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M.S. in Speech-Language Pathology

Department of Speech Pathology and Audiology

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The Master of Science in Speech-Language Pathology (MS, SLP), a residential education program, at Xavier University of Louisiana is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech- Language-Hearing Association,

XULA MASTER OF SCIENCE IN SPEECH PATHOLOGY STUDENT HANDBOOK

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Graduate Program Curriculum.....

See, [https://www.xula.edu/assets/2021 -- 2022-student-handbook.pdf](https://www.xula.edu/assets/2021--2022-student-handbook.pdf)

- Students without an undergraduate degree in speech-language pathology and audiology (e.g., speech-language pathology and audiology, communicative sciences and disorders, audiology and speech sciences, or speech, language and hearing sciences), must have at least a 3.2 GPA and no grade of C or below in the following prerequisite courses:
 - Anatomy & Physiology of Speech and Hearing
 - Phonetics
 - Speech Science
 - Language Development
 - Articulation and Phonological Disorders
 - Language Disorders
 - Clinical Methods
 - Audiology
 - Aural Rehabilitation

- For those applicants who do not have an undergraduate degree in speech-language pathology and audiology, in addition to a cumulative 3.2 GPA and no grade of C or below in any of the courses listed above, these applicants should also not have a grade of C or below in the following courses before being admitted to the program:
 - Social Science
 - Statistics
 - Biological Sciences
 - Basic Physical Sciences

- If admitted, those students whose undergraduate degree did not offer one or more of the specific courses listed as being required will complete the undergraduate

SPTH 5075	Clinical Practicum II	2
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Course Prefix/Number	Course Name	Credit Hours
SPTH 5035	Voice Disorders	3
SPTH 5040	Early Intervention	3
SPTH 5080	Clinical Practicum III	2

Course Prefix/Number	Course Name	Credit Hours
SPTH 5045	Augmentative & Alternative Communication	3
SPTH 5050	Dysphagia	3
SPTH 5055	Fluency Disorders	3
SPTH 5085		

5020	Motor Speech Disorders	Neurologic basis, assessment and treatment of dysarthria and apraxia. Prerequisites: Neuroanatomy (3, Sp)
5025	Aphasia & Cognitive Disorders	Study of the understanding, assessment and treatment of language and cognitive impairments associated with focal lesions to the left or right hemisphere. Prerequisites: Neuroanatomy. (3, Sp)
5030	Research Methods	Introduction to research procedures in the study of communication science and disorders. Students will learn about the principles underlying quantitative and qualitative research designs and the types of statistical methods appropriate for the analysis of different kinds of data. (3, Fa)
5035	Voice Disorders	Etiology, physiology, and pathology associated with the acoustic and resonating symptoms of the disorder, current methods in voice pathology identification and management. (3, Su)
5040	Early Intervention	Introduction to early intervention programs and approaches for infants and toddlers with emphasis on the role of the speech-language pathologist in team intervention (3, Fa)
5045	Augmentative & Alternative Communication	Theory and research associated with best practices in AAC in diverse settings and with diverse clientele. (3, Fa)
5050	Dysphagia	Study of assessment and treatment of individuals with swallowing disorders. Prerequisites: Neuroanatomy. (3, Fa).
5055	Fluency Disorders	A graduate level course study of stuttering theories, etiology, symptomatology, diagnosis, and treatment. (3, Fa)
5060	Multicultural Issues	Clinical application of research to address the changing needs of our society. (2, Sp)
5065	Professional Issues	Professional and ethical practices in speech-language pathology. (2, Sp)
5070	Clinical Practicum I	Beginning supervised clinical practice therapy for communication disorders; usually on-campus, Level I. (2)
5075	Clinical Practicum II	Supervised clinical practice therapy for communication disorders including diagnostics, Level II. (2)
5080	Clinical Practicum III	Supervised clinical practice therapy for communication disorders, including audiology and aural rehabilitation Level III. (2)
5085	Clinical Practicum IV	Advanced supervised clinical practice therapy for communication disorders, Level IV. (2)

5090	Externship	Full time off campus supervised clinical practice therapy, divided into two settings (school, medical) of six weeks each. (6)
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standard; the original grade received on the first assessment of the standard stands as the final and only grade for that standard despite the fact that the standard is later met under intervention/remediation. No grade change is made in the calculation of the final grade for the course.

