

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

Graduate Handbook

For Communication
Disorders & Sciences

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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, a Professional 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 Conduct and University Internal Governing Policies

Internal governing policy #8 establishes EIU as a drug-free campus. As an academic community, Eastern Illinois University is committed to providing an environment in which learning and scholarship may flourish. The possession or use of illegal drugs, possession or use of cannabis, or the abuse of those which may otherwise be legally possessed seriously affects that environment, as well as the individual potential of the students and employees. Although Illinois has legalized recreational cannabis as of January 1, 2020, federal law prohibits use and possession on EIU's campus. The [Student Conduct Code](#) and [University Internal Governing Policies](#) therefore prohibit such acts and the institution can, and will, impose disciplinary sanctions or action for violations.

The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance, including cannabis, by employees or students on University premises, or while conducting University business off University premises, is absolutely prohibited.

Violations of this prohibition by students may result in the application of sanctions, including:

- possible required participation in an approved substance use disorder assessment, intervention, treatment, rehabilitation and/or recovery program; and
- disciplinary action up to and including expulsion from the University under applicable [Board of Trustees regulations](#) and the Student Conduct Code.

Additional information may be found at <https://www.eiu.edu/auditing/igp/8>.

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 Mrs. Magee or Mrs. Endsley 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 EIU library offer printing/copying machines through the use of your Panther Card. These machines will print in black & white or color.

Graduate Study Space and Mailboxes

Each graduate student is assigned a mailbox in the Clinician's Room or outside of an 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. Faculty 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 at the hallway tables or in the 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 8:00 p.m., Friday until 5:00 p.m., and Sunday from 5:00-8:00 p.m. A graduate assistant is on duty Monday-Thursday until 8:00 and Sunday from 5:00-8:00. 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 (ISR System), and OnBase (record viewing system). Instructions for how to access these programs are listed in the clinic handbook.

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 5670 Professional Regulations and Issues in the Educational Setting for SLPs
- CDS 5680 Professional Regulations and Issues in the Medical Setting for SLPs
- 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

- Thesis Chair
 - 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.
 - 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.
 - 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.
 - The Graduate Coordinator shall complete a change of grade form and submit it to the Department Chair upon deposit of thesis.
- Coursework
 - 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.
 - 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.
 - 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.
- Thesis Committee
 - 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.
 - Additional committee members may be included.
 - Any EIU faculty member with graduate faculty status from the Graduate School may serve as a member of a thesis committee.
 - Committee members from outside EIU must submit a vitae to the Graduate School and be granted adjunct graduate status.
 - The committee has the task of determining the appropriateness of the research design and the validity of the thesis project.
- Thesis
 - ⊖ 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.
 - 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.

- Defense of Thesis Prospectus and Defense of Master's Thesis
 - 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.)
 - 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.
 - 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.
 - The student will give an oral presentation for the prospectus and defense of master's thesis.
 - 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.
 - 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.
 - 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.
- Thesis Archiving
 - 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).
 - Committee members shall be provided a copy of the thesis, either hard or softbound.

Typical 6-Semester Graduate Course Sequence Option

Summer 1, 8 weeks	Fall 1	Spring 1
CH Course 1 CDS 5000 Research Methods in CDS 2 CDS 5130 Adv Speech Sound Dis 1 CDS 5905 Adv Clinical Dx & Assess 1 CDS 5905 Adv Clinical Tx & Meth 1 CDS 5450 Sem in AAC (if needed) 5/6	CH Course 3 CDS 5230 Early Child Lang Dis 3 CDS 5100 Motor Speech Dis 3 CDS 5300 Aphasia & RH Dysfunction 2 CDS 5170 Voice Production Dis 2 CDS 5900 Advanced Clin Pract 1 CDS 5910 Adv Speech & Lang Dx OR CDS 5920 Audiology for the SLP 14	CH Course 1 CDS 5001 Research Experience 3 CDS 5250 School Age Lang Dis 3 CDS 5500 Dysphagia Management 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
Summer 2, 8 weeks	Fall 2	Spring 2
CH Course 2 CDS 5200 Literacy for the SLP 2 CDS 5150 Fluency Dis 2 CDS 5800 Grand Rounds in CDS 1 CDS 5900 Advanced Clin Pract 7	CH Course 9 CDS 5970/5980 14-week internship 1 CDS 5670/580 Prof Reg/Issues 10	CH Course 9 CDS 5970/5980 14-week internship 1 CDS 5670/580 Prof Reg/Issues 10

