Clinical Fellowship Report and Rating Form* should be kept and completed by you and your CFY supervisor during your CFY. It is turned into ASHA at the end of your CFY in order to receive your certification.
- f. If you have further questions about this process, contact ASHA at 1-(800) 498-2071.

Illinois Licensure of Speech-Language Pathologists

1. A packet entitled *Instructions—Speech-Language Pathology and Audiology* will be distributed at the exit meeting during comprehensive exam week. Follow directions carefully to apply for Illinois licensure to practice speech-language pathology. For your assistance, see the supplemental handout provided: *Application Procedures for Illinois State Licensure: SLP*. Here are some general points to keep in mind:
 - a. You must hold a state license to practice speech-language pathology. This is state law in Illinois and most other states.
 - i. If you plan to immediately move out of Illinois to work, you should still complete all paperwork for Illinois licensure. You can find state-by-state requirements at <https://www.asha.org/advocacy/state/> and then look on your state's requirements. Most states allow for reciprocity once you have your Illinois license.
 - b. In Illinois, SLP licensure is administered by the Illinois Department of Financial and Professional Regulation (IDFPR).
 - c. **Apply for your temporary license and SLP license. If you plan on working prior to or soon after graduation, send in licensure paperwork prior to graduation from EIU. If you plan to not work in the summer, wait til June or early July to send in licensure paperwork. Temporary license is good for 1 year, you must have completed a 9 month CFY within a year from the issuance of your temporary license.
 - d. Temporary License—Currently, you may practice for up to 120 days from the time you submit your application for temporary license while you wait to receive it, IF you have passed the Praxis exam AND you are waiting for your degree to be officially conferred (i.e. so that the records office will complete the ED form with school seal). Please note that due to the wording of one clause of the current law, the 120 day period does not apply to anyone who has passed the PRAXIS and waits to send in their application along with their official transcript showing the degree conferred. If you want to begin work immediately, you must send in your licensure application before your transcript is official. This is legal under the “practice pending” clause of the speech-language pathology licensure law.
 - e. Apply for temporary license and SLP licensure using the “Acceptance of Examination” method. Complete the *SLP Temporary License* form. (profession code for the temporary license is Speech-Language Pathology 242)

- f. Complete the **four page *Application for Licensure and/or Examination*** form. Use the *Reference Sheet* to check appropriate codes- (Profession code for the 4-page application is 146 –Licensed SLP, Acceptance of Exam).
- g. Complete the top with identifying information of the *Certification by Licensing Agency/Board* (CT) form. Write Not Applicable or N/A at the very top of the form (above the boxes of the form name)
- h. Complete the *Health Care Workers Charged with or Convicted of Criminal Acts* form (CCA)—N/A if you haven't had any convictions.
- i. Complete the top of side one of the *Certification of Education* (ED) form and give to the Graduate Coordinator during the exit meeting during comprehensive exam week. These are sent to Student Records at EIU following graduation. This office will affix the EIU school seal showing that your degree has been conferred, and will then mail the form to you. Expect it approximately six weeks after graduation. You then send it to IDFPR. (Note: If you intend to take advantage of practicing for 120 days before you have your temporary license in hand, you will send in all of your licensure application materials except the ED form, and send it later under separate cover. You will receive a deficiency letter from IDFPR—this just means that they will not issue your temporary license until they have the ED form, or all of your materials. This is not a problem.)
- j. Send all of the aforementioned forms along with the combined fees of \$165.00 to IDFPR. When your completed application packet and fees have been received along with your Praxis scores, your temporary license will be processed. The mailing address for sending in your application is on page 3 of your packet. Please note that it often takes several weeks to receive your temporary license.
- k. Keep the *Verification of Employment* (VE) form. This is sent in following nine months of supervised professional experience and must be sent in within 1 year of receiving your temporary license. Remember—your supervisor must be licensed during the period of supervision to sign the VE form. The VE form is sent in with a copy of the four page application (send with note that they should have the original application on file). IDFPR then reviews your application for issuance of your SLP licensure.

If you have questions, you can contact IDFPR via their website at www.idfpr.com or call (217) 785-0800.

Always keep copies of everything. Should you elect to work in a different state, either for your first job or at some time in the future, contact the state regulatory agency for speech-language pathology licenses. This information is available through the state speech-language-hearing association. You may not begin working in a different state without a license to practice there. Many SLPs hold licensure in more than one state. Every state is different in terms of the requirements and procedures for obtaining licensure.