Certification Standards and Formative Assessment

Knowledge and Skills Standard IV and V are assessed throughout the program of graduate study. In general, this **formative assessment** is conducted in each course. As can be seen from

For example, Standard IV-D: Knowledge of the Current Principles and Methods of Prevention, Assessment, and Intervention of **receptive and expressive language disorders**, will be met in SPTH 5010 Language Learning Disorders, SPTH 5025 Aphasia and Cognitive Disorders, SPTH 5015 Diagnostic Methods, SPTH 5070 Clinical Practicum I, etc. Students must meet the standard in each course for the standard to be considered met. As each standard is met and verified via the course instructor, the student should maintain documentation of this verification from their course syllabus and degree plan. This is the major means by which students may document acquisition of knowledge and skills. If a standard is tracked in multiple courses, the

The following descriptions of the required course work to meet Standard IV-A are adapted from the ASHA online document, *Prerequisite Course Content Areas Related to SLP Certification Standards* (<https://www.asha.org/certification/course-content-areas-for-slp-standards/>)

Biological Sciences: (3 credit hours required with grade of C or better)

- Biological science courses emphasizing the characterization of living organisms and the investigation of the science behind living (e.g., biology, anatomy and physiology, biodiversity, cell biology, genetics, molecular genetics, microbiology, science, neurobiology, neurology)
- NOTE: Courses in the biological sciences specifically related to communication sciences and disorders cannot be applied in this category.

Physical Sciences: (3 credit hours required with grade of C or better)

- Physical sciences courses content provides foundational knowledge in chemistry or physics.
 - Chemistry courses emphasize the scientific study of substances and compounds composed of atoms and molecules, and their structure, properties, and the changes that occur during reactions with the other compounds (e.g., general chemistry, food chemistry, organic chemistry).
 - Physics courses deal with matter, energy, motion and force (e.g., general physics, physics of music).
- NOTE: Courses in the physical sciences specifically related to communication sciences and disorders cannot be applied

SPTH 5045 Augmentative or Alternative Communications
SPTH 5060 Multicultural Issues

Swallowing Processes:

SPTH 5000 Neuroanatomy
SPTH 5050 Dysphagia

Standard IV-C. The applicant must have demonstrated knowledge of communication and

Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span:

SPTH 5050 Dysphagia
SPTH 5040 Early Intervention

Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning:

SPTH 5010 Language Learning Disorders
SPTH 5025 Aphasia & Cognitive Disorders
SPTH 5040 Early Intervention
SPTH 5045 Augmentative or Alternative Communications

Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities:

SPTH 5010 Language Learning Disorders
SPTH 5025 Aphasia & Cognitive Disorders
SPTH 5045 Augmentative or Alternative Communications

Augmentative and alternative communication modalities:

SPTH 5010 Language Learning Disorders
SPTH 5025 Aphasia & Cognitive Disorders
SPTH 5045 Augmentative or Alternative Communications

Standard IV-E The student must have demonstrated knowledge of standards of ethical conduct.

SPTH 5015 Diagnostic Methods
SPTH 5065 Professional Issues
SPTH 5070 Clinical Practicum I
SPTH 5075 Clinical Practicum II
SPTH 5080 Clinical Practicum III
SPTH 5085 Clinical Practicum IV
SPTH 5090 Clinical Practicum V
All professional courses listed in IV-F below

Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current [*ASHA Code of Ethics*](#).

Standard IV-F. The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice. The standard must be met in each of the following courses:

SPTH 5030 Research Methods
SPTH 5015 Diagnostic Methods
SPTH 5010 Language Learning Disorders
SPTH 5025 Aphasia & Cognitive Disorders
SPTH 5050 Dysphagia

SPTH 5035 Voice Disorders
SPTH 5040 Early Intervention
SPTH 5020 Motor Speech Disorders
SPTH 5045 Augmentative or Alternative Communications
SPTH 5055 Fluency Disorders
SPTH 5075 Clinical Practicum II
SPTH 5080 Clinical Practicum III
SPTH 5085 Clinical Practicum IV
SPTH 5090 Clinical Practicum V

NOTE: It is expected that SPTH 5030 Research Methods teaches principles of research including those related to evidence-based clinical practices. For this reason, research methods courses offered in other departments other than speech-language pathology **will not** be acceptable substitutes. All professional courses teach ways of integrating clinical practice and research. In clinical practica, students will integrate research principles into evidence-based clinical practice in prevention, assessment, and intervention.