The Graduate Coordinator will review each student's transcript and develop a graduate study plan with required coursework during advising meetings. 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, Spring 1, 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, 8 weeks	Fall 1	Spring 1
CH Course 1 CDS 5000 Research Methods in CDS 2 CDS 5130 Adv Speech Sound Dis 1 CDS 5905 Adv Clinical Dx & Assess 1 CDS 5905 Adv Clinical Tx & Meth 1 CDS 5450 Sem in AAC (if needed) 5/6	CH Course 3 CDS 5100 Motor Speech Dis 3 CDS 5300 Aphasia & RH Dysfunction 1 CDS 5900 Advanced Clin Pract 1 CDS 5910 Adv Speech & Lang Dx OR CDS 5920 Audiology for the SLP 9	CH Course 1 CDS 5001 Research Experience 3 CDS 5250 School Age Lang Dis 3 CDS 5500 Dysphagia Management 3 CDS 5350 Cog Comm & EF Dis 1 CDS 5900 Advanced Clin Pract 11
Summer 2, 8 weeks	Fall 2	Spring 2
CH Course 2 CDS 5200 Literacy for the SLP 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 2 CDS 5170 Voice Production Dis 2 CDS 5900 Advanced Clinical Pract 1 CDS 5910 Adv Speech & Lang Dx OR CDS 5920 Audiology for the SLP 8	CH Course 9 CDS 5970 14-week educ. Internship 1 CDS 5670 ED Professional Reg/Issues 10
Summer 3		
9 CDS 5980 12/14-week med. Internship 1 CDS 5680 MED Professional Reg/Iss 10		

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 the catalog or this handbook. 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 (i.e., essential functions) 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 educational 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 and a maximum of 2 hours of CDS 5910 and 5920.

Essential Functions

ESSENTIAL FUNCTIONS FOR CLINICAL PRACTICUM EASTERN ILLINOIS UNIVERSITY COMMUNICATION DISORDERS AND SCIENCES UPDATED 5/30/22

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 for coursework 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 ensure the student 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 curriculum and clinical practicum, and the development of professional attributes required to meet required ASHA standards. Failure to meet essential functions may result in remediation and/or dismissal from the program.

A. COMMUNICATION ABILITIES

A student must possess adequate communication skills to:

- Communicate proficiently in both oral and written English language.
- Provide accurate models of speech and language in Standard American English.
- Communicate professionally and intelligibly with patients, colleagues, other health care professionals, and community or professional groups.
- Read and write sufficiently to meet curricular and clinical demands.

- Perceive and demonstrate appropriate non-verbal communication for culture and context, and the ability to modify communication style to meet the communication needs of clients, caregivers, and other persons served.
- Recognize and adjust when a client and/or client's family does or does not understand one's written and verbal directions.
- Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
- Convey information accurately with relevance and cultural sensitivity.

B. INTELLECTUAL/COGNITIVE

A student must possess adequate intellectual and cognitive skills to:

2. Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.
3. Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
4. Solve problems, reason, and think flexibly to make sound clinical judgments and modifications in patient assessment and intervention.
5. Self-evaluate, identify, and communicate the limits of one's own knowledge and skill to an appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
6. Utilize detailed written and verbal instruction in order to make unique and dependent decisions.

C. BEHAVIORAL/SOCIAL

A student must possess adequate behavioral and social attributes to:

- a. Display mature, empathetic, effective, and collaborative professional relationships by exhibiting compassion, integrity, and concern for others.
- b. Recognize and show respect for individuals of different ability, race, ethnicity, sex, gender, identity/gender expression, sexual orientation, age, religion, national origin, culture, language, or dialect.
- c. Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.
- d. Maintain general physical health and hygiene, mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.
- e. Adapt to changing and demanding environments (including maintaining both professional demeanor and emotional health).
- f. Manage the use of time effectively to meet deadlines and complete professional and technical tasks within realistic time constraints.
- g. Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
- h. Demonstrate initiative to seek support, solve problems, and complete tasks.
- i. Attend class regularly and demonstrate engagement and participation.
- j. Dress appropriately and professionally for the setting.

D. MOTOR ABILITIES

A student must possess adequate motor skills to:

1. Sustain the necessary physical activity level in required classroom and clinical activities.
2. Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.
3. Access transportation to clinical and academic placements.
4. Participate in classroom and clinical activities for the defined workday.

