



Saint Xavier
UNIVERSITY

COMMUNICATION SCIENCES AND DISORDERS GRADUATE SUPPLEMENTAL HANDBOOK

2026-2027 EDITION

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Introduction

CSD Welcome

Welcome to SXU! We are proud of our academic excellence, history and mission, and we are glad you have chosen our program. We expect that you will find our program challenging and rewarding. It is our hope that at the completion of the program, you will have a strong theoretical and empirical understanding of the field of speech-language pathology. We encourage you to approach your experience with a commitment to excellence and a cooperative attitude. We look forward to watching you learn and grow into a competent and passionate clinician.

Handbook Overview

This handbook outlines the policies, procedures, and requirements for successful completion of the Master of Science in Speech-Language Pathology within the Communication Sciences and Disorders (CSD) program. Students are expected to read the handbook carefully, refer to it regularly, and remain familiar with its contents throughout the program.

This handbook serves as a guide and does not constitute a contract between students and the CSD program or Saint Xavier University. Policies and procedures may be revised at the discretion of the University and/or the CSD program. In cases where University-wide policies differ from CSD program policies, CSD program policies will take precedence. Students are responsible for staying informed of current policies and handbook updates.

While every effort is made to ensure the information is accurate and current, students should also consult the most recent information provided by the American Speech-Language-Hearing Association, the Illinois State Board of Education, and other relevant credentialing agencies, as well as University announcements and catalogs for updated academic information, deadlines, and procedures.

Questions regarding handbook content should be directed to the program director or the clinical education coordinator.

SXU History and Heritage

Saint Xavier University is a comprehensive, coeducational, Catholic institution sponsored by the Sisters of Mercy of the Americas through the Conference for Mercy Higher Education (CMHE).

Founded by the Sisters of Mercy in 1846 and chartered in 1847, Saint Xavier's historic roots make it Chicago's oldest college, one of the first institutions of higher learning in Illinois, and the first Mercy institution of higher learning in the world.

Founded as Saint Francis Xavier Female Academy, Saint Xavier inaugurated college classes in 1915, became coeducational in 1969, and gained the status of a university in 1992. The University currently serves a diverse population of students through a selection of undergraduate and graduate programs offered through the College of Liberal Arts and Education, the Graham School of Management, and the School of Nursing and Health Sciences.

SXU Mission Statement

Saint Xavier University, a Catholic institution inspired by the heritage of the Sisters of Mercy, educates persons to search for truth, to think critically, to communicate effectively and to serve wisely and compassionately in support of human dignity and the common good.

SXU Core Values

As it engages in a search for truth and knowledge, the Saint Xavier University community commits itself to practicing eight core values, both for personal enhancement and to understand and improve our world.

Respect moves us to understand the gifts and unique contributions of every person in the University community and to value diverse perspectives.

Excellence commits us to challenge ourselves to utilize our God-given gifts: intellectual, social, physical, spiritual and ethical.

Compassion compels us to stand with and embrace others in their suffering that, together, we may experience God's liberating and healing presence.

Service calls us to use our gifts, talents and abilities to advance the genuine well-being of our community and those we encounter.

Hospitality draws us to do our daily work with a spirit of graciousness that welcomes new ideas and people of all backgrounds and beliefs.

Integrity gives us the ability to realize the greater good in our actions and programs and challenges us to look at our work and ourselves holistically and as one united with others across the globe.

Diversity builds a community that fosters a climate that is open and welcoming to diverse people, ideas and perspectives, that promotes a constructive discourse on the nature of diversity, and that engages faculty, staff and students in activities that promote the University's core values.

Learning for Life, in the liberal arts tradition, encourages us to pursue knowledge and truth throughout our lives in ways that improve our communities and ourselves and that strengthen our understanding of each other.

SXU Diversity Statement

Grounded in Catholic identity, mission, and heritage, Saint Xavier University is committed to serving a diverse learning community in conjunction with our [core values](#). The University belongs to all in its community, regardless of race, color, ethnicity, creed, religion, gender, gender identity, abilities, age, sexual orientations, nationality, or immigration status. Faculty, staff, and students are engaged in creating a climate of purposeful inclusion by cultivating equity and providing opportunities for meaningful connections and service among diverse people, ideas, and perspectives, in search of truth and the common good.

The Sisters of Mercy, immigrants themselves, founded the school in 1846 to educate young women, and today's student body reflects the University's growing commitment to a tradition of diversity and multiculturalism. In

2014, the University became a federally-designated Hispanic-Serving Institution (HSI). Diversity, equity, and inclusion are at the heart of Saint Xavier's heritage and enrich and strengthen our academic programs and learning environment, which prepare students to work as responsible global citizens and live by Mercy values.

History of Ludden Speech and Language Clinic

Named after its founder, Sister Mary Antonine Ludden, R.S.M., the Ludden Speech and Language Clinic (Ludden Clinic) at SXU has been in existence for more than 60 years. In fulfillment of our Mercy mission, the faculty and students have brought the gift of communication to thousands of children and adults with speech and language disorders since its inception in 1959. The goals of the clinic are threefold:

- To provide professional speech and language services for children and adults with communication disorders.
- To offer clinical practicum experiences for students in the Communication Sciences and Disorders program (CSD) at SXU.
- To continually develop more effective methods for the evaluation and treatment of individuals with communication disorders.

Program Overview

Students will receive ongoing guidance regarding the process for obtaining the American Speech-Language-Hearing Association Certificate of Clinical Competence (CCC-SLP). In addition to coursework and grades, students must demonstrate the knowledge and clinical skills required by current ASHA standards and KASA competencies.

The program uses formative and summative assessments to monitor progress, guide learning objectives, and evaluate competency development throughout the educational experience. Students are expected to take an active role in understanding KASA requirements and planning their academic and clinical progression with advisors.

The master's program consists of 51 semester hours and is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Students are encouraged to maintain open communication with advisors and program leadership regarding program expectations, certification requirements, and their educational experience.

Program Objectives

The Saint Xavier University Communication Sciences and Disorders graduate program leads to the Master of Science in Speech-Language Pathology. It offers students a program of academic and clinical preparation, which meets the requirements of the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA) for the Certificate of Clinical Competence in Speech-Language Pathology. It also prepares students to fulfill the requirements of the Illinois State Board of Education (ISBE) for work with students with speech-language impairment in the public schools of Illinois (Professional Educator License endorsed in Speech-Language Pathology Non-Teaching), as well as for professional licensure in the state of Illinois through the Illinois Department of Financial and Professional Regulation.

Program Mission Statement

The Master of Science in Speech-Language Pathology at Saint Xavier University prepares students to be ethical, compassionate, and adaptable professionals with a growth mindset. Rooted in the Mercy tradition and the liberal arts, the program cultivates critical, cultural, and ethical thinking to support holistic and responsible care.

Through a forward-looking, person-centered curriculum, students engage in academic, clinical, and research opportunities that reflect the full scope of speech-language pathology across the lifespan. Students are equipped with knowledge, technical expertise, and professional confidence to succeed in diverse practice settings. Graduates are empowered to contribute meaningfully to their communities and the profession through lifelong learning, service, and leadership.

The program is designed to:

- Build a comprehensive theoretical foundation that is culturally responsive and ethically grounded, preparing students to address the full scope of practice in speech-language pathology.
- Provide diverse, supervised clinical practicums with individuals across the lifespan presenting a wide range of experiences within the speech-language pathology scope of practice.
- Develop students' ability to make informed, evidence-based patient-centered clinical decisions and to collaborate effectively within interprofessional teams.
- Foster an enduring commitment to research, scholarship, and lifelong learning that promotes positive impact at local, national, and global levels.

SXU Pin and Pinning Ceremony

Pins have been awarded by CSD to students who successfully complete the rigorous SLP program. Each pin has a signified history and legend that marks the recipient as part of SXU's history and tradition of healing professions.

The Saint Xavier SLP pin is modeled after the Saint Xavier coat of arms, which was designed in the 1950s. The large gold pin consists of a combination of elements inspired by the family crest of Saint Francis Xavier, the University's patron saint; the Sisters of Mercy, the founders and sponsors of the University; and sacred Scripture. It is divided into two parts. The left side represents the Xavier shield or coat of arms. To this was added an open book as an appropriate symbol of the educational mission and spirit. The right side represents the Mercy shield. On the upper part is a cross, which is the symbol of the Religious Sisters of Mercy United States. This Mercy shield was adopted from the coat of arms of the Religious Order of Our Lady of Mercy.

The words, Via, Veritas, Vita surmount the shield in the University's coat of arms; these words come from Scripture and are Latin for "Way, Truth, and Life," recalling the works of Jesus who says, "I am the Way, the Truth, and the Life."

A pinning ceremony is held at the completion of the program during which students receive their pins. All students who have met the graduation requirements for the M.S. in SLP may participate in the pinning ceremony. The event is held before graduation.

Academic Standing

Good Academic Standing Criteria

A student must meet the following criteria to remain in good standing:

- Maintain a cumulative grade point average of 3.0 or higher (on a 4.0 scale).
- Achieve a grade of C or lower no more than once.
- Repeat any clinical course if the grade achieved is C or lower.
- Comply with all Saint Xavier University and CSD departmental policies.
- Demonstrate the essential functions required for clinical practice.
- Demonstrate all clinical competencies as determined by the CSD Department levels of knowledge or skill.
- Successfully complete comprehensive examinations.

Approved by CSD Faculty on 5/1/2026

Failure To Remain in Good Academic Standing

Any student who fails to meet one or more of the Good Academic Standing criteria outlined above will be subject to academic action, up to and including dismissal from the program. Dismissal decisions will be communicated to the student in writing from the program director.

When a student demonstrates behavior inconsistent with professional standards (e.g., disrespectful verbal or written language, repeated tardiness and absences, academic dishonesty, misuse of artificial intelligence without disclosure, unsafe or inappropriate clinical decision-making, etc.), the instructor will document the concern and meet with the student to review the issue. The clinical supervisors and/or instructor(s) will clearly outline expected behavioral changes and a defined timeline for improvement. The program director will be notified in all instances. The clinical education coordinator will be notified for concerns related to clinical education.

Depending on the nature and severity of the concern, the faculty member may implement one or more of the following:

1. Issue a formal warning in writing.
2. Initiate a clinical intervention plan

A repeated or unresolved concern related to professional conduct will result in placement on academic probation, as determined by the program director.

Academic Probation

Academic probation is a formal status assigned to students whose academic, clinical, or professional performance places them at risk of not meeting program requirements for good standing, progression, and graduation. The purpose of academic probation is to provide structured support, clear expectations, and an opportunity to improve performance within a defined timeframe.

A student will be placed on academic probation if one or more of the following conditions occur:

Academic Performance:

- Earning a C or lower in non-clinical coursework.
- Failure to meet course-specific academic requirements as defined in syllabi.

Clinic Performance:

- Earning a C or lower in clinical coursework.
- Failure to demonstrate adequate progress toward clinical competencies.
- Inability to meet clinical hour accrual requirements that jeopardizes timely program completion.

Essential Functions:

- Demonstrated difficulty meeting essential functions required for clinical practice (Appendix E).
- Professional conduct.
- Concerns related to professional behavior, failure to follow ethical conduct as outlined in the ASHA Code of Ethics, or adherence to ASHA standards.
- Failure to comply with University or program policies.

Students placed on academic probation will be notified in writing by the program director. Academic probation serves as a formal warning that the student's academic, clinical, or professional performances are not meeting program expectations. Students on probation are expected to independently demonstrate immediate and sustained improvement and must meet all program requirements moving forward.

Academic probation is limited to one academic term for non-clinical coursework. For clinical coursework, academic probation may extend up to two academic terms to allow for repeated coursework, as applicable. Student progress will be formally reviewed at the end of the designated probation period. Additional progress reviews may occur during the probationary period at the discretion of the program director.

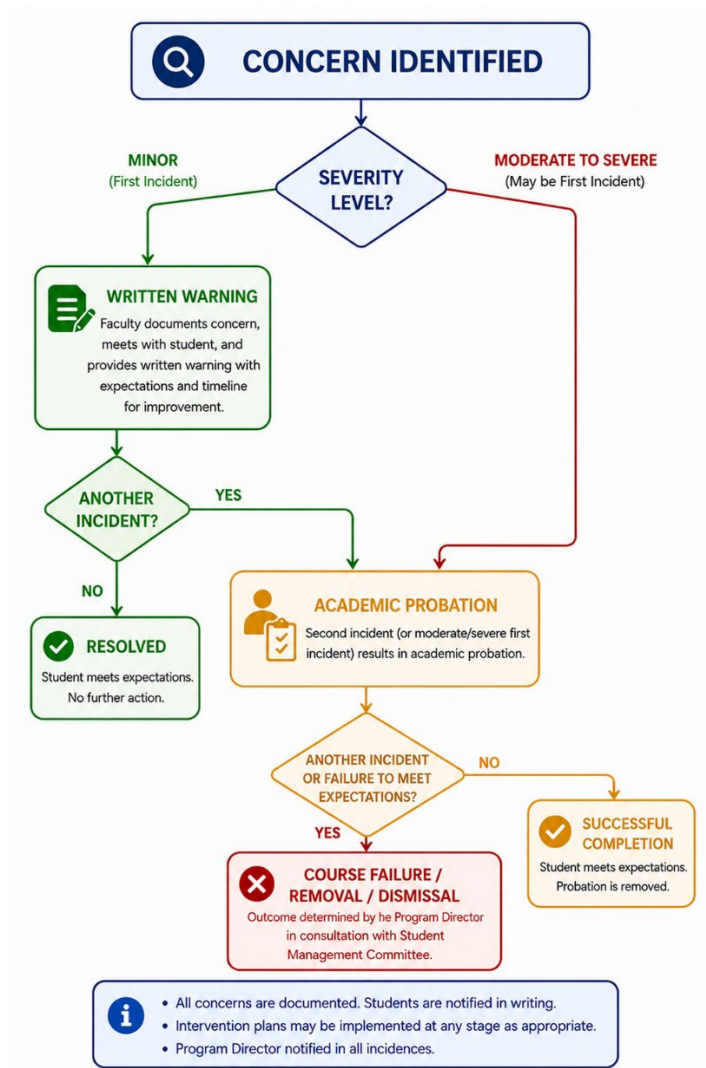
Failure to demonstrate sufficient improvement, continued performance below program standards, or any additional violations of academic, clinical, or professional expectations while on probation will result in dismissal from the program.

At the conclusion of the probationary period, one of the following will occur:

1. The student has successfully met all the conditions during the probationary period; therefore, the student will return to Good Standing.
2. The student has failed to meet all the conditions during the probationary period; therefore, the student will be dismissed from the program.