Professional Educator License for Speech-Language Pathologist (non-teaching)

(Formally Type 73—School Service Personnel Certificate)

1. Refer to packet entitled *Application for Educator License* provided at the exit meeting during comprehensive exam week.
 - a. An Illinois Educator License is necessary for anyone who works as an SLP in an Illinois public school. Many new graduates get their educator license even if they decide to take a position outside the schools, so they are qualified to move into a schools position at some time in the future. It is much easier to obtain the educator license now rather than later. If you wait, you would be subject to any changes in the requirements.
2. In February or March of your second year of graduate school, Complete the Entitlement Request Form (provided at exit meeting) and promptly MAIL THE FORM

TO: Teacher Licensure Officer
College of Education & Professional Studies

Eastern Illinois University
600 Lincoln Avenue
Charleston, IL 61920

3. The Graduate Coordinator will provide the College of Education with a list of all students who have completed all degree requirements as of the Friday before graduation. (You will NOT be notified by EIU that the form has been processed –the directions on the Application procedures provided by the College of Education say they notify – this is for Teacher Ed students but not us).
4. Soon after two weeks following graduation, go online and create an Educator Licensure Information System (ELIS) at <http://www.isbe.net/ELIS/default.htm> - Choose Educator Access Click here to login to your ELIS account, then on the left side of the screen there is a “Sign Up Now” button for you to create an account. Follow the directions at the site for setting up an account.
5. After you set up your account you have the option to Apply for an Illinois License, Endorsement or Approval. Using the wizard, select *apply for a new license*; for Type of Endorsement, select *School Support Personal*; Is an Illinois University recommending you for this Endorsement, select *Yes*
--Apply using ECS Entitlement Application (do NOT choose the Transcript Evaluation method).
Follow the simple instructions. You are applying under the category of School Service Personnel Certificates for a Speech/Language Pathologist (Non-Teaching) License
6. Once the application questions are answered, you will be asked to input credit card information. There is a \$75.00 application fee for the certificate. You will receive confirmation that your application has been received and your educator license has been issued and it should include your educator license number.
7. You need send transcripts to ISBE- it is your obligation to order transcripts from EIU (<http://www.eiu.edu/~records/transcript/>) and your undergraduate institution and have them sent to:

Illinois State Board of Education
c/o Educator Certification Division (S-306)
100 North First Street
Springfield, Illinois 62777-0001
8. Upon completion of these steps, you have an active, registered educator license that can be verified online by school hiring agents across the state. (Contact ISBE with questions 866/262-6663 and ask for certification; or at EIU contact Jan Hickox or Doug Bower with questions at 217-581-2200)
9. Should you wish to practice as an SLP in schools in another state, contact the state department of education for information on how to obtain state licensure to practice in that state. Some states require school certification, and some do not.

Departmental Graduate Assistants

GA Tuition Waiver – Graduate assistantships cover graduate courses taken for credit. Required undergraduate make-up coursework can be covered, but this requires special requested permission. Assistantships will not cover audited courses.

GA CONTRACT - Graduate assistant contracts begin on August 16 and extend through May 15. Please be aware that you may be asked to complete duties within reason any time during this contractual period. Contractual arrangements include work responsibilities during breaks with the exception of state holidays, the Thursday and Friday of Thanksgiving week, and the week between Christmas and New Year’s Day. GA’s should check with their faculty supervisors to determine the extent of assigned responsibilities during academic break times.

Departmental GAs work 18-19 hours per week in the department under the supervision of designated faculty.

Responsibilities/Work Schedule: GAs are to develop a work schedule in collaboration with their faculty supervisor(s). Post your schedule with classes, meetings, and GA work/office hours clearly listed outside your door.

Regular work hours noted on your schedule should include:

-**Evening duty** (typically 4 hours per week) GAs are available to check out materials from the MC and tidy up common areas in the department; other than that GAs are expected to work on faculty assigned GA tasks during evening duty time. (see p 2 for more detail)

-**GA office hours/other GA work hours during the regular work week of Mon-Fri 7:30-5:30** (approximately 12 hours per week). (note: If a GA has to change scheduled work time for something like a diagnostic meeting, they will notify their faculty supervisor about the change and when they will work instead that week)

This leaves **2-3 hours of “flex” GA work time** per week which could be decided on based on GA/ faculty/ departmental needs.

Supervisor/GA Management Guidelines:

1. Part of your work time may include a regular weekly meeting with supervisors to review tasks.
2. Check mailboxes or desks often for notes from supervisors.
3. Call problems/concerns to your supervisor's attention as soon as they occur.
4. Keep track of GA work time and duties. A **monthly GA Activity Log** must be completed and signed by supervisor and turned in to Dr Mulvey.