5. Efficiently manipulate the testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
6. Manipulate patient-utilized equipment (e.g., durable medical equipment to include AAC devices, hearing aids, etc.) in a safe manner.
7. Access technology for clinical management (i.e., billing, charting, therapy programs, etc.).

E. SENSORY/OBSERVATIONAL

A student must possess adequate aided/unaided sensory abilities of vision, hearing, touch, smell, and proprioception to:

a. Identify and discriminate normal and disordered communication in:

- Speech sound production, including articulation, motor planning and execution, phonology, accent modification (e.g., visualize, identify, and discriminate typical and atypical anatomic structures and functions and imaging).
- Fluency.
- Voice and resonance, including respiration and phonation.
- Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing.
- Hearing, including the impact on speech and language.
- Swallowing/feeding, including structure and function of orofacial myology and oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span.
- Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning.
- Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities.
- Augmentative and alternative communication modalities.

b. Accurately monitor equipment displays and controls used for assessment and treatment of patients.

c. Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.

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. Recommended courses of action may include remediation and/or dismissal from program.

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 Calipso 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 all academic and on-campus clinical courses (5900, 5910, 5920), faculty rate observed standards using a pass/fail numerical scale (e.g., 4 or 2). Students receiving a 2 on any standard will be recommended for remediation. For internship courses (5970, 5980), supervisors 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 on Calipso, 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 CDS 5910. Syllabus and policies and procedures related to diagnostics are in the Clinic Handbook.

Teams of two/three 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 1 month in advance of the scheduled diagnostic. Check the schedule in the Clinicians' Room.

CDS 5920 – Audiology and Diversity for the SLP

Students will also participate in supervised diagnostic evaluations for suspected central auditory processing (CAP) disorder and/or rehabilitation with a variety of auditory disorders. 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. During this practicum, students will also participate in supervised prevention, screening, and language enrichment for bilingual students through a local school district. This will be completed at a designated day/time each semester to accommodate the regular clinic schedule.

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. 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. Candidates are responsible for meeting the requirements of their external medical internship site.

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. 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 **Medical and Educational Internship Handbooks** for additional information.

Oral and Written Comprehensive Examinations

Students completing the non-thesis option must complete written and oral comprehensive examinations. The examinations are typically completed during 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 a 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	20 questions
Basic Science	24 questions
Research	10 questions
Practicum	18 questions
Speech Disorders	20 questions
Developmental Language Disorders	28 questions
Voice Disorders	10 questions
Fluency Disorders	10 questions
Dysphagia	10 questions
Audiology	10 questions
AAC	10 questions
Professional Regulations	10 questions
Acquired Language Disorders	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. Students prepare a one-page handout summarizing pertinent aspects of the case for the faculty committee including a listing of evidence-based practice reference(s) in the handout. The handout is given to 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 faculty committee for a maximum of 15 minutes. 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	1	2	3	4
Scale	Fails to Meet Expectations	Minimally Meets Expectations	Meets Expectations	Exceeds Expectations

Educator and Praxis Exams

Speech-Language Pathology NonTeaching Test (232): 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

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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

- a. Information entitled Application for Certification in Speech-Language Pathology (ASHA-CCC) is available online at <https://www.asha.org/certification/slpcertification/> and is provided by the Graduate Coordinator during the Exit Meetings during Comprehensive Exam days.
- b. ASHA certification is actually optional to legally practice as an SLP though many employers 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.
- c. 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. Specific information regarding extending your CF year can be found on ASHA's website.
- d. If you have further questions about this process, contact ASHA at 1-(800) 498-2071.

Illinois Licensure of Speech-Language Pathologists

- a. You must hold a state license to practice speech-language pathology. This is state law in Illinois and most other states.
- b. In Illinois, SLP licensure is administered by IDFPR.
- c. ****Apply for your temporary license/SLP license as soon as you have all necessary paperwork to do so. You submit one application. All paperwork must be sent in together all at once. If you plan on working soon after graduation, send in licensure paperwork prior to graduation from EIU. If you plan to not work in the summer, wait until June to send in licensure paperwork. Temporary license is good for 1 year and you must have completed 9 month CFY within a year from the issuance of your temporary license.**
- d. **IF YOU ARE WANTING TO WORK UNDER THE 120 day GRACE PERIOD- USE A METHOD OF MAILING THAT GIVES YOU A RECEIPT, SO YOU HAVE PROOF THEY (IDFPR) HAVE RECEIVED YOUR INFORMATION. THEY WILL NOT SEND YOU ANY PROOF THAT YOU ARE OK TO START WORKING. Proof of application is often acceptable to employers given the wait time from IDFPR.**