Approved by CSD Faculty 5/1/2026

Decision Tree



Dismissal

Students will be dismissed from the CSD program if they:

- Earn a cumulative GPA below 3.0.
- Fail to meet the conditions of academic probation within the designated time frame.
- Exceed the allowable number of course repeats.
- Fail to meet minimum grade requirements upon repeating a course.
- Fail to demonstrate required clinical competencies or essential functions.
- Violate University, clinical, or professional conduct policies.

The CSD program reserves the right to dismiss a student at any time when the student's personal integrity, clinical judgment, or professional conduct demonstrates unfitness to continue in the profession of speech-language pathology. Determinations of unfitness will be made in accordance with program policies, University

standards, and applicable professional codes of ethics, including those of the American Speech-Language-Hearing Association, Illinois State Board of Education, and Illinois Department of Financial and Professional Regulation. Depending on the nature of the concern, dismissal on this basis may occur with or without prior warning.

A student may be dismissed from the CSD program for violating the University's Student Code of Conduct if the program determines that the behavior does not meet professional or clinical standards. This can occur even if the University policy allows the student to remain enrolled. The dean or designee, in consultation with the CSD program, will notify the student in writing of dismissal.

Upon dismissal in any situation outlined above, the student must immediately withdraw from all coursework and clinical assignments. It is the student's responsibility to address any resulting academic or financial obligations.

A graduate student who has been dismissed for academic reasons and seeks reconsideration of the dismissal must submit a written request for review to the Director of CSD Programs through the University email system. The request must include the rationale for reconsideration and any supporting documentation the student wishes to provide.

The initial review will be conducted by the CSD Student Management Committee. If the student remains dissatisfied with the outcome, the student may submit a written request for further review to the dean and subsequently to the provost. Requests for review at each stage of the process must be submitted within 15 business days of the prior decision. Failure to submit a request within the stated time frame will result in forfeiture of the right to further review.

As part of the review process, the dean and/or provost may consult with the Director of CSD Programs and other relevant individuals involved in the matter. The provost's decision shall be final and will be communicated in writing within 20 business days of receipt of the request for review.

Approved by CSD Faculty 5/1/2026

[Course Repeat Policy](#)

A course may be repeated only once, and only one course may be repeated across the duration of the program. A grade of W counts toward this limit. Students who exceed this limit will be dismissed from the program.

Any course repeated due to an unsatisfactory grade must be completed with a grade that meets program standards (B or higher for clinical courses; C or higher for non-clinical courses; pass in pass/fail course). Failure to meet these standards on the second attempt will result in dismissal from the program.

Approved by CSD Faculty on 5/1/2026

[Clinical Intervention Plan Policy](#)

Students will be rated on their acquisition of knowledge and skills outcomes on an ongoing basis in clinical courses using a 5-point scale.

Rating forms for each clinical experience can be found in appendices. Ratings of primarily 3s, 4s, or 5s are required to demonstrate competencies. Threshold competencies vary throughout the program, pending course enrollment; please refer to each course syllabus to understand competency expectations for the specific course.

Any student earning a score of 2 or below on a relevant ASHA competency, and/or identified as not meeting expectations on ongoing evaluation of essential functions, may be required to complete a clinical intervention plan after meeting with the clinical education coordinator, clinical supervisor, and student. The plan may be initiated by the student, instructor, or advisor.

The purpose of this procedure is to systematically identify, address, and monitor areas of knowledge and skill in which a student may require additional study, instruction, or experience to achieve the expected level of competency for graduation. This process is collaborative and may be initiated at any point during the clinical program.

When the student does not meet the competency in a clinical course, the areas of study requiring addition will be identified, and goals and recommendations will be developed for the student to complete in order to demonstrate competency in the area(s).

There are three pathways to initiate a clinical intervention plan:

1. **Student-Initiated:** A student may self-identify areas in which they do not feel competent. The student should discuss these concerns with their clinical supervisor or advisor. Together, the faculty member and student will notify the clinical education coordinator to initiate a plan.
2. **Instructor-Initiated:** Competencies associated with each course are evaluated through the EASI. If a student does not meet a competency, the instructor will notify the clinical education coordinator to initiate a plan.
3. **Advisor-Initiated:** A student's clinical or academic advisor may initiate an intervention plan if concerns are identified across coursework, clinical performance, or both. The advisor will notify the clinical education coordinator to initiate a plan.

Intervention plans must be initiated prior to or at the time of the midterm EASI to allow for implementation within the course. If performance concerns are identified after the midterm, performance will be reflected on the final EASI Evaluation. If performance is below the level as specified in the course syllabus, the student will need to repeat the course and follow the procedures for Academic Probation with an intervention plan initiated in the subsequent semester.

Students are expected to meet the goals outlined in the intervention plan by the end of the semester. Failure to do so will result in a failing grade for the course. Depending on the student's academic standing, this may lead to repeat enrollment in the course or dismissal from the program. All related documentation will be maintained in the student's permanent file.

Procedure

The faculty member who identifies a concern will communicate this to the student verbally and follow up in writing one time. If the student continues to demonstrate inadequate performance, the faculty member will notify the clinical education coordinator to initiate a formal clinical intervention plan.

The instructor or advisor, in collaboration with the clinical education coordinator, will notify and meet with the student to review the identified concerns and develop the intervention plan. If the advisor is not the plan initiator, they will be notified via email by the clinical education coordinator for documentation and ongoing monitoring.

Clinical intervention plans are individualized and are course-specific and are expected to be completed within the time frame of the associated course. Intervention plans do not extend across courses. Failure to meet the expectations of an intervention plan within the course will result in a failed clinical experience. If applicable, a new plan may be initiated in a subsequent course, and prior unmet expectations may result in additional academic or programmatic consequences, including, but not limited to, academic probation or dismissal.

Each plan will include:

- Specific areas of concern.
- Required actions and performance expectations.
- A defined timeline for improvement.

A designated faculty member will oversee the intervention plan. The student is responsible for initiating contact with the assigned faculty member and completing all required components of the plan.

The intervention plan must be signed, and a copy will be provided to the student. Copies will also be shared with the student advisor(s) and the program director, who will upload the documentation to the student's permanent file.

Completion of the intervention plan will be assessed by the involved faculty and documented in the student's academic record.

Failure to successfully complete the intervention plan will result in a failing grade for the course. Depending on the student's overall academic standing, this may result in repeated enrollment in the course or dismissal from the program with or without warning. *Approved by CSD Faculty on 5/1/2026*

Stage	Outcome
First Clinical Intervention Plan	Pass → Progress
First Clinical Intervention Plan	Fail → Course failure + repeat
Repeat Course (New CIP)	Pass → Progress

Academic Enrollment and Administrative Policies

Course Load and Full-Time Status Policy

Six hours of coursework per semester is generally considered a full graduate load for students pursuing a degree in speech-language pathology because of the extensive clinical practice that students must fulfill. Students are admitted as, and expected to remain, full-time students as determined by the department per academic semester and course offerings.

This means that students should be planning with their academic and clinical advisors to complete all coursework, acquire the appropriate clinical hours, and graduate within the program timeline. Therefore, students typically enroll for more than six credits during most semesters. It is expected that while you are enrolled as a student within the program, your primary responsibility will be to the program.

In case of medical or personal extenuating circumstances, a student may apply to reduce credit and/or clinical load to part-time. The student must request this option in writing to the graduate program director. The Director of CSD Programs will consult, as needed, with the Student Management Committee to determine a decision. If part-time status is granted, a written plan and timeline for completion of the program will be developed and agreed upon by all parties.

SONHS Course Withdrawal Policy

A course may be repeated only one time. A grade of W counts toward the limit allowed for repeats of a course. A student who exceeds this unit will be dismissed from the program. A withdrawal from any course may result in delayed program completion.

Students must notify the director of the program in writing using University email when:

1. A withdrawal takes place in any course specific to the major.
2. They do not wish to register for a scheduled course.

The written notification should explain the reason for the withdrawal. The student is also responsible for following the [Drop-Add/Withdrawal University policy](#) found in the catalog.

Note: If receiving financial aid, it is recommended that the student contact the Office of Financial Aid to clarify impact of course withdrawal on financial aid.

Approved by full SONHS Faculty on 5/8/23

SONHS Medical and Compassionate Withdrawal Policy

A student may request a Medical and Compassionate Withdrawal from the University in extraordinary cases in which a serious and significant personal situation or illness prevents them from continuing their classes and functioning as a student and for which the regular University withdrawal process is not appropriate.

Please refer to the [Medical and Compassionate withdrawal University policy](#).

If the Dean of Students approves Medical and Compassionate Withdrawal, this withdrawal does not count toward allotted withdrawals.

Please note Medical and Compassionate Withdrawals have deadlines to be accepted. Contact the Dean of Students for the deadline each semester.

Approved by full SONHS Faculty on 5/8/23

SONHS Leave of Absence Policy

Students who request a leave of absence must submit written notification using University email system along with Leave of Absence (LOA)- Semester Withdrawal Form (**Appendix A**) to the Director of CSD Programs. Communication should explain the reason for the withdrawal and the date of (possible) expected return. Please note: If > one year anticipated return date, the student will need to re-apply to program. The program reserves the right to deny return dates.

Note: If receiving financial aid, it is recommended that the student contact the Office of Financial Aid to clarify impact of leave of absence and semester withdrawal on financial aid.

Approved by full SONHS Faculty on 5/8/23

Course Transfer Policy

Students may petition the Director of CSD Programs to transfer up to six graduate credits successfully completed at another regionally accredited institution. Typically, elective courses are allowed for transfer with the option to accept the equivalent of SXU core courses at the discretion of the Director of CSD Programs. In all cases, petitions to accept transfer credits must be accompanied by a syllabus from the offering being petitioned. Only courses with B or better grades earned at another university are transferable. Transferred credits are not considered in the computation of the cumulative grade point average. Courses will be accepted on a case-by-case basis.

Chain of Command

The chain of command refers to the hierarchy of authority within the University. It begins with the top position (i.e., president), down to students enrolled in programs. The University has created the chain of command to provide proper avenues of communication to ask questions or report problems.

As a student, it is your responsibility to follow the chain of command when you have a question or concern. When the chain of command is used properly, it is simple and effective. Breakdowns in chain of command cause inefficiency and miscommunication. Therefore, it is important to initially follow the hierarchy. If you are unsatisfied with the response, it is appropriate to contact the next person in the chain.

The chart in **Appendix B** refers to the specific chain of command for CSD students in graduate and undergraduate programs.

SONHS Administrators, CSD Faculty and Staff

Please see **Appendix C** for a full list that includes: name and position, email, degrees earned and areas of expertise.

Evaluation of Academic and Clinical Faculty

At the end of the term, you will receive an email asking you to submit an evaluation of the course from courseevaluations@sxu.edu. Your input is very important to the University as a whole and to our division. We take your comments very seriously, and we use them to improve the course and program.

Additionally, clinical courses include an additional survey. Students will receive a link in EXXAT for an electronic survey to provide feedback to the clinical supervisor regarding their effectiveness in supervision. If a student completing a clinical practicum assignment is experiencing problems/conflicts with a clinical supervisor, the student should first attempt to communicate and resolve the issue with that supervisor. If a resolution cannot be achieved, the student clinician should make an appointment with the clinical education coordinator to discuss the situation. If the problem persists, students can make an appointment with the program director and then subsequently follow the chain of command as needed. Please refer to the Chain of Command chart in **Appendix C** for additional information.

Academic Integrity

A commitment to academic integrity is at the heart of Saint Xavier's mission as an intellectual community, dedicated, in the words of the University philosophy statement, to "the examination of fundamental questions of human concern, respectful dialogue in the context of diverse points of view and experience, as well as the search for truth and justice." For faculty and students alike, the scholarly enterprise requires clear and rigorous argument, acknowledging the sources of our ideas and the quality of the evidence that supports them and taking responsibility for the errors we have made.

The efforts of students to cultivate these academic skills and intellectual virtues in turn requires formative evaluation, accurately and justly assessing student progress. To achieve this, instructors must be certain that students' work is their own and that all records of accomplishment are authentic and reliable. In this context, when students misrepresent their knowledge or abilities, they are more than simply breaking the rules of academic conduct. Such behavior undermines not only the student's own academic progress, but the integrity of academic evaluation itself. For that reason, it may result in failure for the assignment, failure for the course, suspension from the University, or permanent dismissal from the University.

The principles of academic integrity should govern all forms of academic work, from the content of papers, projects and presentations to one's conduct before and during examinations. These principles — and thus the very possibility of honest evaluation — can be jeopardized by several actions, including but not limited to:

- **Cheating** on an examination, including but not limited to using cheat sheets, unauthorized materials, copying from peers, or obtaining copies of tests through unauthorized means.
- **Unauthorized collaboration** with one's peers on assignments, exams, projects or presentations.
- **Plagiarizing**, which may include:
 - Copying phrases or sentences word-for-word from a source without enclosing the copied words in quotation marks and indicating the actual source.
 - Changing the wording of a source slightly, but still incorporating all the ideas of the source

without indicating the source.

- Altering the wording significantly but still incorporating the main ideas from other sources without indicating, through standard forms of documentation, which sources have been used, thereby implying that the ideas are one's own.
- **Unacknowledged and unauthorized resubmission** of work completed in other courses.
- **Using unauthorized or falsified instruments of identification** with the intent of academic fraud; supplying false academic records (transcripts, grade reports, etc.) to any official of the University; and forging, altering or making unauthorized use of University records or documents.
- **Hindering one's peers** by removing, misplacing or defacing library or other instructional materials.
- **Inappropriate use of AI** (see SXU Policy for Responsible and Acceptable Use of Generative AI below).

Faculty and administrators who discover such violations should compile evidence sufficient to document the incident and may impose penalties appropriate to their purview. When the offense and proposed penalty entail suspension or dismissal from the University, the violation must be addressed in consultation with the appropriate dean and the provost.

Students who believe they have been wrongly accused and penalized may initiate a Course Grade Grievance, as described in the Course Grade Grievance Procedure section of the Academic Catalog.

[SXU Policy for Responsible and Acceptable Use of Generative AI](#)

The SXU mission is to educate, search for truth, communicate effectively, and think critically.

Generative AI Tools (GenAI) must never replace the student's own critical thinking and problem-solving skills, and students should write as much as they can on their own.

Generative AI implemented in the process of learning, writing, research, and the completion of assignments should be carefully considered. Students should use GenAI tools only as explicitly permitted by the instructor. Examples of GenAI tools: ChatGPT, Claude, Dall-E, DeepL, Gemini, Grammarly, Midjourney, and Perplexity. Faculty will have access to resources and support as they develop their AI policies for their classroom and discipline.

Incorporating content created by Generative AI in student work, *without citation*, is not ethical and a breach of SXU's Academic Integrity Policy¹—it misleads the reader and constitutes plagiarism. It also is important to note that GenAI can generate incorrect content. When there is a commonly held misconception, GenAI can propagate misconceptions and errors.