GAs will be assigned duties during **departmental special events**. Dr. Mulvey, Dr. Throneburg, or Mrs. Becker will provide duty schedules and orientations as needed. The following events will require your assistance:

1. Autism Conference
2. Fall Group Advisement
3. Columbus Day Open House, Veterans Day Open House, President’s Day Open Houses
4. Graduate School Visitation Days
5. Fall and Spring Clinic Clean-Up (at the end of finals week each semester)

Graduate Assistant Office Space

Posters, pictures, etc., should not be attached to office walls or doors. Tape, thumbtacks, etc., should never be used on any surface in the building. Bulletin boards are provided in most offices and should be used for pictures, calendars, etc.

Faculty in Communication Disorders At EIU

Faculty Member	Years at EIU	Areas of Expertise	Clinical Experience	Courses Taught	Ex of Prof Service/ Leadership	Examples of Research/ Publications
Angela Anthony, PhD	12 years	Early Language, Literacy, Hearing Impairment	Private practice and private school for 2 years. Assessment & teacher training in Head Start Preschool. Public school for 1 year.	CDS 3200 Language Disorders CDS 4800 Sign Language CDS 5220 Language and Literacy	ISHA vice president, ISHA committee representative University curriculum committee and honors committee	Current collaboration with school-based SLPs to validate a language benchmark measure for use in RTI Book chapters in Early Literacy ASHA/ISHA presentations with student projects
Lynne Barcus, M.S.	5 years	Dysphagia, Head and Neck Cancer, Voice, Aphasia	2 years in skilled nursing facility and 3 years at Carle Hospital (ENT, community re-entry TBI/Stroke, acute, FEEs, swallow studies)	Supervises in EIU clinic	Partnership Council at Carle Hospital, ISHA Student Day Coordinator	ISHA and ASHA presentations on Fast-Mapping in Children with Autism
Trina Becker, MS (Clinic Director)	18 years	Augmentative and Alternative Communication	Worked for Special Ed Co-op for 4 years	CDS 2000 Intro to Com Disorders CDS 3100 Phonology Disorders CDS 4800 Communication Modalities CDS 5400 Topics in AAC	NSSHLA advisor at EIU; Continuing Ed coordinator for ISHA, ISHA rep council chair	Consults and speaks on topic of AAC; directs student research/ASHA/ISHA presentations on AAC
Beth Bergstrom, MS	14 years	Organic speech disorders-cleft palate, childhood apraxia; early intervention/feeding, AAC	Worked 6 years in medical settings (hospital, LTC) and 3 years in schools; Continues to do work through private practice in home health care	CDS 3700 Dx and Treatment in CDS Supervises clinic at EIU and at external school site; teaches special topics courses (CDS 5400) in cleft palate, pediatric feeding, Early	EICSHA, ISHA	Co-chaired student research projects and presented at ISHA/ASHA about articulation skills, AAC, family involvement in EI

				Intervention/Families		
Ann Dralle, MS	4 years	orofacial myofunctional disorders, sensory motor based speech and feeding/swallowing disorders	Worked for 16 years at SBLHC providing inpatient and outpatient services. Experience in home health, skilled nursing facilities, and early intervention.	CDS 2500 A & P in CDS		
Jill Fahy, MS	15 years	Executive Function, Acquired Language Disorders, Social Communication/ Pragmatics Brain/Behavior Relationships	Worked for 12 years in 4 hospitals (acute care, inpatient, day rehab, home health)	CDS 5300 Acquired Language Disorders CDS 3900 Clinical Techniques CDS 5400 special topics courses in executive function, right hemisphere disorders,	Curriculum Coordinator for CDS; ISHA medical speech pathology committee, ISHA convention track chair	Book- The Source for Development of Executive Functions; article on Broca's area; Invited speaker nationally on topic of executive function; Research projects and presentations with students on EF
Nichole Mulvey, PhD (Graduate Coordinator)	7 years	Child language, School-based Issues and Service Delivery, Early Intervention, Linguistic Processing, ASD	10 years in schools, 13 years early intervention provider, PRN skilled nursing facilities	CDS 5230 Early Childhood Language Disorders CDS 5250 School-Age Language Disorders CDS 4600 Capstone Seminar in CDS CDS 5800 Grand Rounds in CDS	ASHA SIG 1 Coordinator ISHA Executive Board, ISHA convention program committee, ISHA website committee, Department Assessment Coordinator	Literacy and preschool language; bullying and social skill development; language sample analysis and differentiated social skills
Heidi Ramrattan, AuD	5 years	Aural Rehab, Central Auditory Processing Disorder, Educational Audiology, FM	Worked for 5 years as a clinical audiologist prior to joining EIU staff. 4 years as an educational audiologist in	CDS 4300 Intro to Audiology CDS 4350 Aural Rehabilitation Supervises hearing evaluations and	ISHA VP Audiology Affairs EAA Advocacy Committee	Technical Paper at Association of Psychological Science Mentors student