- e. 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.**
- f. 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.
- g. The experience may be completed over a period of time up to 18 months, but the temporary license is initially issued for a year. If the CFY training is not completed in a year, an extension must be requested.
- h. Always keep copies of everything or copies of emails/receipts saying it was completed.**
- i. 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, including teletherapy. Many SLPs hold licensure in more than one state. Every state is different in terms of the requirements and procedures for obtaining licensure.
- j. If you have questions, you can contact IDFPR via their website at www.idfpr.com or contact the SLP Board Liaison, Jerry R. Miller, at 217-782-7524 or jerry.r.miller@illinois.gov

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 (ISBE, non-teaching)

1. An Professional Illinois Educator License (PEL) 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 school 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. 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 have completed the SLP entitlement form early in the program. This means the education department will “entitle” you for the PEL through ISBE to start the process.

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 typically 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. GAs should check with their faculty supervisors to determine the extent of assigned responsibilities during academic break times.

Departmental GAs work 18 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:

- **Night duty** (typically 3 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.
- **GA office hours/other GA work hours during the regular work week of Mon-Fri 7:30-5:30** (approximately 15 hours per week). 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.
- **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.
- 1. **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:
 - Autism Conference
 - Fall Group Advisement
 - Columbus Day Open House, Veterans Day Open House, President's Day Open Houses
 - Graduate School Visitation Days
 - 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	Examples of Professional Service/Leadership	Examples of Research/Publications
Dr. Rebecca Throneburg, Department Chair	27 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 5000/5001 Research Methods & Experience CDS 5100 Motor Speech Disorders CDS 5150 Stuttering	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. Early childhood stuttering article and grants with researchers from U of I and Iowa. Student research mentoring, ASHA ISHA presentations on many topics partnering with other faculty
Mrs. Trina Becker, Clinic Director	20 years	Augmentative and Alternative Communication	Worked for Special Ed Co-op for 4 years	CDS 2000 Intro to Com Disorders CDS 3100 Phono 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
Ms. Jill Fahy, Director, STEP Program	19 years	Executive Function, Acquired Language Disorders, Social Communication/ Pragmatics Autism Brain/Behavior Relationships	Worked for 12 years in 4 hospitals (acute care, inpatient, day rehab, home health)	CDS 5300 Acquired Language Disorders CDS 5350 Cognitive Communication/Executive Function Disorders CDS 5800 Medical Grand Rounds	Most of work is as Director of STEP, Students with Autism Transitional Education Program, at EIU. Previously Guest Editor, ASHA Perspectives SIG 1 Executive Function Forum; previously track chair, Medical Issues, ISHA	Publications and presentations in Executive Dysfunction, evaluation and treatment; Role of language in EFs; Adolescent Language-Reasoning-Planning. Article on aspects of Broca's area. Books: The Source for Development of

						Executive Functions, 2 nd edition; The Source for Development of Executive Functions. Invited/national speaker: executive functions
Dr. Angela Anthony	17 years	Early Language, Literacy, Hearing Impairment, Sign Language, Auditory and Language Proces	Private practice and private school for 2 years. Assessment & teacher training in Head Start Preschool. Public school for 1 year.	CDS/WLA 1101 American Sign Language I CDS 3200 Language Disorders CDS 5001 Research Experience CDS 5210 Language and Literacy Undergraduate Departmental Honors	ISHA Past President University honors committee Previous ASHA Sig chair	Reviewing literature and exploring differential diagnosis and assessment of auditory processing vs. language processing disorders 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
Mrs. Beth Bergstrom	16 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 Intervention/Families	EICSHA, ISHA	Co-chaired student research projects and presented at ISHA/ASHA about articulation skills, AAC, family involvement in EI, developmental trauma
Dr. Nichole Mulvey,	10 years	Child language, school-based	10 years in schools	CDS 5230 Early Childhood	ISHA convention coordinator,	Publications and presentations in Social Language