Standard IV-G. The applicant must have demonstrated knowledge of contemporary professional issues.

All professional courses listed in IV-F above
SPTH 5065 Professional Issues

Professional Workshops: Students will regularly attend scheduled professional workshops offered through the Speech, Language, and Hearing Clinic and Speech Pathology Department. Information regard

STANDARD V: SKILLS OUTCOMES

Skills outcomes are acquired through enrollment in Advanced Clinical Practicum courses. Students are required to follow the sequence of courses in the Course Sequence document, including the pre-requisite courses as stipulated. Students ~~re~~ with a 0 G [(qu)-9(e)4(nc)4(e)4(do)-9(c)4(u)

SPTH 5015 Diagnostic Methods
SPTH 5025 Aphasia & Cognitive Disorders
SPTH 5075 Clinical Practicum II
SPTH 5040 Early Intervention
SPTH 5080 Clinical Practicum III
SPTH 5045 Augmentative or Alternative Communications
SPTH 5085 Clinical Practicum IV
SPTH 5090 Externship

Hearing, including the impact on speech and language: Prevention, Assessment, Intervention:

SPTH 5070 Clinical Practicum I
SPTH 5075 Clinical Practicum II

Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span:

SPTH 5050 Dysphagia
SPTH 5040 Early Intervention

Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning:

SPTH 5010 Language Learning Disorders
SPTH 5025 Aphasia & Cognitive Disorders
SPTH 5075 Clinical Practicum II
SPTH 5040 Early Intervention
SPTH 5080 Clinical Practicum III
SPTH 5045 Augmentative or Alternative Communications
SPTH 5085 Clinical Practicum IV
SPTH 5090 Clinical Practicum V

Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities

SPTH 5010 Language Learning Disorders
SPTH 5070 Clinical Practicum I
SPTH 5025 Aphasia & Cognitive Disorders
SPTH 5075 Clinical Practicum II
SPTH 5080 Clinical Practicum III
SPTH 5045 Augmentative or Alternative Communications
SPTH 5085 Clinical Practicum IV
SPTH 5090 Externship

Augmentative and alternative communication modalities

SPTH 5070 Clinical Practicum I
SPTH 5010 Language Learning Disorders
SPTH 5025 Aphasia & Cognitive Disorders

- e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.**
- f. Complete administrative and reporting functions necessary to support intervention.**
- g.**

Standards V-C, V-D, V-E, and V-F. These standards are all met in the various clinics and are all

- B. Off-site placement Lifespan (community clinic)
- C. Adult medical placements (first or second rotation)
- D. Part-time off-site placement adult medical & XULA clinic low incidence/adult rotation.

Implementation: At least 1/3 of the cohort at an adult placement

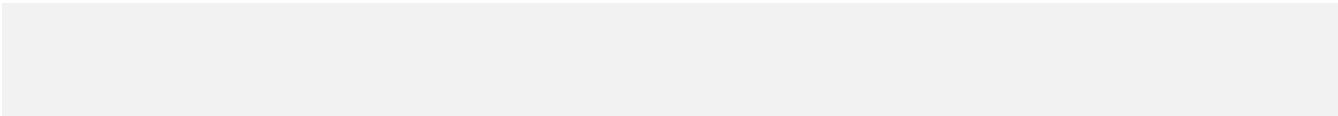
Standard VI: Assessment

ASHA statement:

<https://www.asha.org/certification/praxis/about-the-speech-language-pathology-praxis-exam/>

It is recommended that individuals [register and take the Praxis exam](#) **no earlier** than the completion of their graduate coursework and graduate clinical practicum or during their first year of clinical practice following graduation. Applicants should take into consideration any state licensing requirements regarding completion of the exam.

The XULA SPTH Program recommends that the Praxis be completed with a passing score during the final semester of graduate school.