Policies around the use of Generative AI will vary by discipline, instructor, and course. Each instructor or department will decide on the policy for their discipline and courses. All syllabi should include statements around the appropriate use of GenAI. Recommended language is at the end of this policy. When creating the individual or departmental syllabi, instructors should consider the wide variety of available Generative AI tools as they plan for what is acceptable in that course and what is not.

Student Responsible Use of Generative AI tools:

As noted in the SXU Academic Honesty Policy, students should document and attribute all generative AI contributions to coursework. [APA](#) and [MLA](#) provide regularly updated guidelines for citing generative AI work.

Students should take full responsibility for generative AI contributions, ensuring the accuracy of facts and sources as well as possible bias in the generated content.

Generative AI has rapidly emerged as a transformative technology with profound implications for education, research, and academic operations and will continue to evolve. This policy shall be reviewed and updated as needed to reflect changes in related technology, ethical guidelines, and legal requirements.

Approved by Faculty Senate 5/6/2025

[SXU Bias Reporting](#)

In line with its mission, core values, and its Catholic, Mercy identity, Saint Xavier University is committed to fostering a diverse and inclusive community in which students can learn and grow. As part of that commitment, the Office of the Dean of Students encourages our campus community to report behavior that discriminates, stereotypes, excludes, or harasses anyone in the community.

Anyone who has been the target of or who witnesses a bias incident may choose to make the University aware of these incidents through an official [Bias Incident Report](#). Upon receipt of such a report, the University will investigate and address the alleged bias incident and work toward a resolution that will end such behavior. The reporter will receive a prompt response.

The University's [Bias Incident Response Team](#) (BIRT) is comprised of faculty and staff who are in key positions to investigate, address, and educate the community in relation to reported incidents of bias in the campus community. They partner with other members of the campus community to ensure that the effects of such behavior can be restored and that the community can be educated on the negative effects -- and, hopefully, growth and education -- that may result from such experiences. Questions about this policy may be emailed to deanofstudents@sxu.edu.

[Records Policy](#)

Students are responsible for maintaining complete and accurate records throughout the graduate program. Upon graduation, each student must create an electronic portfolio in accordance with the program handbook (see Portfolio Requirements section). The portfolio must include undergraduate and graduate transcripts, course syllabi, a summary of clinical hours, sample of coursework, and ISBE documentation from CSDIG 512.

Students must download and retain a personal copy of the portfolio in PDF format for indefinite access (e.g., secure cloud storage, external drive, or personal device). Access to the Canvas cohort page remains available until graduation; however, individual course shells become inaccessible approximately 30–60 days after the course ends. Students are therefore responsible for downloading syllabi, assignments, projects, and other relevant materials before access expires. After graduation, Canvas access will no longer be available.

Students retain access to their clinical tracking platform account only for so long as the University maintains an active contract with that platform.

The Division follows Saint Xavier University's records retention policies. Program records are retained for 10 years following graduation. Requests for copies of available student records must be submitted by email to the CSD Program Administrator. Requests made more than 10 years after graduation cannot be fulfilled. Available records will be provided electronically within three weeks of receipt of the request.

Official Saint Xavier University transcripts must be ordered through [Parchment](#).

Approved by CSD Faculty on 5/1/2026

SXU Accessibility Resources

The mission of the Center for Accessibility Resources at Saint Xavier University is to ensure that qualified individuals with disabilities are afforded an equal opportunity to participate in and benefit from the programs, services, academic resources and activities of the University. This will be enacted through the identification of reasonable modifications to institutional policies and procedures, the provision of effective auxiliary aids and services, and educational services. In collaboration with faculty and staff, the Center for Accessibility Resources' primary goal is to engage the University community to empower students, enhance equity, and to respect and value the diversity of students by being inclusive of their needs.

There are many types of accommodations depending on the nature of the disability, which is categorized into the following: medical (mobility, vision, hearing, health, developmental, TBI, etc.), psychiatric, learning, ADD/ADHD, etc. The student has an obligation to self-identify that they have a disability and need accommodation. This is a significant change for many students who are used to having a secondary school automatically provide services. This is also a significant change for parents who are accustomed to asking for services for their children and being a partner in the educational process.

In accordance with the provisions of Section 504 of the Rehabilitation Act of 1973, as amended, and Title III of the Americans with Disabilities Act of 1990, as amended, Saint Xavier University determines and provides reasonable accommodations on a case-by-case basis for qualified students who have demonstrated a need for these services. All accommodation requests are the responsibility of the student. If you have a diagnosed disability and/or suspect that you have a disability, please contact the staff in the [Center for Accessibility Resources](#) as soon as possible.

While it may be hard to disclose, you are encouraged to file for accommodation for didactic and clinic courses. Please see the Center for Accessibility Resources to see eligibility.

Procedures For Requesting Accommodations

It is the sole responsibility of each student to contact Saint Xavier University's Center for Accessibility Resources to request accommodation. Since the process of providing accommodation involves assessing needs for specific courses and/or campus living situations, it is necessary to review and revise your accommodation plan on a semester-by-semester basis. All accommodation requests must be submitted in a timely manner. Students must initiate the accommodation planning process immediately after admission to the University. The outline below illustrates the application procedures that the Center for Accessibility Resources office utilizes:

Step 1: Schedule an appointment with the director of the Center for Accessibility Resources.

Step 2: Submit current, comprehensive documentation of a disability for which you are requesting appropriate and reasonable accommodations. All documentation must be provided by a professionally trained educational diagnostician, physician, psychiatrist and/or psychologist and must be within the past three years. Please note, if the student does not have documentation, you can still schedule a meeting with the director of the center to discuss documentation requirements, testing/diagnosis options and potential accommodations.

Step 3: Once the documentation has been reviewed and deemed appropriate, the director will schedule a meeting with the student to develop an "accommodation plan." The student will then be given a letter for each class listing the accommodation that has been determined to be appropriate and reasonable in terms of the nature of their disability and the supporting documentation for that semester.

Step 4: Once accommodations have been established, students' Letters of Accommodation (LOA) will be sent to their professors. Due to the nature of these accommodations at the beginning of each term, please allow 1 to 2 weeks for the processing of these documents, depending on the volume of requests. Once these have been sent to faculty members via email, be sure to discuss these accommodations with your professors. Students are encouraged to have a conversation with their professors about their accommodations and how they will be implemented in the classroom or in their clinical settings.

Reasonable Accommodations

Reasonable accommodations are individualized and based on the nature of the documented disability and the requirements of specific courses. Accommodations are designed to meet the needs of students without fundamentally altering the nature of the University's instructional programs. Emergency accommodations may be requested following a traumatic event or unforeseen circumstance that significantly impacts a student's ability to meet academic or clinical responsibilities.

The accommodations process is an interactive partnership between students, faculty and the Center for Accessibility Resources. All accommodation requests must be submitted in a timely manner. The student is ultimately responsible for being a self-advocate and discussing accommodation requests with instructors. Students who wish to disclose their disabilities may receive various academic accommodations, which are coordinated through the Center for Accessibility Resources in A-219. Some accommodations available to students include (but are not limited to):

- Extended time for tests and assignments.
- A distraction-reduced testing environment.
- Preferential classroom seating.
- Priority registration.
- Books in an alternative format.
- Readers and scribes.
- Permission to record class lectures to supplement notetaking.
- Note-takers.
- Use of word processors for tests.
- Use of assistive technology.
- Services for students with temporary conditions, such as concussion, broken leg/arm, or recovery after surgery.

Testing accommodations for students with disabilities must be the sole responsibility of each student and be arranged in accordance with the faculty members and the staff in the Center for Accessibility Resources prior to the testing dates. The student must present each faculty member with a testing accommodation form at least three (preferably five) days in advance of the scheduled exam. The instructor should return the completed form (along with the test to be completed and any specific instructions) to the Center for Accessibility Resources in L-108 at least two days prior to the exam. The Center for Accessibility Resources is not a general testing center and does not proctor tests except for students with documented disabilities.

For additional assistance regarding the Center for Accessibility Resources or for students with disabilities who wish to request accommodation, please contact The Center for Accessibility Resources.

[Clinical Accommodations](#)

Students seeking academic accommodations must work through the University's Center for Accessibility Resources. Approved academic accommodations apply to didactic coursework only.

Clinical accommodations are considered separate from academic accommodations due to the requirement that students meet essential functions and professional standards necessary for safe and effective client care. Approval of academic accommodations does not apply in clinical settings. Clinical accommodations need to be obtained per clinical course.

Clinical accommodation requests are reviewed on a case-by-case basis in collaboration with Director of CSD Programs and/or clinical education coordinator and accessibility services. Determinations consider essential functions, client safety, clinical site requirements, and professional standards, including those of the American Speech-Language-Hearing Association, Illinois State Board of Education, and Illinois Department of Financial and Professional Regulation.

Students must be able to meet all essential functions, with or without reasonable accommodation. Accommodations that fundamentally alter program requirements or compromise client safety will not be approved. Concerns that interfere with consistent participation in clinical education, such as limitations related to attendance, ability to travel to assigned clinical sites, or capacity to engage in required clinical activities, may impact a student's ability to meet essential functions and program requirements. Failure to meet clinical requirements may result in probation, delayed progression, or dismissal. In cases involving significant concerns related to client safety, professional conduct, or essential functions, the program reserves the right to dismiss a student with or without prior warning.

Approved by CSD Faculty 5/1/2026

[Center for Learning and Student Support](#)

The SXU Center for Learning and Student Support, located in L-110, provides a variety of resources for undergraduate and graduate students:

- Subject tutors are available to help improve your studying skills, go over study guides, and practice exams.
- Writing consultants excel at helping students think about the development of ideas, the arguments of an essay, grammar, punctuation, and documentation.
- If you would like after-hours support or a supplement to face-to-face services, you can access Brainfuse Online Tutoring via Canvas.

- The center also houses academic support coaches, who specialize in acclimating first-year students to college life.

The center evaluates academic performance and aims to support as well as empower students in their academic development. For questions or to make an appointment, stop by WAC Room L-110 or call (773) 298-5148. Appointments can also be made on Navigate or by visiting www.sxu.edu, keyword: Learning Center.

Advising and KASA Competency Verification

Students will meet with their advisors individually thereafter throughout the program. The advisor/advisee relationship at Saint Xavier is a valued partnership that employs a mentoring approach. Advisors assist students in formulating educational plans, which address personal development goals in addition to monitoring the satisfactory completion of requirements for the University degree and various professional credentials. With respect to advisors, each graduate student will have two advisors:

Academic Advisor: Your academic advisor will work with you in planning to meet expectations for acquisition of the list of knowledge outlined in the certification standards. This mentor will assist by prompting your attention to planning and record keeping. Students must meet with their academic advisors each semester prior to registering for the following semester. Students also must meet with their advisors prior to initiating changes (e.g., dropping, adding, or auditing a course).

Clinical Advisor: You will also work with a clinical advisor. This individual will assist by focusing on your clinical skill development and by providing support in formulating plans to accomplish your clinical objectives. Students must meet with their clinical advisors to document clinical prerequisites, clinical hours, disorder areas obtained, etc.

Academic and clinical advisors are available to assist students with program planning during posted office hours or by appointment. Advising may occur individually or in group sessions. Students are strongly encouraged to consult with their advisor prior to making schedule or program changes. Failure to seek advising guidance when modifying a schedule or academic plan is done at the student's own risk, and the department is not responsible for resulting registration, sequencing, or graduation issues.

Knowledge and Skills Acquisition (KASA) Competencies

The CSD program is responsible for assuring that program graduates meet all knowledge and skill expectations of the Council on Academic Accreditation and the American Speech-Language-Hearing Association. This is done, for the most part, while engaged in academic and clinical experiences while in the program.

In the case of course competencies to substitute for Aural Rehabilitation, sufficient documentation such as course outlines, KASA competency lists, etc., will be helpful in determining equivalence. KASA competencies will be uploaded to cohort Canvas shell.

The KASA Competency Acceptance Form is located **Appendix D**. At the end of the program, each student must meet each KASA competency with an acceptable rating.

Faculty Approval 5/9/23

Prerequisite Courses- Certification Standards Requirement

All courses and classes listed in Standards IV-A through IV-C must be completed and passed (D or above)/received credit, at undergraduate or graduate level at an accredited institution, and must appear on the student's undergraduate or graduate transcripts. Coursework from massive online courses (MOCCs) will not be accepted.

Verification of coursework will be completed by the Director of CSD Programs and academic advisors.

Approved by CSD Faculty on 4/4/2025.

CSD Department Academic Standing and Graduation Requirements

Academic Requirements

The program is currently offered on a full-time basis and typically involves five semesters, including the summer onboarding course and summer semester between the two full academic years. Students may elect longer residencies for the purpose of obtaining additional academic, clinical or research experiences.

A minimum of 51 semester hours is required for completion of the graduate degree. Courses are chosen in consultation with the student's academic advisor from the core courses, clinical practicum elective courses, and other offerings listed in the SXU Graduate Catalog. Additionally, coursework from other departments and schools within the University is also available (e.g., psychology, education, nursing). It should be noted, while the University requirement includes 51 semester hours of academic credit, successful completion of preparation will also involve individual students meeting CAA expectations for acquisition of prescribed knowledge and skills, as well as the essential functions for the practice of speech-language pathology.

Professional Credentials

Satisfying requirements for various professional credentials is an important objective of the program. This includes assisting graduates to qualify for the Certificate of Clinical Competence in Speech-Language Pathology of the American Speech-Language-Hearing Association in addition to licensure within the state of Illinois (and most other states) and qualifying for a Professional Educator License with an Endorsement in Speech-Language Pathology Non-Teaching through the Illinois State Board of Education. Academic and clinical advisors, as well as the Director of CSD Programs, will also provide important information.

Students are encouraged to monitor the activities of the agencies responsible for granting these credentials as procedural changes sometimes occur. The license to practice speech-language pathology in Illinois is granted by the [Illinois Department of Financial and Professional Regulation](#). Information regarding school credentials may be obtained on the [Illinois State Board of Education website](#). To learn more about ASHA, visit the [website](#).

Bilingual Endorsement:

- Meet all the requirements for the PEL.
- Take a language proficiency exam in the language(s) in which you want to provide services.
 - Language proficiency exam not needed if the student has a Seal of Bilingualism from high school.
- Take an approved course on bilingual assessment.

The approved course in bilingual assessment at SXU is EDGTE 484. You will also need to pass [the Language Proficiency Test](#) for an educator license with stipulations endorsed as transitional bilingual is available.