Graduate Coordinator		issues and service delivery, early intervention	15 years early intervention provider PRN skilled nursing facilities	Language Disorders CDS 5250 School-Age Language Disorders CDS 4600 Capstone Seminar in CDS CDS 5800 Grand Rounds in CDS Supervises in EIU clinic	convention co-chair and track chair, ISHA Vice President, ISHA early intervention and social media committee, Department Assessment Coordinator, ASHA Sig 1 Coordinator and PDC, EIU Faculty Senate, EIU EWP, CHHS Curriculum Committee	and Bullying, Inter-professional Practice, Language Sampling and Social Skills, Preschool Narrative Language, Developmental Trauma; current research with social/pragmatic language sampling
Dr. Heidi M. Ramrattan, Audiologist	8 years	Aural Rehab, Central Auditory Processing Disorder, Educational Audiology, FM systems, Cochlear Implants	Worked for 5 years as a clinical audiologist prior to joining EIU staff. 4 years as an educational audiologist in school setting, 1 year private practice	CDS 4300 Intro to Audiology CDS 4350 Aural Rehabilitation CDS 2800 Speech and Hearing Science CDS 3300 Sign Language and Deaf Culture CDS 5920 Auditory Processing Disorders for the SLP Supervises hearing and auditory processing evaluations	ISHA Audiology Affairs EAA Advocacy Committee ISHA convention track chair ASHA convention program member supervision ad hoc committee ASHA International Issues Committee Member	Technical Paper at Association of Psychological Science ISHA/ASHA/EAA presentations, Publication in <i>Folia Phoniatrica Et Logopaedica</i> and ASHA perspectives Developed guideline for "Assessing Hearing of Individuals with Dementia" for Gurevich, N. and Reese, P. B. . <i>The source for dementia</i> (2nd Edition). Austin, TX: PRO-ED.
Mrs. Lynne Cameron, Medical Internship Coordinator	8 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,	CDS 4500 – Introduction to Medical Speech-Language Pathology CDS 5980 – Medical Internship CDS 5680 – Medical Professional	Partnership Council at Carle Hospital, ISHA Student Day Coordinator, ISHA EBP Committee Co-Chair, ISHA Track Chair	ASHA presentation on Fast-Mapping in Children with Autism; ISHA presentations on Evidenced-Based Practice, AAC in Adults with Acquired Aphasia

			swallow studies)	Regulations and Issues CDS 5500 – Dysphagia Management in Children and Adults CDS 5170 – Voice Production and Disorders CDS Supervises in EIU clinic		and Apraxia, and Fast-Mapping in Children with Autism; ECISHA presentation on Supervision
Mrs. Ann Dralle	6 years	Pediatric Feeding, Autism, Fluency, Adult Acquired	1 year in skilled nursing and 13 years at Sarah Bush Lincoln Hospital- Out patient, home health, early intervention	Supervises in EIU clinic	East Central Illinois Speech and Hearing Association ISHA representative council	Power of Choice in Tx Planning
Mrs. Jacki Tish, Educational Internship Coordinator	5 years	Early language development , Autism	5 years in an Early childhood education center Experience in acute care and inpatient rehab	CDS 2000 Intro to CDS Supervises in EIU clinic Educational Internship Coordinator	Representative council for ECISHA Student Day Coordinator for ISHA convention Involvement with EIU Autism Center	Assist with student research projects Undergraduate Honors Thesis on improve imitative skills and comparing imitative abilities and speech production in young children with ASD
Mr. Rudyard Watson	5 years	Adult Acquired Disorders, Adult Learning And Development, Dysphagia, Geriatric Therapeutic Intervention, Medicare, CVA, Aphasia, Cog Comm	over 10 years in acute and rehabilitation settings, 7 years as upper elementary/middle school SLP, Therapeutic Rehab Setting Manager/DOR experience	Supervises in EIU clinic Co-teaches CDS 5300 and 5350	Involved with ECISHA--past President and Technology consultant	Will assist with student research projects, undergraduate honors thesis, ASHA presenter, ASHA/ISHA poster presenter Developing lines of research within Adult Career and Education Development focused on autistic adults

Dr. Laurel Teller	3 years	Child language and literacy; adult learning; bilingualism	5 years in public school; 4 years PRN in hospital	CDS 2200 Language Acquisition CDS 3500 Neurology CDS 5000 Research Methods CDS 5001 Research Experience Supervision in EIU clinic	Journal reviewer for Teaching and Learning in Communication Sciences and Disorders Member of the EIU Council for Faculty Research	Assist with student research; research and poster presentations on complex syntax; publication on scholarship of teaching and learning
Mrs. Alyssa Bunfill	1 year		8 years in hospital setting (acute and sub-acute in-patient, out-patient rehab); 5 years in public schools (preK-12 th grade gen ed and self-contained special ed caseloads, social-emotional special ed program); 2 years private practice (Early childhood and up; a variety of disorders and etiologies)	Supervises in EIU Clinic		