(c.f. https://www.asha.org/Certification/2020-SLP-Certification-Standards/#5)	(Standards concepts are taught and tracked via exams v TTE, Graded individual/group presentations v GP, EBP papers/ projects v EBP and other course projects---OCP)
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	Undergraduate Program	Undergraduate Program	Undergraduate Program	Undergraduate Program	Undergraduate Program

SPTH 5000 (Neuroanatomy)	SPTH 5025 (Aphasia & Cognitive Disorders)	SPTH 5035 (Voice Disorders)	SPTH 5020 (Motor Speech Disorders)	SPTH 5060 (Multicultural Issues)
SPTH 5010 (Language Learning Disorders)	SPTH 5050 (Dysphasia)	SPTH 5040 (Early Intervention)	SPTH 5045 (Augmentative or Alternative Disorders)	_____
	SPTH 5015 (Diagnostic Methods)		SPTH 5055 (Fluency Disorders)	

integrate

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SPTH 5010
(Language
Learning
Disorders)

SPTH 5015
(Language
Learning
Disorders)

		SPTH 5025 (Aphasia & Cognitive Disorders)			
		SPTH 5015 (Diagnostic Methods)			
		SPTH 5015 (Diagnostic Methods)			

	SPTH 5070 (Clinical Practicum I)	SPTH 5075 (Clinical Practicum II)	Clinical Practicum III)	5085 (Clinical Practicum IV)	
	SPTH 5070 (Clinic Practicum I)	SPTH 5075 (Clinic Practicum II)	SPTH 5080 (Clinic Practicum III)	SPTH 5085 (Clinic Practicum IV)	SPTH 5090 (Externship)
				SPTH 5085 (Clinic Practicum IV)	SPTH 5065 (Professional Issues)

Standard V: Skills Outcomes					

Students will receive advising on a regular basis that pertains to both academic and clinical performance and progress. At Xavier, faculty members serve as

Students will be required to meet with their advisors during orientation or during the registration period prior to classes. After classes begin, students are encouraged to meet with their advisors at least one more time during the semester.

Adjunct faculty are required to be available one to two hours before or after each class and by email and phone. Adjunct faculty participate in an adjunct orientation outlining the policies and procedures with regard to academic and clinical instruction.

In addition, during faculty meetings. Faculty are reminded to encourage students to seek support from various assistances on campus, such as instructors, the campus Writing Resource Center, the Counseling and Wellness Center, etc.

If a student is not performing at the level of expectation in a clinical placement, the supervisor will meet with the student and alert the Director of Clinical Education. An electronic record keeping program (*Calipso*) will be utilized to track student progress within the program as well as to maintain data regarding clinical experiences.

clinical practice. The knowledge and skills assessment (KASA) will be used as a guideline when designing academic and clinical standards for graduate education and in some cases exceed those expectations.

The MS degree in speech-language pathology requires successful completion of a minimum of 51 graduate credits. Successful completion of the Master of Science in Speech-Language Pathology is not only based on the earned graduate credits toward the degree, but also evidence of successful achievement of both academic and clinical skill development.

Second year students are required to complete comprehensive examinations in order to qualify for graduation. The

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

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

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

For more information:

<http://caa.asha.org/programs/complaints/>

president's designee. The purpose of the response is to verify the accuracy of the site visit report.

f. The CAA reviews all evidence before it, including the site visit report and the program's response to the report, and takes one of the following actions within twenty-one (21) days: dismisses the complaint, recommends modifications of the program within a specified period of time (except for those areas that are solely within the purview of the institution), places the program on probation, withholds/withdraws accreditation.

g. If the CAA withholds/withdraws accreditation, the program director and the institution's president or president's designee are informed within fifteen (15) days of the CAA decision that accreditation has been withheld/withdrawn. Notification also includes justification for the decision, and informs the program of its option to request Further Consideration. Further Consideration is the mechanism whereby the program can present appropriate standards and ask the CAA to reevaluate its decision to withhold/withdraw accreditation. If the program does not exercise its Further Consideration option, the CAA's decision to withhold/withdraw accreditation is final and no further appeal may be taken. If accreditation is withheld/withdrawn, the chair of the CAA notifies the Secretary of the United States Department of Education at the same time that it notifies the program of the decision.

If the program chooses to request Further Consideration, the CAA must receive the request within thirty (30) days from the date of the notification letter. With the request for Further Consideration, the program must submit additional written documentation to justify why accreditation should not be withheld/withdrawn. A hearing with the CAA is not provided for Further Consideration requests. The CAA will evaluate the request for Further Consideration and take one of the following actions within thirty (30) days: recommends modifications of the program within a specified period of time (except for those areas that are solely within the purview of the institution) places the program on probation withholds/withdraws accreditation

h.

Clinical Educator