Portfolio Requirements

To ensure ASHA standards have been met, it is required that each student must complete an electronic portfolio to check out of the program. Checkout is required in order to receive your diploma for licensing. Checkout must be completed no later than two weeks from the last day of clinical practicum. Failure to check out in two weeks may result in certification delays. You will receive more information as you continue with the program regarding the requirements and the checkout procedure. The

following documents are required to be in the portfolio:

1. Resume
2. Undergraduate and graduate transcripts (unofficial accepted)
3. Undergraduate work and syllabi -- include as many relevant syllabi as you have access to (e.g., physics/chemistry, biology, statistics, social science, any CSD courses)
4. All graduate syllabi for every graduate course, including all clinical courses
5. KASA equivalency form for Aural Rehab (and the supporting syllabus)
6. Sample academic work
7. All EASI evaluations for all clinical courses and experiences (this includes screenings, intervention and diagnostics, on- and off-campus assignments, and any Simucase EASI evaluations you received)
8. Summary of clinical hours (broken down as specified in instructions)
9. A copy of the ISBE documentation of hours in a public-school form from CSDIG 512
10. A list of all supervisors who approved hours for you

Approved by faculty on 5/9/23

[Culminating Experience Requirement](#)

Successful completion of the comprehensive examination is a graduation requirement for all students completing the graduate program.

[Comprehensive Examinations](#)

The purpose of these examinations is to evaluate each student's knowledge of concepts, content, procedures and terminology as well as their ability to apply this knowledge. These examinations are designed to be summative in nature and to address the nine knowledge/skill areas identified in certification standards of the American Speech-Language-Hearing Association (ASHA). The examination process will take place in the early spring semester of the second year of graduate study. The multiple-choice exam consists of an adult and pediatric-focused section. If a student fails either one or both sections, the student will proceed to their choice of a written or oral comprehensive exam.

If students fail and proceed to the written or oral exam, students are graded blindly by two reviewers. If the student fails by both reviewers, the student will fail the exam and be required to complete remediation activities prior to proceeding to the not selected (oral or written) comprehensive exam.

If the student should fail and pass (split decision) by both reviewers, a third reviewer's decision will be the decider if the student should fail or pass. If the student passes, the student does not need to proceed to the additional comprehensive exam. If the student fails, the student will be required to complete remediation activities prior to proceeding to the additional comprehensive exam.

If a student fails all three portions of comprehensive exam area (multiple choice, written, and oral), they will be required to complete remediation activities, which may include retaking the exam and/or assigned written and/or oral tasks to demonstrate adequate competency in the content area of need. If the student cannot pass the comprehensive exam successfully, it may delay graduation.

Approved by CSD Faculty on 5/2/2025

Clinical Requirements

Students completing the graduate degree in speech-language pathology enroll for several different clinical education courses. The overall objective is to provide a range of experiences for the development of entry-level competence for the profession. The specific number of practicum hours in individual courses will vary; however, students will complete the sequence of required courses to be eligible for ASHA certification. See the individual course descriptions for detail concerning content and/or focus.

As a department, to ensure ASHA standards have been met, it is required that each student must complete program checkout meeting with the Director of CSD Programs to have their degree conferred.

To check out from the program, the following must be met in addition to the ASHA requirements:

- Clinical experiences across the lifespan and from culturally/linguistically diverse backgrounds.
- Various types and severities of communication and/or related disorders, differences, and disabilities. To ensure this standard has been met, our department requires that each student have minimally achieved a combined five hours of intervention and/or diagnostic time within each of the big nine areas.

All SXU departmental expectations for graduation.

Approved by faculty on 8/10/22

ASHA Hour Requirements

In addition to the SXU CSD Department Clinical Requirements listed above, students must meet the current ASHA requirements pertaining to hours to graduate:

- A minimum of 400 clock hours of supervised practicum, of which 25 hours must be guided clinical observation.
- A maximum of 50 hours may have been completed in an undergraduate speech-language pathology or communication sciences and disorders program, or in an SLP assistant program, and may be counted toward the required 375 supervised clinical practicum hours.
- A maximum of 75 hours in alternative clinical experiences (simulation) may be counted toward the 400 hours.
- Telehealth hour limitations and simulated experience limitations may apply; please refer to ASHA for the most updated information.

It is the responsibility of the graduate student to be familiar with ASHA requirements for clock hours.

The EXXAT system is used to track graduate clinical hours and competencies. Students are responsible for accurately entering clinical hours on the day services are provided and for monitoring their own progress toward required hour and competency completion. Clinical hours are assigned to specific course experiences; therefore, failure to attend scheduled clinical activities, accurately document hours, or maintain required progress may result in consequences including delayed graduation and/or reenrollment in a clinical course.

Students are also responsible for promptly communicating concerns that may impact clinical hour accumulation, including site changes, cancellations, scheduling disruptions, or insufficient opportunities to obtain required hours. Concerns must be communicated to the Director or clinical education coordinator with sufficient advance notice to allow for appropriate intervention. Failure to proactively communicate concerns does not exempt students from meeting clinical education requirements and may delay graduation.

Clinical Module Requirement

Prior to registration for off campus, full-time placements (CSDIG 512 and CSDIG 513), each student must complete:

- 515 Lecture
- Special Education Module
- Medical Module
- Elective Module

Course Offerings and Grading Scale

Course Fees

There is a course fee associated with every on-campus clinical practicum registration. Registration in any on-campus clinical course means that you will be billed for the clinical fee along with your tuition. In addition, each semester in which you are registered for clinical practicum, you will be billed for malpractice insurance along with your tuition. This is a per semester fee. If you are enrolled in more than one clinical offering during a semester, you are charged for the insurance only once. Additional course fees, including independently purchased software, may be required as outlined in individual course syllabi.

Overview of Master of Science Degree Program

Required Academic Courses:

CSDIG 403: Developmental Disorders of Language - Birth to Three
CSDIG 502: Developmental Disorders of Speech
CSDIG 522: Acquired Disorders of Language
CSDIG 551: Assessment and Management of Dysphagia
CSDIG 503: Developmental Disorders of Language - School Age
CSDIG 521: Acquired Disorders of Speech
CSDIG 530: Seminar in Fluency Disorders
CSDIG 540: Seminar in Augmentative and Alternative Communication
CSDIG 525: Acquired Cognitive-Communication Disorders
CSDIG 531: Seminar in Voice Disorders
CSDIG 594: Foundations in Research
CSDIG 505: Aural Rehabilitation

Required Clinical Courses:

CSDIG 415: Introduction to Practicum Speech-Language Pathology
CSDIG 515: Practicum in Speech-Language Pathology I
CSDIG 516: Practicum in Speech-Language Pathology II
CSDIG 517: Practicum in Speech-Language Pathology III
CSDIG 514: Practicum in Prevention
CSDIG 507: Practicum in Speech-Language Pathology: Campus
CSDIG 512: Advanced Practicum: Schools
CSDIG 513: Advanced Practicum: Medical
CSDIG 582: Seminar in Counseling
CSDIG 500: Assessment

Electives

CSDIG 501: Management
CSDIG 554: Seminar: Dysphagia II
CSDIG 581: Seminar: Multicultural Issues
CSDIG 595: Special Topics
CSDIG 596: Independent Study
CSDIG 599: Research Requirement
EDGTE-484: Bilingual Assessment

Typical Course Sequence

The following represents a generalized course sequence, and it is subject to change:

Summer I

CSDIG 415- Introduction to Practicum Speech-Language Pathology

Fall I

CSDIG 403- Developmental Disorders of Language- Birth to Three

CSDIG 502- Developmental Disorders of Speech

CSDIG 522- Acquired Disorders of Language

CSDIG 515- Practicum in Speech-Language Pathology I

Spring I

CSDIG 500- Assessment

CSDIG 551- Assessment and Management of Dysphagia

CSDIG 503- Developmental Disorders of Language- School Age

CSDIG 594- Foundations in Research

CSDIG 516 or 517- Practicum in Speech-Language Pathology II/III

Possibly:

CSDIG 514- Practicum in Prevention

Electives

Summer II

CSDIG 530- Seminar in Fluency Disorders

CSDIG 540- Seminar in Augmentative and Alternative Communication

CSDIG 507- Practicum in Speech-Language Pathology: Campus

CSDIG 521- Acquired Disorders of Speech

Possibly:

Electives

Fall II

CSDIG 525- Acquired Cognitive-Communication Disorders

CSDIG 531- Seminar in Voice Disorders

CSDIG 582- Seminar in Counseling

CSDIG 594- Foundations in Research

CSDIG 516 or 517- Practicum in Speech-Language Pathology II/III

Possibly:

CSDIG 505- Aural Rehabilitation

CSDIG 514- Practicum in Prevention

Electives

Spring II

CSDIG 512: Advanced Practicum: Schools

CSDIG 513: Advanced Practicum: Clinical

Possibly:

Electives

Community-Based Independent Study

The community-based independent studies consist of a 1-2 credit hour registration, typically in the fall of the second year of the graduate program. Students must be registered in the semester that the student elects to complete the project with the faculty member. Graduate students who select the independent study option must adhere to the following guidelines in order to complete the independent study portion of the graduate requirements.

Students must generate their own independent study project with partnership of a faculty member.

The student must have selected an independent study topic, with prior faculty member approval of project and project type. The mentor must be a full-time member of the graduate faculty of the CSD Division. Additional support may include other professionals as appropriate for consultation, collaboration, and/or implementation.

The student, in agreement with the faculty mentor, should determine a timeline to meet requirements and communicate consistently for feedback. This will include the semester in which the project will be undertaken and completed. The project cannot be considered complete and a grade will not be assigned unless the student is registered.

The project to be graded will be submitted to the faculty mentor no later than three weeks before the first day of the final exam week of the elected term.

The student and the faculty member will decide how the project will be disseminated.

Once the project has been reviewed and graded by the faculty member, the project will be returned to the student no later than two weeks before the end of the semester (for needed revisions prior to dissemination).

The project will be considered complete when all required revisions are made and approved by the faculty member.

Requirements for All Independent Studies:

Summary of relevant literature needs to be evidenced within the project.

Students must attend regularly scheduled meetings with faculty members (minimum of 10 hours).

Needs to be disseminated (see suggestions below). Type of dissemination will be determined by the student and faculty member.

Types of Projects:

In-Service Presentation

The written document must include a justification for the in-service, and it must include measurable learner outcomes and presentation notes. The student must develop the materials that would be used during an in-service that may include audio-visuals, handouts, and descriptions of interactive learning experiences. The in-service must be an original presentation.

Materials

Materials must be innovative and must be created by the student. A collection of previously developed materials is not acceptable. This project must include a rationale for the project, a detailed description of the materials developed, detailed instructions for how these materials should be used, and a discussion of the potential benefits that might be derived from use of the materials.

Medial Project

The project must be original work and include a detailed rationale for its use. A description of the intended audience and a discussion of the potential benefits that might be derived must be included.

Service Learning/Civic Engagement

The student might explore a project that addresses a specified need in the community. Using this identified need from a community agency, the student, under the direction of the faculty mentor and the community agency, will craft a project that meets this need. Communication with the community agency will be included in the process.

Other Options:

The student might envision a project that does not fit into the categories identified in this document. If the student completes such a project, it must meet the minimal standards for all projects (see above).

- Potential dissemination
- Dissemination of new learning is a responsibility within our discipline. Options for dissemination may include but are not limited to:
 - Professional presentation
 - Academic classroom
 - Peer seminar
 - Poster display
 - Conference presentation
 - SXU research presentation (spring)

[Grading Scales](#)

Academic and off-campus clinical courses grading scales are as follows. This policy applies to all students that are enrolled:

<i>Grade</i>	<i>Percentage Range</i>
A	100-90
B	89-80
C	79-70
D	69-60
F	60 and below

Rounding on final course grades (weighted total) are determined by the following method: when the decimal grade point is less than “0.5,” the grade is to be rounded down to the nearest whole number and when the decimal grade point is greater than or equal to “0.5,” the grade is to be rounded up to the nearest whole number. For example, an “82.3” would be rounded to an “82,” an “89.56” would be rounded to a “90” and a “69.44” would be rounded to a “69.”

Approved by CSD Faculty on 2/2/2023

SONHS Grade Grievance Policy

Students who believe a final course grade or policy decision has been applied in error have the right to appeal in accordance with the University’s grievance and appeal procedures. Individual assignment grades cannot be appealed. Refer to the [University Grievance and Appeal Process](#).

Incomplete Grades

Per SXU Incomplete Grades Policy, a student may request an incomplete grade from an instructor if there is a legitimate reason acceptable to the instructor and the student is making satisfactory progress at the time. The student and instructor agree on requirements and time limit for completion of the course. The agreed upon date is then entered by the Office of Records and Registration.

Requirements must be completed no later than the 10th week of the following semester (fall or spring). Failure to meet the stated requirements will result in an automatic grade of F. If a student carries more than one incomplete grade into the following semester, their course load should be reduced. An evaluation of academic standing is made from the grade reports at the end of each grading period and will not be deferred until work is completed on courses in which there was an incomplete.

Please see the [SXU Course Catalog](#) for additional information.

Formal Complaints

Internal Complaints

Students may submit a [formal complaint](#) to the CSD Graduate Program. Once the student enters a complaint, the Director of CSD Programs, clinical education coordinator, and director of clinical operations will be notified of the complaint. The complaint form will be printed and filed in a physical file in the program director's office. The Director of CSD Programs will follow up with the student who filed complaint.

It is anticipated that, in most cases, a discussion between the Director of CSD Programs and the complainant will suffice and the matter will not need to be carried out further. The Director of CSD Programs will follow up with written documentation of the meeting and attach a printed copy of the communication to the printed complaint, which will be stored in the physical complaint file.

If the student complaint is not resolved through discussion with the program director, it will be elevated through the University chain of command.

All documentation pertaining to the issue at the department level will be maintained in the complaint file.

Approved by Graduate Curriculum Committee on 4/18/23

Complaint to the Council of Academic Accreditation (CAA)

In addition to institutional measures for expression of concern or complaint, please know that individuals also have recourse in filing complaints with the Council on Academic Accreditation of the American Speech-Language-Hearing Association. The following information has been taken from the [ASHA website](#). These excerpts represent the measures which are available to students and the processes to be employed to register complaints. Details regarding a summary of timelines have not been included herein in the interest of space. See the website referenced above for complete information regarding the process.

Procedures for Complaints Against Graduate Programs

A complaint about any accredited program or program in candidacy status may be submitted by any student, instructional staff member, speech-language pathologist, audiologist and/or member of the public.

Criteria for Complaints:

Complaints about programs must: (a) be against an accredited educational program or program in candidacy status in speech-language pathology and/or audiology, (b) relate to the standards for accreditation of education programs in audiology and speech-language pathology, and (c) include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all institutional grievance and review mechanisms before submitting a complaint to the CAA.

All complaints must be signed and submitted in writing to the chair of the Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language- Hearing Association.

The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards and provide supporting data for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by email or facsimile.

Determination of Jurisdiction:

Receipt of a complaint is acknowledged and forwarded to the executive committee of the CAA within 15 days of receipt of the complaint. The original letter of complaint is placed in a national office file separate from the program's accreditation file. The executive committee determines whether the complaint meets the above-specified criteria.