		systems, Cochlear Implants	school setting, 1 year private practice	practicum experiences in local hearing impaired school program	ISHA convention track chair ASHA convention program member supervision ad hoc committee	research in TBI and CAPD in Veterans Noise induced hearing loss in band members
Jean Smitley, MS (Educational Internship Coordinator)	29 years	Phonology, Supervision, Behavior Management, Phonological Awareness	Worked 3 years at school for children with behavior disorders and in early childhood. Consulted in group homes. Continues to provide home health services through Carle.	CDS 3900 Clinical Techniques Special Topics courses in Supervision, Behavior Management; Supervises in clinic and at local external school site	Vice president ISHA; Representative Council ISHA, President ECISHA, Supervision committee ISHA	Book- A Sound Start: Phonemic Awareness Lessons for Reading Success; Research with student projects/ ASHA and ISHA presentations in Phonological Awareness
Laurel Teller, PhD	1 year	Scholarship of Teaching and Learning, Child Language, Syntax		CDS 5000, CDS 5915, CDS 2200		
Jacki Tish, MS	2 years	Preschool Speech and Language, Early Childhood ASD, Literacy	Worked in public school, mostly preschools	CDS 2000 Intro		
Rebecca Throneburg, PhD (Department Chair)	25 years	Childhood Speech Disorders, Language, Childhood Fluency research	Worked part-time in school, long-term care, hospital, home health for 2 -3 years; Worked in hospital and school during sabbatical; Worked hourly PRN in SNFs for 6 years.	CDS 2200 Language Acquisition CDS 3100 Phonology Disorders CDS 5000/5001 Research Methods & Experience CDS 5100 Motor Speech Disorders	ISHA vice presidents, ISHA clinical research committee, ISHA distance ed committee, ISHA convention track chair, University assessment & curriculum committees	Book- A Sound Start: Phonemic Awareness Lessons for Reading Success; Research articles on service delivery in schools and early childhood stuttering Student research mentoring and ASHA/ ISHA presentations on many topics

						partnering with other faculty
Watson, Rud	1 year	Acquired Comm. Dis., Exec. Function	Worked in SNFs, including managing of rehab dept.			
RECENTLY RETIRED FACULTY, STILL INVOLVED IN DEPARTMENT (As co-instructors, clinical consultations and diagnostics, or guest lectures)						
Gail Richard, PhD (retired summer 2014, previous Department Chair and Autism Center Director)	30 years	Autism, Language Processing, Child Language	4 years in schools, More than 20 years consulting with schools regarding autism	Is running Autism Center, will consult/guest lecture in CDS 5250 Advanced Language	ASHA president, ISHA president, ASHA vice president, ASHA legislative counselor, ISHA vice president, ISHA Honors committee	Language Processing Test, Differential Screening Test for Processing, Sourcebooks for Selective Mutism, Syndromes, Autism, Journal articles and student projects in these areas
Carl Dell, PhD (retired summer 2012, teaching some as adjunct faculty, most recently co-taught Fluency class Summer 2015, 2016)	26 years	Stuttering	6 years in school district as stuttering specialist; 2 years hospital, LTC, home health	CDS 2500 Anatomy CDS 2800 Speech Science CDS 5150 Stuttering CDS 5400 special topic in counseling	Extra advising responsibilities in the department	Book- Treating the School-Aged Stutterer; Stuttering chapter book The Survival Guide for the School-Based Speech-Language Pathologist National presenter on childhood stuttering
Brenda Wilson, PhD (former medical internship coordinator, retired summer 2015)	21 years	Traumatic Brain Injury, Discourse Measures	16 years as medical SLP in hospitals and rehabilitation centers in Virginia, Wisconsin, Colorado, Florida, Germany and Korea	CDS 5350 Cognitive-Communication Disorders CDS 5400 special topics courses in cross-cultural awareness, anomia	ISHA president, ISHA vice-president, ISHA early intervention committee, ASHA special interest committee	Published numerous articles and worked with many student research projects in the area of closed head injury and discourse analyses; presented with students at

						ASHA and internationally
Frank Goldacker, MS (former Clinic Director-retired summer 2016); teaching adjunct voice and dysphagia courses	26 years	Dysphagia, Voice Disorders	10 years in four hospitals, private practice	CDS 4760 Voice Disorders CDS Dysphagia	ISHA president, ISHA vice president, ISHA Legs & Regs committee, State Licensure Board, ASHA committees	Has mentored student research and presented at ASHA and ISHA with students in the areas of vocal hygiene, voice assessment measures, LSVT