If the executive committee of the CAA makes the determination that the complaint does not meet the above-listed criteria, the complainant is informed within 30 days of the letter transmitting the complaint to the chair that the CAA will not review the complaint.

Evaluation of Complaint:

If the Executive Committee of the CAA determines that the complaint satisfies the above-listed criteria, the CAA will evaluate the complaint. The chair of the CAA informs the complainant within 30 days of the letter transmitting the complaint to the chair that the council will proceed with an evaluation. Because it may be necessary to reveal the identity of the complainant to the affected program or other potential sources of relevant information, the complainant will be required to sign a waiver of confidentiality within 30 days of the letter indicating that the CAA will proceed with its evaluation. The complainant is given the opportunity to withdraw the complaint during that time. If the complainant does not wish to pursue the matter, the investigation is concluded. If the complainant does not wish to withdraw the complaint, the complainant is asked to keep the initiation of an investigation confidential.

Within 15 days of receipt of the waiver of confidentiality, the chair of the CAA notifies the program director and the institution's president or president's designee by certified return receipt mail that a complaint has been registered against the program. The notification includes a redacted copy of the complaint without revealing the identity of the complainant. The program's director and the institution's president or president's designee are requested to provide complete responsive information and supporting documentation that they consider relevant to the complaint within 45 days of the date of the notification letter.

Within 15 days of receipt of the program's response to the complaint, the chair of the CAA forwards the complaint and the program's response to the complaint to the CAA. The materials are redacted and the identity of the complainant and the program under investigation is not revealed to the members of the CAA or recipients of requests for information, unless the majority of CAA members consider such disclosure necessary for the proper investigation of the complaint. If most council members conclude that individuals other than the complainant, the program director, and the institution's president or president's designee may have information relevant to the complaint, the chair of the CAA requests such information.

After reviewing all relevant information, the CAA determines the course of action within 30 days. Such actions include but are not limited to dismissal of the complaint recommending changes in the program within a specified period as they relate to standards (except for those areas that are solely within the purview of the institution); continuing the investigation through an on-site visit to the program; and placing the program on probation withholding/withdrawing accreditation.

If the CAA determines that a site visit is necessary, the program director and the institution's president or president's designee are notified, and a date for the site visit is expeditiously scheduled. The program is responsible for the expenses of the site visit. The site visit team is selected from the current roster of CAA site

visitors. During the site visit, emphasis is given only to those standards with which the program is allegedly not in compliance. The site visit team submits a written report to the CAA no later than 30 days following the site visit.

As with all other site visits, only the observations of the site visitors are reported. Site visitors do not make accreditation recommendations. The CAA forwards the report to the program director and the institution's president or president's designee within 15 days. The program or institution should provide a written response to the chair of the CAA within 30 days of the date on which the report is postmarked to the program director and the president or president's designee. The purpose of the response is to verify the accuracy of the site visit report.

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 21 days: dismisses the complaint; recommends modifications of the program within a specified period (except for those areas that are solely within the purview of the institution); places the program on probation; or withholds/withdraws accreditation.

If the CAA withholds/withdraws accreditation, the program director and the institution's president or president's designee are informed within 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 U.S. Department of Education while it notifies the program of the decision.

If the program chooses to request further consideration, the CAA must receive the request within 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 30 days: recommend modifications of the program within a specified period (except for those areas that are solely within the purview of the institution) or place the program on probation and withhold/withdraw accreditation.

Within 15 days of its decision, the CAA notifies the program and the complainant of its decision.

If the CAA decision after further consideration is to withhold/withdraw accreditation, the program may appeal the decision in accordance with the appeal procedures described in the

CAA Accreditation Manual

Health and Safety Information

Accidents and Injuries

A student or a client may have an accident or injury during practicum. If it is a minor event (e.g., small cut) the clinical supervisor can advise on the appropriate action and no report is necessary. If there is an accident or

injury that is more serious and may require medical attention or another emergency, the student should follow the SXU Emergency Procedures.

[SXU Emergency Procedures](#)

[Definition of Adverse Event](#)

An adverse event is an accident, occurrence or unexpected event that occurs while the student is engaged in activities that may result in an injury requiring medical attention. The event may jeopardize the individual and may require medical/surgical intervention, prescription drug treatment, or immunization therapy to prevent further degeneration of condition. Examples are student exposures (any diseases reportable to the Illinois Department of Public Health such as tuberculosis or measles); stroke; heart attack; seizure; transferable insect exposure such as head lice, scabies or bed bugs; concerning injury that causes significant pain or bruising or that breaks the skin; and any bites, human or animal.

[Adverse Event Procedure](#)

Students should report any adverse event (e.g., exposure or injury to either client or student) to their clinical supervisor or academic instructor as soon as possible after the occurrence and always the same day of the occurrence.

Upon notification, the clinical supervisor and/or academic instructor should notify their director, who is responsible for providing directions. If the director is unsure where to refer the student/client or believes the student/client could be treated at the Saint Xavier University Health Center, the director will contact the Health Center for assessment and advice. If it is after hours, Public Safety can page the Health Center representative.

The Health Center provider will gather necessary detailed information about the incident to determine if the Health Center is the most appropriate treatment center for care or if the injured party needs to be referred to an urgent care facility, emergency room or their own primary care physician. The extent of injury and the individual's insurance coverage will be factors in determining where the student can receive the most cost-effective and appropriate care. Some insurance plans will cover the cost of testing and treatment. The injured student is responsible for all costs associated with testing and treatment from an adverse event at a clinical site. The completed SONHS Occurrence Report is submitted to the director of SONHS operations for record keeping. A copy of the report should be submitted to the director of clinic operations. The SONHS Occurrence Report should be filled out by the clinical faculty instructor within one business day.

SONHS Occurrence Form (Appendix F)

[Mandatory Reporting- Students](#)

Saint Xavier University is a community that respects the dignity and worth of each person and is committed to fostering a diverse, civil and inclusive community in which its students can learn and grow. As a member of the SXU community, it is expected that students uphold the following values:

Everyone deserves to feel respected.

Everyone is responsible for treating members of the SXU community with dignity, civility and respect.

Everyone is expected to be courteous, engaged, attentive and empathetic in order to help sustain a safe and inclusive environment for all.

Additionally, all members of the SXU community have a responsibility to help SXU be a respectful, inclusive community free from discrimination, bias, bullying and harassment by reporting instances that are not in line with our core values.

Mandatory Reporting on SXU Website:

Bias Incident Report Form: Please use this form to report behavior that discriminates, stereotypes, excludes or harasses anyone in the community that is motivated by prejudice against an individual or group of people based on personal characteristics or identity, including but not limited to: age, gender/gender identity, race, ethnicity, sexual orientation, religion or disability.

Sexual Misconduct Report Form: Please use this form to report sexual harassment, stalking, relationship violence or sexual assault.

Incident Report Form: Please use this form to report behavior that violates the University Code of Conduct such as alcohol, drugs, obscene language, threats, damage to property, vandalism, theft, etc.

In addition to these forms, you may contact the Office of the Dean of Students directly by visiting the office in Room L-103 of the Warde Academic Center, emailing deanofstudents@sxu.edu, or calling 773- 298-3123. In line with our mission, core values and Catholic, Mercy identity, we expect all members of the University community to act toward one another with sensitivity, consideration, understanding, appreciation, tolerance and with an active concern for the welfare of others. Please consider how you can positively contribute to our inclusive learning community.

Mandatory Reporting- Public Clients

Graduate student clinicians and licensed speech-language pathologists have legal and ethical responsibilities as mandated reporters. Students are required to comply with all applicable federal, state, institutional, and site-specific policies regarding the reporting of suspected abuse, neglect, exploitation, or threats of harm involving clients, patients, students, or vulnerable individuals encountered during academic or clinical experiences.

Students are not expected to manage these situations independently. Supervising clinicians and site personnel are expected to take the lead in situations involving mandatory reporting and guide students through appropriate procedures. Students must immediately notify their clinical supervisor and follow site-specific reporting requirements. All incidents involving mandatory reporting concerns that take place on campus or off campus associated with Ludden Clinic must also be communicated to the Director of CSD Programs as soon as reasonably possible.

Failure to comply with mandatory reporting responsibilities may result in disciplinary action, removal from a clinical placement, referral to the University, and/or reporting to relevant credentialing or licensing bodies. Students are expected to maintain professionalism, confidentiality, and appropriate documentation throughout the process in accordance with the American Speech-Language-Hearing Association Code of Ethics and applicable laws.

Public Safety

Public Safety, along with the other service components of the University, is committed to the highest quality of protective services in order to maintain and improve our unique educational environment and quality of life.

The campus is patrolled 24 hours a day by state-certified armed police officers with county-wide jurisdiction and additional trained security staff. Public Safety also provides:

- Security staff in all residence halls.
- Shuttle transportation, protective escort service, vehicle registration and parking enforcement.
- A campus emergency and information telephone system.
- Emergency alerts.
- On-campus dispatch center.
- Emergency management.
- Vehicle lockout, car battery jumps, and a lost and found collection.

PUBLIC SAFETY DEPARTMENT

Police, Security and Emergency Management CSC-100, Campus Service Center

773-298-3911 (Dispatch)

773-298-3950 (Office/Administration)

publicsafety@sxu.edu

*Available 24 hours a day

Clinical Health Guidelines

Each clinic room is supplied with examination gloves, a tongue depressor and disinfecting wipes. Gloves are required for:

- Conducting oral motor examinations.
- Any techniques requiring the student clinician to place their finger(s) near the client's mouth.

Gloves and tongue depressors must be immediately disposed of in the garbage cans. Any Kleenex or paper towels that encounter bodily fluids should also be immediately discarded. The surfaces that are touched must be wiped down with a disinfecting wipe, including the table and chairs, at the end of each session.

Any therapy materials that encounter bodily fluids (e.g., a child puts a toy in their mouth) must be washed in a bleach solution by the student clinician. Bleach is kept in the closet next to the kitchen area of the department. A mixture of one-part bleach to three-parts water should be used to clean these materials.

Proper Hand Hygiene

Student clinicians should wash their hands before and after sessions. Hand sanitizer is an alternative when soap and water are not available. Hand sanitizer is located at the front desk and in every clinic room.

Additionally, hand hygiene should be followed in academic classrooms and throughout campus.

Ludden Clinic Practicum

Introduction

The goal of a practicum is for the student to develop independence in the delivery of services for clients exhibiting a variety of communication disorders. A minimum of 400 clinical hours is required for ASHA certification. The programs at SXU abide by the ASHA Code of Ethics, which requires that all students participating in the clinical practicum only engage in practicum under the supervision of a certified and licensed speech-language pathologist.

As most students begin with little or no clinical experience, supervisors expect that students will require ongoing support throughout the practicum experience. As students gain experience, it is expected they achieve the various clinical competencies specified by the ASHA-Driven Knowledge and Skills Acquisition (KASA) Summary and will work independently. Ultimately, students should acquire a professional entry level of clinical independence characterized by skills in self-evaluation of clinical sessions, including the ability to problem-solve clinical challenges and implement appropriate modifications based on a firm foundation of evidence-based practice of the field.

Upon completion of all clinical preparation, students will meet the requirements for:

- American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence in Speech-Language Pathology.
- Professional licensure in Illinois through the Illinois Department of Financial and Professional Regulation (IDFPR).
- Professional Educator License (non-teaching) in Speech-Language Pathology through the Illinois State Board of Education (ISBE).

All Saint Xavier University students will begin their practicum experience at the Ludden Speech and Language Clinic.

Operations

Located in the lower level of Pacelli Hall, the Ludden Clinic provides individual and group therapy. The clinic houses individual therapy rooms with adjacent space for family, student and faculty observation. Additionally, there are two group therapy rooms. All rooms are equipped with video and audio equipment for the remote supervision of student clinicians and recording for educational and research purposes.

Therapy Hours

Clients are scheduled for therapy at the Ludden Clinic from 8:30 a.m. to 8:30 p.m. Monday through Thursday and 8:30 a.m. to 2 p.m. on Saturdays. Clients may be scheduled for one or two sessions per week or group therapy. Therapy sessions begin in accordance with the course schedule outlined in the syllabus.

Students may be required to arrive before or remain after scheduled clinical hours in accordance with responsibilities related to session preparation, documentation, team communication, supervision meetings, and/or debriefing activities.

Tele-Practice

Tele-practice involves the application of telecommunication technology to deliver speech-language services to clients remotely. At the Ludden Clinic, this service is delivered for assessment and intervention using a HIPPA-compliant Zoom account. Policies related to tele-practice:

- The student clinician is expected to provide the service from a therapy room at the Ludden Clinic unless remote service is approved by the clinical education coordinator.
- Student clinicians must wear the clinic uniform.
- Student clinicians must log into the Zoom waiting room three minutes prior to the scheduled session.
- EXXAT entries should reflect that the service was completed via tele-practice.

Client Medical Records

Ludden Clinic uses MedicatOne software to store all electronic health records. MedicatOne is a cloud-based software that is HIPAA-compliant and customized for the Ludden Clinic.

Student clinicians are assigned a login after they have signed and returned the Responsible Use Agreement to the director of clinic operations. Student usernames are 1166 followed by first initial and last name (all lowercase), e.g., 1166msmith. Students must create their own confidential passwords, which must be a combination of uppercase and lowercase letters, numbers and symbols. If a password is forgotten, please contact the office coordinator for a new link.

Documentation of therapy sessions must be completed in this HIPAA-secure software as directed by your supervisor. Client records can be accessed on campus and off campus.

IMPORTANT: Student clinicians are only allowed to access their assigned client records in Medicat. Regular audits are conducted to monitor HIPAA violations.

Clients can request information from their medical record by submitting a Release of Information Request Form to the clinic coordinator. Reports are not automatically mailed to the clients and can only be released by the clinic coordinator.

Materials

Materials which may be used by clinicians are housed primarily in the Materials Room, PH017. Additional materials are housed in the storage room just past the elevator, in Clinic Room A cabinets and in the commons area. To stay the most up to date on resources available, please refer to the Ludden Clinic section on your cohort Canvas shell.

- A therapy mirror, first-aid kit and disinfectants are in the cabinet inside each individual therapy room.
- Student clinicians may help themselves to the plethora of materials available to be used during therapy sessions. All materials must be returned to their original location or returned to the front desk. If materials are not functioning properly, please label the item with the issue (e.g., missing parts, needs batteries) and leave it for the clinic coordinator. Students are responsible for the condition of any materials used. Materials are not allowed to be removed from the clinic.
- iPads are kept in the adjunct office.
- Diagnostic evaluation materials are in the large conference room and organized in alphabetical order. Protocols (record forms) are in the black file cabinets outside of the front desk.

- Audiometers used for hearing screenings are in the closets in the large conference room.
- Several web-based programs with clinical materials are available free of charge to students. Please contact the clinic coordinator for the necessary login information for the platforms.

Practicum Prerequisites

The prerequisites required prior to participation in practicum are outlined in CSDIG 415 and EXXAT.

Examples of practicum prerequisites may include, but are not limited to, completion of 25 observation hours, handbook acknowledgment forms, immunization documentation, background checks, HIPAA training, VIRTUS training, CPR certification, and other site-specific compliance requirements. This is not an exhaustive list. Students should refer to CSDIG 415 and EXXAT.

All required forms, documentation, trainings, and compliance requirements must be completed by program-established deadlines. Failure to meet these deadlines may result in delayed clinical placement, delayed graduation, or other academic consequences. Persistent noncompliance may result in dismissal from the program.

Ludden Clinic Dress Code

Clinical attire and appearance protocols are provided to promote professionalism, safety and infection control prevention.

The uniform is as follows:

- Black scrub bottom customized for Saint Xavier University.
- Long-sleeved T-shirt (black, white, red or gray - options vary per student preference) customized for Saint Xavier University.
- Name pin containing first name only (SXU will supply the pin).
- White or black solid color shoes (no logos) with appropriate socks (no sandals or clogs).

OPTIONAL Uniform Additions:

- Fleece-lined jacket – black or gray - customized for Saint Xavier University.
- Scrub jacket – black or gray - customized for Saint Xavier University.

Orders can be placed three ways:

1. Students can bring their order form to Working Class Uniforms, located at 9525 S. Cicero Avenue, Oak Lawn, IL 60453. For inquiries, call 708-424-9447.
2. Order forms can be faxed to 708-424-9447.
3. Order forms can be emailed to Fax-RetailOaklawn@cintas.com.

The Working Class Uniform Form is located at the Ludden front desk.

Professional Guidelines for Safety and Infection Control

Grooming and Cleanliness	Fragrance and odor-free. Perfume/scented lotions can cause asthma/allergy reactions. The student uniform must be clean and laundered after each clinical day and must be neat and free from wrinkles. Shoes must be clean.
Accessories	Simple jewelry, nothing worn around the neck or any jewelry that can be pulled. Head coverings are allowed for cultural or religious purposes.
Undergarments	Undergarments must not be visible – white or beige need to be worn under white tops.
Body Art	No visible tattoos that are perceived as offensive, hostile, or distract from professionalism.
Hair	Hair must be clean, and long hair must be tucked away so it cannot be pulled or grabbed.
Nails	Nails must be trimmed for infection control and must not interfere with clinical work.
Student Identification	Required: CSD Division will provide one magnetic name tag to each student clinician free of charge. If lost, a \$5 replacement fee will be charged.

Assignment of Clients

The assignment of student clinicians is conducted by the clinical education coordinator. Students will be assigned to a variety of practicum experiences on and off campus, including the Ludden Clinic, medical sites, schools and private clinics.

SXU strives to maintain an adequate and diverse clinical population for student education and the fulfillment of Mercy outreach. Factors considered when making assignments include previous academic preparation, clinical skills and experiences, and number of completed clinical hours relative to KASA competencies. Areas of need within the nine disorder areas required by ASHA:

- Speech Sounds Production
- Receptive and Expressive Language
- Fluency and Fluency Disorders
- Voice and Resonance
- Hearing
- Swallowing and Feeding
- Cognitive Aspects of Communication
- Social Aspects of Communication
- Augmentative and Alternative Communication Modalities

Students will be notified of their clinic schedule, client assignments, and clinical supervisor(s) via email, Mediat, or EXXAT system before the clinical semester begins. Students are expected to be available for practicum assignments as assigned. Students are expected to work around assigned practicum for outside employment. Every effort will be made to honor requested hardships (hardships must be requested via email and a meeting to discuss hardship with clinical education coordinator must occur), but students should be prepared to be assigned clients during any days/hours that the clinic is open.

All graduate students must complete a minimum of three semesters of clinical practicum at the graduate level and approximately 200 clinical practicum hours prior to the culminating semester of full-time school and medical placements. The first three to four semesters will be a combination of on-campus practicum, part-time off-campus practicum, and participation in specialized clinic programs (e.g., St. Gerald's School, ATP, AERO Group, Brain Health, etc.).

The clinical education coordinator will offer to meet with prior to Fall II to discuss student requests or needs relative to practicum assignments, as well as the student's interests for off-campus placements.

Client Preparation

When a student receives the schedule, it is the student's responsibility to contact the clinical supervisor via email prior to the initial meeting for introduction. Before meeting with the supervisor for the first time, it is expected that the student will have reviewed each client's file for information regarding primary disorder, etiology, prior and/or concurrent treatment and evaluations, and specific communicative strengths and needs. Depending on the course, additional requirements may be specified prior to the first meeting per course syllabus.

Supervisor and Student Meetings

Meetings must be scheduled each week with each assigned clinical supervisor to discuss the student's practicum performance, plan upcoming sessions, and address concerns related to specific clients. It is assumed that this meeting will take place immediately following scheduled therapy times with supervisor(s).

Student attendance and participation in these weekly meetings is mandatory and a percentage of the student's grade is dependent upon regular participation in these meetings.

Student Clinician and Client Communication

Initial

It is the student's responsibility to contact each assigned client or client's family before every diagnostic with their supervisor present, before every evaluation, and before the first therapy session of the semester. Calls should be made as soon as the student received the clinical assignment using the phone in their supervisor's office, at least one week in advance. If you need to leave a message, please leave a message with your supervisor's phone number as a callback number and the best time to call.

It is imperative that HIPAA compliance on telephone communication be maintained. If a client must be called from a phone outside CSD/Ludden clinic, the phone number should be blocked or be a digital phone number (e.g., *67, Google Voice).

Telephone Script

"Hello, may I speak to (client or parent/caregiver of client)?... This is (student's name). I am a student clinician at the Ludden Speech and Language Clinic at SXU. I am calling to introduce myself as the student clinician for (client's name)."

(If it is the client's first visit to the Ludden Clinic, add the following.) Parking is available in designated spots against the Shannon Athletic Center, the front of

Pacelli Hall, and at the back of Pacelli Hall. Handicapped parking is also available in Parking Lot 2, just south of the front entrance. Parking permits will be available for pickup on the first day of the clinic.

If you receive a voicemail, follow this script:

"This is Mary Smith. I am a student clinician at the Ludden Clinic at SXU. I will attempt to call you again tomorrow."

If there are any questions about scheduling, please state that the clinical coordinator will contact them. Be sure to email the clinical coordinator the request for timely follow-up.

For any therapy related questions, it is okay to say that can be discussed at their first session. Be sure to share the question with your clinical supervisor to be prepared to discuss it at the next session.

Students should document all phone calls made to each client in the phone log on Mediat.

Cancelled Sessions and Attendance Policy- Clinical Practicum

Consistent attendance is required to ensure continuity of client care, meet clinical competency expectations, and accumulate required clinical hours in accordance with American Speech-Language-Hearing Association standards. Clinical attendance concerns are considered a component of professional conduct and may independently result in academic probation.

If a student clinician is unable to participate in scheduled clinical activities due to illness or emergency, the student must:

- Notify the clinical supervisor(s) for each assigned client as soon as possible.
- Notify scheduled client(s) and confirm client(s) is aware of cancellation.
- Document the cancellation in Mediat for all client(s).
- For off-campus placements, follow 517, 512, or 513 course procedures.
- For Prevention (514), follow the course procedures.

Failure to follow these procedures may be considered a professional conduct concern and may independently result in academic probation.

Clinical attendance will be formally reviewed when the student surpasses one excused absence per semester when serving clients during on-campus or specialty clinics associated with 515, 516, 517:

- A student demonstrates a pattern of absences, or;
- Absences begin to impact clinical performance, client care, or required clinical hours, or;
- The student fails to follow required absence procedures.

At that point, the student will be required to meet with the clinical education coordinator and/or the program director to determine next steps.

For 514, attendance at screening events is mandatory as these events are required to meet program requirements. Absence from a screening event will need to be reviewed by the instructor, along with the

program director as needed, and may result in a failed experience, an incomplete grade for the course, or a failure grade in the course. Course procedures related to absences will be specified in the syllabus.

Concerns related to attendance will be addressed within the program's academic and professional standards framework and may result in:

- A formal warning.
- A clinical intervention plan with placement on Academic Probation.

Students placed on academic probation due to attendance-related concerns must demonstrate immediate and sustained improvement in attendance, professional responsibility, and clinical performance. Failure to demonstrate improvement, continued patterns of absence, or inability to meet clinical requirements may result in course failure and/or dismissal from the program, consistent with probation and dismissal policies.

[Inappropriate Communication](#)

Students are prohibited from communicating with clients through social media or personal email accounts. Students should never share their personal phone numbers with clients. All emails from students to Ludden clients must come from the student's SXU email and the supervisor must provide prior approval and be included on the email exchange.

All communication between the supervisor and student is through SXU email.

[Meeting the Client at the Ludden Clinic](#)

It is the student clinician's responsibility to meet their clients in the waiting room promptly at the appointment time. At the first meeting, students should wait for the clinical supervisor to accompany them. Students should introduce themselves as the student clinician and introduce their supervisor to the client and the family. When the therapy session is completed, students must escort the client either back to the waiting room or to the adult responsible for the client's care.

NO DEPENDENT CLIENT SHOULD BE LEFT UNSUPERVISED.

The student clinician is responsible for the client's welfare until an adult meets the client.

Therapy sessions typically run for 55 minutes.

[Policy for Service Delivery for Clients who are Non-English Speaking:](#)

Services are available for all clients through collaboration with an interpreter. Video, phone, and in-person interpreters are available.

Language-matched services may be available. If a student self-identifies as proficient in the client's language of service delivery, the student will complete a language proficiency assessment to ensure their skills are matched to the client's needs. If a bilingual clinical supervisor is not available to supervise the services, an interpreter will be utilized during the sessions.

[ASHA Guidance on Multilingual Providers](#)

Ludden Clinic- Written Assignments and Client Charting

At the Ludden Clinic, the following assignments take place during on-site clinic practicum experiences. The following assignments clarify what is considered to be part of the client medical record and what is considered to not be part of the client medical record:

Master Plans

It is the position of ASHA that current evidence-based research be integrated into all clinical practice and decision-making. Students are required to provide evidence from the literature for therapy provided to each client in the clinic. The due date of this assignment will be listed in the practicum course syllabus.

The evidence may include a clinical study, an article, a passage from a book, or information from a professionally respected website. The reference needs to include the web address for accessing the article. Students should be prepared to discuss this information during student-faculty meetings. This assignment is **not** a part of the client medical record.

Please follow the due date set by your supervisor and review the rubric embedded in Canvas to understand expectations of this assignment for each practicum course.

Conference Assignment

It is the position of ASHA that current research be integrated into all clinical practice and decision-making. Students are required to provide evidence-based practice, a widely used problem-solving approach in the clinical setting, but it's also crucial to delivering patient-centered care. It integrates clinical expertise with the latest and best research evidence along with known patient values in order to deliver the best possible patient care.

One of the most important elements of evidence-based practice in speech-language pathology, as described by ASHA, is considering the needs and wants of the individual patient. It is expected that the student will present the clinical plan, goals for the semester, and rationale with guidance from the master plan. This presentation should be dynamic and include taking in the values and needs of the client/caregivers. This assignment is **not** a part of the client medical record.

Please follow the due date set by your supervisor and review the rubric embedded in Canvas to understand expectations of this assignment for each practicum course.

Lesson Plans

Lesson plans are expected to be created for each client session as part of student preparation and clinical organization. Lesson plans are intended for the student's personal use to support clinical reasoning, intervention planning, and session implementation. Additionally, lesson plans support the supervisor's understanding of the planned session flow, therapeutic rationale, and intended activities during session observation.

While students are not directly graded on the lesson plan document itself, students are evaluated on their clinical readiness, preparation, organization, and ability to effectively implement therapy activities during sessions.

Lesson plans are to be sent to the supervisor by the date determined by the supervisor. Lesson plans will be sent directly to your supervisor in an attachment on Canvas messaging.

Students are expected to utilize the lesson plan during the session; however, it is a guide, not a contract for the session. Use your lesson plan to take data during the session. This assignment is not a part of the client medical record.

SOAP Notes

A SOAP note must be completed for each client for every clinical session. SOAP notes should include the date of therapy along with a short summary of goals and evaluative data for the session. All evaluative comments must be supported. Client absences and excessive tardiness should also be documented.

Students will review the SOAP note with their supervisor at their weekly meeting. This assignment is **part** of the client medical record and should be completed in Medicat System. Please follow the due date set by the course syllabi deadline and review the rubric embedded in Canvas to understand expectations of this assignment for each practicum course.

End of the Semester Progress Note

A progress note in speech-language pathology serves as a crucial tool for documenting and communicating ongoing assessment, treatment, and outcomes of clients receiving services. The primary purpose of a progress note is to provide a clear and concise record of the client's progress, validate evidence-based practices, foster communication among professionals, aid in individualized treatment planning, fulfill legal and ethical responsibilities, ensure continuity of care, maintain quality standards, and support both evaluation and reflection for ongoing personal growth. This assignment is **part** of the client medical record and should be completed in the MedicatOne System.

Please follow the due date set by your supervisor and review the rubric embedded in Canvas to understand expectations of this assignment for each practicum course.

Written Documentation for Shared Clients

In the event you are assigned to a mutual client with another student clinician, the written assignments will be collaboratively completed.

Diagnostic Evaluations

In CSDIG 516, diagnostic evaluation experiences are an essential component of clinical education and may occur at any point during the semester as deemed appropriate by the clinical supervisor and/or clinical site. All students are required to participate in a minimum of one diagnostic evaluation opportunity per supervisor assignment to support competency development in assessment, clinical reasoning, documentation, and differential diagnosis.

Diagnostic experiences may include formal and/or informal assessment procedures across a variety of clinical populations and settings. Examples may include standardized assessments, criterion-referenced measures, dynamic assessment, screening procedures, bedside evaluations, chart review, case history collection, clinical interviewing, language sampling, observation-based assessment, cognitive-communication assessment, swallowing assessment, voice evaluation, and other discipline-specific diagnostic procedures appropriate to the clinical setting.

The type, timing, and complexity of diagnostic experiences will vary based on client availability, site operations, supervisor discretion, student competency level, and educational appropriateness. Students are expected to actively participate in all components of the evaluation process as appropriate to their level of training, which may include preparation, administration, scoring, interpretation, documentation, family/client communication, and clinical discussion with the supervisor.

Please follow the due date set by your supervisor and review the rubric embedded in Canvas to understand expectations of this assignment for each practicum course.

Diagnostic assessment tools may not be taken home and must remain at Ludden. If assessments are taken home, it may result in a failing grade.

Guidelines for Success Diagnostic Evaluations

- A meeting must be arranged with the clinical supervisor prior to the evaluation to finalize the diagnostic plan. This typically takes place during the assigned therapy times in the first few weeks of the semester before the first day of active therapy.

Evaluation of Student Clinicians at Ludden Clinic

Overview

All student clinicians will be evaluated on their accumulation of clinical competencies specified by the department and based on the guidelines of the American Speech-Language-Hearing Association.

Evaluation of competencies will be completed by supervisors using EXXAT Evaluations at the end of a clinical course. Students will also receive a clinical practicum grade. Specifics of these evaluations are as follows:

Acquisition of Clinical Competency

Student clinicians will be evaluated over the course of each semester of clinical practicum for the acquisition of clinical competencies. Feedback will be provided to students verbally (e.g., supervisor meeting) and in written format (e.g., CCP, midterm EXXAT evaluation, final EXXAT evaluation, etc.).

The EXXAT evaluation is used to verify each student's acquisition of all knowledge and skill items on the KASA to graduate. Please refer to Clinical Intervention Plan Policy for more information.

Clinical Practicum Grades

Midterm and Final EXXAT Evaluation

The EXXAT Evaluation evaluates therapeutic skills and professionalism. EXXAT Evaluation performance will account for 70% of the student's final grade from each assigned supervisor. Additional details on evaluations are provided in the clinical course syllabi.

Assignments

Student clinicians are judged on their ability to create accurate and well-written clinical documentation and demonstrate professional behavior. Additional details on assignments are provided in the clinical course syllabi. This grade will account for 30% of the student's final grade. Additional details on evaluations are provided in the clinical course syllabus.

Clinical Grade Requirements

Graduate students are required to earn a grade of B or higher for all clinical courses. Any graduate student earning a grade of C or lower will be required to re-register for that course in the subsequent semester.

A student may not progress to the next clinical course until that student has completed the course for which the C was earned and has earned a grade of B or higher.

A grade of C or lower in a clinical course will result in academic probation and will extend the length of the program. Two grades of C or lower are the cause for dismissal from the program.

Clinical hours earned in CSDI-355: Clinical Practicum in which the undergraduate student receives a grade of C or lower will not count toward the required hours for ASHA certification.

Clinical Intervention Plans

Please refer to the Clinical Intervention Plan Policy within this handbook.

Off-Campus Practicums

Overview

The faculty and staff of the Saint Xavier University Communication Sciences and Disorders program are grateful for the cooperation and expertise of supervisors of our graduate students in schools, private practices, hospitals, rehabilitation centers, and other medically based facilities.

The practicum experience is designed to present a picture of how the speech-language pathologist functions in a variety of settings, including those mentioned above. Students will be assigned to their first off-campus placement following at least one completed semester at the on-campus clinic.

All off-site supervisors selected must hold ASHA's Certificate of Clinical Competence and professional licensure. ASHA now requires that supervisors take a course in student supervision prior to working with a student clinician.

The part-time practicum is for a minimum of 12 weeks and is comprised of 10-12 hours per week. Schedules vary by site and supervisor availability. It is the expectation that students assigned to these sites will adhere to the schedule of their assigned supervisor.

The full-time practicum is for 10 weeks and requires five days per week attendance. Schedules may vary by site and supervisor and may include evenings or weekends. It is the expectation that students assigned to these sites will adhere to the schedule of their assigned supervisor.

Off-Campus Selection- SXU Mercy Mission

Clinical placement assignments are determined based on multiple educational and operational considerations, including availability of qualified supervision, student learning needs, accreditation requirements, and alignment with the mission and values of Saint Xavier University.

As part of this mission-driven approach, students may be assigned to clinical experiences serving diverse, underserved, and historically marginalized populations across a variety of socioeconomic, cultural, linguistic, and community settings.

The program is committed to preparing students to provide ethical, culturally responsive, and equitable services across the full scope of professional practice environments. Accordingly, discomfort with a placement population, geographic area, or community demographic alone does not constitute grounds for reassignment. Students are expected to demonstrate professionalism and the ability to engage respectfully and effectively with individuals from diverse backgrounds and lived experiences.

Off-Campus Selection - Distance

The clinical education coordinator will consider the location of the student's primary residence as listed in the SXU Student Portal when assigning placements; however, it is not always possible to place students near their homes.

Clinical placements may occur within a 65-mile radius of Saint Xavier University, including approved out-of-state sites located within the mileage range along the Wisconsin and Indiana borders.

Students are responsible for securing reliable transportation to and from all assigned clinical placements and educational activities, including costs associated with travel, parking, tolls, gas, and other related expenses. Inability to obtain transportation does not exempt students from required clinical education obligations.

Off-Campus Selection - Factors for Student Selection

The clinical education coordinator will consider several factors in selecting placements. These include but are not limited to student needs, academic proficiency, student level of clinical experience, availability of an external supervisor, the clinical site supervisor's schedule, and a fully executed clinical affiliation agreement.

External practicum assignments will be disseminated by the program administrator. Upon students' receipt of the placement notification, the CSD program will consider a placement assigned and finalized.

Failure to complete the assigned practicum will result in delayed progression toward graduation and/or dismissal from the program.

In the event an off-site facility terminates the assignment due to unanticipated events, the academic and externship coordinator will re-assign a new placement to the student. However, due to unforeseen circumstances beyond the University's control with off-site placements, progression toward graduation may be delayed. The same placement policy will apply to re-assignments.

Approved by full faculty on 3/28/23

Student-Initiated Clinical Placement Requests

Students who wish to suggest or explore a potential clinical placement site independently must communicate this interest to the clinical education coordinator at least one year prior to the anticipated placement date. Submission of a potential site does not guarantee approval, affiliation, or placement assignment.

All placements must comply with program requirements, accreditation standards, contractual agreements, supervision qualifications, and University policies. The program reserves the right to decline proposed placements for any reason, including but not limited to concerns related to supervision quality, educational appropriateness, contractual limitations, conflicts of interest, bias, equity, legal considerations, or site capacity. Students may not independently arrange or confirm clinical placements without prior authorization from the program.

Approved by full faculty on 3/28/23

Out of State Placements

There are out-of-state placements sometimes available; however, they will be offered as an option, and students will get the chance to apply if interested. An exception may be made for other out-of-state placements upon approval of the clinical education coordinator; however, it is the responsibility of the student to secure alternative out-of-state placements.

It is the responsibility of the student to notify the clinical education coordinator one year prior about alternative out-of-state placement intentions. Additionally, the student will need to produce a confirmed site with contact information nine months prior to the start date of placement. Once the site information is received, the site is subject to final approval by the clinical education coordinator.

Approved by full faculty on 3/28/23

Prevention Experiences

Overview

In screening practicums, students plan and carry out screening activities throughout the semester in both on-campus and community-based settings. Students are expected to participate in all aspects of the screening process appropriate to their level of training, which may include preparation, scheduling, communication, administration of screening procedures, data collection, documentation, professionalism, and follow-up recommendations under supervision. Participation in these experiences is considered part of required clinical education activities and professional responsibilities within the program.

CSDIG 514: Practicum in Prevention

Graduate students register for CSDIG 514: Practicum in Prevention in either spring of their first year or fall of their second year. Students attend lecture and attend on- and off-site screening events outside of class time.

Participation **in the entirety** of three events within prevention is required to meet the KASA competency for prevention and the student's experience must include:

- One or more* speech and language screening assignments, at least one of which must involve administering the DIAL-4.
- One or more* hearing screening assignments.
- Three screening experiences, including hearing screenings and speech-language screenings.

***NOTE:** The number of assigned hearing and speech and language screening sessions is dependent on instructor/supervisor evaluation of student competency and client availability.

Prevention hours accrued in other clinical practicum - for example, participation in a specialty clinic group - do not count toward the minimum of six hours. Grading for CSDIG 514 is pass/fail.

Screenings will take place on and off campus. Most elementary school-based screenings will take place on Friday mornings at locations near campus. However, additional days/times may occur.

Off-Campus Placement Suggested Schedules and Expectations

Part-Time (12 weeks)

Week 1: The graduate student engages in direct observation of case management services and should be oriented to the organization and philosophy of the program as it is coordinated within the total school, hospital or agency program.

Week 2: By the beginning of the second week, the graduate student should begin working with a few clients. The number of cases assigned should not be greater than the student can adequately manage, as judged by the site supervisor's evaluation of the student's abilities and level of confidence.

Week 3: The graduate student should be picking up at least 25% of the caseload of students or patients seen on days present (planning and implementing).

Week 4: The graduate student should be picking up at least 50% of the caseload of students or patients seen on days present (planning and implementing).

Week 5: The graduate student should be picking up at least 75% of the caseload of students or patients seen on days present (planning and implementing).

Week 6-12: The graduate student should be managing the entire caseload of students or patients seen on days present. The graduate student should be planning the sessions entirely with approval from the on-site supervisor.

During week six, the site supervisor and student should meet for a midterm evaluation.

A final evaluation should be conducted in week 12.

Full-Time (10-weeks)

Week 1: The graduate student engages in direct observation of case management services and should be oriented to the organization and philosophy of the program, as it is coordinated within the total school, hospital or agency program. By the end of the week, the student may begin to treat appropriate clients.

Week 2: This week, the number of cases assigned should not be greater than the student can adequately manage, as judged by the site supervisor's evaluation of the student's abilities and level of confidence.

Week 3: The graduate student should be picking up more than 50% of the caseload of students or patients seen on days present (planning and implementing).

Week 4: The graduate student should be picking up more than 75% of the caseload of students or patients seen on days present (planning and implementing).

Week 5-10: The graduate student should be managing the entire caseload of students or patients seen on days present. The graduate student should be planning the sessions entirely with approval from the on-site supervisor.

During week five or six, the supervisor and student should meet for a midterm evaluation.

Additional Experiences

In addition to the general outline given above, the following activities provide students with enriching experiences. ASHA now requires that we provide graduate students with experiences in interprofessional activities.

The graduate student should attend any professional meetings that may be held within the department during the practicum period.

The graduate student should attend family conferences, medical rounds, domain meetings, IEP meetings, eligibility meetings, and any other interprofessional meetings for the students or patients that they are servicing.

The graduate student should attend meetings with other professionals who are working with clients or patients on the caseload and collaborate with those professionals as appropriate.

Exposure to family counseling (when appropriate) would be beneficial.

Expectations of Students at Off-Campus Placements

Students are expected to develop a clear understanding of the roles and responsibilities of the supervising speech-language pathologist with respect to the confines and demands of that facility.

Students are expected to demonstrate:

- Promptness related to the start of the day (as determined by the site supervisor), meetings and other time-dependent activities.
- Professional appearance and behavior consistent with the site.
- Attitude that is positive in working with the site supervisor, students/patients and other site personnel.
- Respect for confidentiality, in keeping with HIPAA guidelines and facility practices.
- Confidence in relating to students/patients that reflects mutual respect, compassion and humor.
- Preparedness regarding diagnostic and therapeutic activities designed to address the emphases as indicated for the students/patients (i.e., appropriateness to age level, ability level, interest level and specific speech/language needs).
- Completion of all assigned projects/tasks in a reasonable time, which should be decided upon jointly.
- Consistent attendance. See section V for more detailed attendance policies.
- Effort and enthusiasm put forth related to all activities during this assignment.
- Independent documentation of direct contact hours for ASHA certification. Other hours in the areas of planning, meeting time, report writing, and collaboration should also be documented for the Illinois State Board of Education for school placements.
- Completion of evaluation of the experience, discussion with the supervisor, and the return of forms to the SXU external practicum coordinator.
- Maintain professional dress and work ethics of the facility to which they are assigned.
- An understanding of typical speech, language, hearing, and swallowing disorders and treatment strategies. Students should review materials and seek out new sources as needed, particularly if they have clients with disorders that they have not treated previously.
- Commitment to meeting with the site supervisor on a regular basis (minimum of once weekly) to discuss client treatment and the graduate student's individual clinical skills.
- Punctual arrival each day to complete planning and gather clinical materials prior to sessions.
- Development of a placement schedule with the site supervisor in which the student gradually assumes as

much of the caseload as the supervisor deems appropriate.

- Completion of planning and documentation in a format consistent with the site.
- Keeping of accurate records that can be used to modify and measure goals and strategies.
- Keeping of accurate records of clinical hours, including ages and communication disorders of clients, on EXXAT.
- Maintenance of confidential, organized records in compliance with HIPAA standards. Files and any items with client names must not be taken from the facility and all HIPAA rules of the facility must be followed.
- Responsibility for materials.
- Acceptance of continual feedback from the cooperating supervisor as well as the SXU faculty member.

Students are NOT expected to:

- Independently write IEPs, formulate goals and objectives, or conduct staffing.
- Conduct treatment or diagnostic sessions without appropriate site supervision commensurate with their knowledge and clinical skills.

Expectations of Supervisors

Students will expect their site supervisors to provide modeling, guidance, feedback and evaluative information regarding their performance. A certified SLP must be in the building at any time a student is directly treating clients/patients. Supervisors should:

- Discuss goals and expectations for the student's experience at the start of the twelve weeks.
- Provide observation and feedback of assessment, therapy, planning, implementation and follow-up on a daily/weekly basis.
- Assist the student in developing and expanding their skills and abilities by providing opportunities to discuss questions and concerns and offering suggestions.
- Evaluate student performance during the 12-week experience.
- Advise the coordinator of any questions or concerns regarding student performance or expectations.

Attendance

Students are expected to report on all assigned days of the placement. If a student must miss a day for any reason, the student must notify both the site supervisor **and** the SXU faculty member prior to the absence. **All absences that are not excused by the SXU faculty member will need to be made up.** Please refer to the Off-Campus Manual and syllabus for each course for more details.

On the occasion that the site supervisor must be absent on an assigned day, the student is still expected to report to the placement. Please refer to the Off-Campus Manual and syllabus for more details.

Off-Campus Placement Evaluations

Midterm Evaluation:

During week six, the site supervisor should sit down with the student and review the EXXAT Evaluation with the student. The students' strengths as well as areas for improvement should be discussed. Ratings for the

midterm evaluation **should not** be entered and submitted using the EXXAT at this point. We recommend that the supervisor print a blank copy of the evaluation, complete it on paper, and discuss the results with the student.

Final Evaluation/EASI Evaluation:

During the last week of practicum (week 12), it is essential that a final evaluation be completed. The final evaluation should be completed using the EXXAT Evaluation. Ratings for the final evaluation **should** be entered and submitted online. Failure to have an **EXXAT Evaluation complete may result in an incomplete grade.**

Site Visit

The program administrator is responsible for ensuring that the contract and certificate of insurance are in place before assigning a student to a clinical placement.

The clinical education coordinator is available to answer questions prior to the start of the placement. Once the placement starts, the instructor for the course will serve as the SXU faculty supervisor. Throughout the duration of the placement, the instructor of the course will serve as the Saint Xavier University contact with the supervisor.

The SXU faculty member will contact the student's supervisor at the beginning of the placement via email or phone and ensure that one on-site or virtual visit is made during each student's assignment. Upon completion of the student's practicum, the SXU faculty member will complete a survey reporting results from the visit.

Appendices

Appendix A- Leave of Absence Form

Saint Xavier University School of Nursing and Health Sciences Leave of Absence Form

Please complete the yellow boxes, save to your computer, and email to the program director.			
Name:		Student ID #:	
Address:		Cell #:	
City, State and Zip:		Home #:	
Email:		Program Start:	

NOTE: It is the student's responsibility to monitor SXU email while on LOA for important program information and updates.

Current Semester	Course(s) Taken This Semester	Credits	Class Start Date

Anticipated Returning Semester	Anticipated Course(s) to Take in Return Semester	Credits	Class Start Date

Updated Semesters for Practicum Courses	Practicum Course(s) Program Plan Revision Due to LOA	Credits	Class Start Date

*NOTE: Student Program Plans are subject to revision and may be adjusted to reflect new program requirements or course availability. A LOL may extend program completion time and placement in practicum. **Student must notify director of intent to return or not return (30 days before beginning of anticipated semester). Failure to do so may impact the student's ability to return to the program.***

SLP			
CSDI			

Reason for Leave of Absence

Student Signature	Date
Academic Advisor	
Approvals	
Director of Program	Date

Appendix B- Chain of Command in Master of Science in Speech-Language Pathology Program

President (Keith Elder, Ph.D.)

-

Provost (Caress Dean, Ph.D.)

-

Dean of SONHS

-

Director of CSD Programs (Lisa Osier, M.S. CCC-SLP)

-

Clinical Education Coordinator (Carry Zaras, M.S. CCC-SLP)

Appendix C- Faculty and Staff Contact List

SONHS Administrators:

TBD

CSD Faculty and Staff:

Name and Position	Degree	Areas of Expertise
Full-Time Faculty		
Cherullo, Ernest <i>Lecturer</i> cherullo@sxu.edu	B.A., Saint Xavier University M.S., Eastern Illinois University M.A., SXU (Educational Administration) Ed.D., University of St. Francis CCC-SLP #146006814	Assistive technology, fluency, supervision, aural rehabilitation and phonology.
Al-Shrideh, Noor <i>Instructor</i> alshrideh@sxu.edu	B.A., Saint Xavier University M.S., Saint Xavier University	AAC, pediatric and school age disorders, neurogenic disorders.
Greenspan, Melanie <i>Assistant Professor, Professional Practice</i> greenspan@sxu.edu	B.A., University of Michigan M.S., Northwestern University CCC-SLP #14288309	Treatment and assessment of pediatric language disorders, parent coaching and education, AAC, and literacy.
Hornof, Jeffrey <i>Assistant Professor, Professional Practice</i> hornoff@sxu.edu	B.S., Northwestern University M.A., Western Michigan University CCC-SLP #	Dysphagia management for neurogenic and progressive neurological disorders, addressing aerodigestive and voice disorders following prolonged intubation, tracheostomy placement, Aphasiology and cognitive communication protocols in the acute care and intensive care unit setting.
Osier, Lisa <i>Associate Professor, Professional Practice and Director, CSD Programs</i> osier@sxu.edu	B.S., University of Illinois Urbana-Champaign M.S., Rockhurst University CCC-SLP #146012849	Medical speech pathology, swallowing disorders, adults with pulmonary disease, neurogenic communication disorders, gerontology, end-of-life ethical issues and decision-making, and health care simulation technology.

Prescott, Kathryn <i>Assistant Professor</i> prescott@sxu.edu	B.A., Northwestern University M.A., University of Illinois Urbana- Champaign Ph.D., University of Wisconsin-Madison	Language development, autism, augmentative and alternative communication, early intervention, school-age language intervention.
Rodriguez-Guerra, Miriam <i>Assistant Professor, Undergraduate Coordinator</i> guerra@sxu.edu	B.A., Universidad de Las Palmas de Gran Canaria M.A., Consejo Superior de Investigación Científica Ph.D., University of Arizona	Phonology, speech sciences, bilingualism, minority languages and early language acquisition.
Simak, Kristina <i>Assistant Professor, Professional Practice</i> simak@sxu.edu	B.S., University of Illinois Urbana-Champaign M.A., University of Illinois-Urbana-Champaign CCC-SLP #146011646	Bilingual speech-language pathology, assessment and implementation of IEPs for bilingual elementary students, staff and family education, bilingual language development and disorders, and multicultural and multilingual issues.
Schroder, Scott Ph.D.		
Starcevich, Claire SLPD, CCC-SLP Lecturer ctstarcevich@sxu.edu	B.S., St. Louis University M.S., St. Louis University SLPD., MGH Institute of Health Professions	Early childhood speech and language development, speech and language disorders in preschool and school-age populations, Augmentative and Alternative Communication (AAC), Assistive Technology for communication and curriculum access, clinical supervision and student mentorship, family-centered and community-based service delivery, interprofessional collaboration (e.g., OT, EI, school teams).
Zaras, Carry <i>Assistant Professor, Professional Practice; Clinical Education Coordinator</i> zaras@sxu.edu	B.S., University of Wisconsin-Whitewater M.S., University of Iowa #146005015	Experience across the continuum of care in medical speech pathology for adult population. Assessment and treatment of speech, language, cognitive and swallowing disorders associated with neurogenic disorders associated with stroke, traumatic brain injury and progressive neurological diseases.
Staff Clinical Supervisor		
TBD		

Staff and Key Responsibilities	
Kolasa, Christopher <i>Office Coordinator</i> cmkolasa@sxu.edu	• Front Line Contact • Client Intake and Scheduling • Coordinating Work of Graduate Assistants at Front Desk • Coordination of Medical Records
Rohan, Kathleen <i>Director, Clinical Operations Ludden Clinic & Health Center</i> krohan@sxu.edu	• Transition to Electronic Medical Records • Purchasing and Budget • Facilities Management • Health and Safety
Rodgers, Krista <i>Program Administrator</i> kr Rodgers@sxu.edu	• Graduate Program Administrator • Undergraduate Program Administrator • Clinical Externship Coordinator

Appendix D- KASA Form

Each student enrolled in the graduate program must meet the knowledge and skill requirements outlined in the current ASHA standards. A majority of these will be met in the academic coursework and clinical experiences in this program, but it is possible that a student may have participated in, or may arrange to participate in, other experiences that will fulfill knowledge and/or skill competencies in a variety of areas.

If a student wishes to use previous coursework, outside experiences or independent study work to fulfill KASA requirements, it is his or her responsibility to make the case to his or her academic or clinical advisor.

Experiences that may qualify may include:

- Courses taken at other universities.
- Participation in clinical practice at other universities.
- Participation in workshops, internal services or clinical training.
- Independent study work.

A student is required to complete the SXU KASA Competency Acceptance Form and submit it to their advisor with the appropriate documentation. Documentation requirements may include course syllabi, KASA competency documentation forms from other universities, workshop materials (including course objectives, learner outcomes, and a certificate of completion if available), and/or an independent study plan (including activities, materials, products and KASA competencies that can be met).

The submitted plan will be reviewed by the CSD program director, and, when needed, the student's advisor and a faculty member that teaches in that content area. KASA competencies will be accepted if the committee deems that the experiences have or will provide the student with at least satisfactory levels of knowledge or skill in the standards addressed (i.e., that the student will be ready for entry-level practice in a clinical fellowship experience).

The student will be notified of the decision to accept or not accept the competencies via the completed and signed SXU KASA Competency Acceptance Form. The student must sign and return the form. The advisor will retain a copy for the student's file, and the student will receive a copy of their records.

Approved by Faculty on 8/18/23

KASA Competency Acceptance Form

Student Name:

Date:

Academic/Clinical Advisor:

KASA competencies for which acceptance is sought:

Documentation provided to support request:

Decision:

ACCEPT

DO NOT ACCEPT

Comments:

Student Signature/Date_____

Advisor Signature/Date_____

Graduate Program Director Signature/Date_____

Appendix E- Essential Functions Form

The accredited Speech-Language Pathology program of the Communication Sciences and Disorders Division at SXU adheres to the standards set by the American Speech-Language-Hearing Association (ASHA). The faculty of the division have a responsibility for the welfare of clients tested, treated or otherwise affected by students enrolled in the CSD program. Thus, it is necessary 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 division has established academic and clinical standards and minimum essential requirements to graduate. When requested, the University will provide reasonable accommodation to otherwise qualified students with properly documented disabilities who meet the minimum CSD requirements. Admission and retention decisions are based not only on satisfactory prior and ongoing academic achievement but also on other non-academic factors that serve to ensure the candidate can meet the essential functions of the clinical program required for graduation. Essential functions, as distinguished from academic standards, refer to those cognitive, physical and behavioral abilities that are necessary for satisfactory completion of all aspects of the curriculum and the development of professional attributes required by the faculty of all students at graduation.

Physical Abilities

<i>A student must demonstrate adequate physical abilities to:</i>	<i>Yes</i>	<i>No</i>
Participate in professional responsibilities/activities for up to four-hour blocks of time with one or two breaks.		
Move independently to, from, and in a work setting.		
Provide for one's own personal hygiene.		
Manipulate screening/diagnostic materials, including completion of screening/evaluation protocols.		
Effectively implement necessary treatment/behavior plan appropriate for client, including use of materials/instrumentation and data collection.		
Provide a safe environment for others by responding quickly to emergency situations, such as fire or choking, and in the application of universal precautions.		
Visually monitor client responses and materials.		
Make accurate judgments about linguistic and/or acoustic signals.		

Behavioral and Social Attributes

<i>A student must demonstrate adequate behavioral and social abilities to:</i>	<i>Yes</i>	<i>No</i>
Maintain emotional and mental health required for use of intellectual abilities, prompt completion of responsibilities, and development of appropriate relationships with clients and colleagues.		
Maintain composure and emotional stability in demanding situations.		
Adapt to changing environments and situations.		
Communicate effectively with people in person, by phone and in written form by considering the communication needs and cultural values of the listener.		73

Demonstrate respect for and the ability to interact with people from diverse ethnic, racial, gender and socioeconomic groups, including individuals with disabilities and different beliefs, attitudes, opinions and values.		
Understand and respect authority.		
Maintain appropriate professional behavior.		
Participate effectively and appropriately in collaboration with faculty, staff and peers within the SXU community in on-campus clinical experiences as well as in external practicum experiences.		
Respond to the questions and concerns of others and demonstrate a willingness to engage in dialogue about performance.		
Engage in self-reflection and demonstrate realistic perceptions of own strengths and weaknesses.		
Speak English accurately and intelligibly, demonstrating the ability to correctly model English phonemes, grammatical structures and social-pragmatic skills.		
Comply with administrative, legal and regulatory policies.		
Demonstrate regular class attendance and meet responsibilities in a timely manner.		

Cognitive Abilities

<i>A student must demonstrate adequate cognitive abilities to:</i>	<i>Yes</i>	<i>No</i>
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Possess the mental capacity to learn and assimilate professional information, including the ability to comprehend professional literature and reports.		
Solve clinical problems through critical analysis.		
Seek relevant case information and synthesize and apply concepts and information from various sources and disciplines.		
Systematically apply current knowledge of the discipline in choosing the most appropriate techniques for prevention, intervention and assessment.		
Generate discipline-specific documents and clinical reports in English.		
Analyze, synthesize and interpret ideas and concepts in academic and diagnostic/treatment settings.		
Maintain attention and concentration for sufficient time to complete clinical activities for up to four-hour blocks of time with one or two breaks.		

Reviewed by _____

Title _____

Date _____

Student Signature _____

Date _____

Appendix F- SXU Occurrence Form

Saint Xavier University

School of Nursing and Health Sciences

OCCURRENCE REPORT

This form is used to report an occurrence involving a SONHS student who is engaged in a scheduled clinical or course-related activity. The purpose of the form is to assist with the identification and management of clinical practice occurrences, adverse events, errors and near misses. The entire form must be completed and signed by both the student and the clinical/course faculty.

Date of Report: _____ Date of Occurrence: _____ Time of Occurrence: a.m./p.m.

Agency/Location of Occurrence: _____

Address: _____

Program of Study: Nursing CSD Exercise Science Gerontology Studies Sports and Fitness
Admin Physical Education

Course Number: _____ Instructor/Faculty: _____

CATEGORY OF OCCURRENCE:

- Error [Defined as incident or occurrence that had the potential to place a client at risk or harm or resulted in actual harm].
- Near Miss [Defined as an event or situation that could have resulted in accident, injury or illness, but did not, whether by chance or through timely intervention (Ebright et al., 2004)].
- Other _____

TYPE OF OCCURRENCE

- Medication error
- Needle stick
- Unprepared for providing client care
- Blood/body secretion exposure
- Fall event
- Outside of scope of practice
- Injury to body
- Change in client condition
- Inappropriate/inadequate communication by faculty, preceptor, student, client, health care team or visitor
- Violation of HIPAA
- Environmental safety for self, client or others
- Equipment or medical device malfunction
- Not following agency/program policy
- TB exposure
- Other: _____

WHO RECEIVED INJURY: ☐ Client ☐ Student ☐ Faculty ☐ Staff ☐ Visitor ☐ Other

GENDER: ☐ Male ☐ Female ☐ Unknown

ENGLISH is predominant language: ☐ Yes ☐ No ☐ Unknown

STATUS OF CLIENT/STUDENT/INDIVIDUAL

- ☐ Harm
- ☐ No Harm
- ☐ Death
- ☐ Other

AGE: ☐ 0-5 ☐ 6-12 ☐ 12-15 ☐ 15-20 ☐ 21-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41-45

☐ 46-50 ☐ 51-55 ☐ 56+ ☐ Unknown

STUDENT INVOLVED IN OCCURRENCE

Name: _____ (Last) (First) (Middle)

Address:

(Street) (City, State, Zip)

Phone: _____ (Cell) SXU ID Number: _____ CLIENT/VISITOR/OTHER ___ INVOLVED IN OCCURENCE

(Circle one if applicable)

Name: _____

(Last) (First) (Middle)

Address: _____

(Street) (City, State, Zip)

Phone: _____ (Residence) (Work) (Cell)

FACTS OF OCCURRENCE (Describe fully the events that resulted in the incident. Explain what happened, how it happened, whether an injury occurred as a result, and name any equipment, personnel or other factors involved in the incident. Attach additional pages to this form if necessary):

If an injury resulted, explain who was injured and the nature and location of the injury. (Describe fully, including parts of the body affected.)

Was medical attention received? (Describe by whom, where and when.)

Signature is required in the appropriate space below only if a student sustained an injury.

Treatment received (student's signature) _____

Treatment refused (student's signature) _____

ACTION(S) TAKEN

Agency occurrence report completed: ☐ Yes ☐ No ☐ Unknown ☐ Not Applicable

SXU Public Safety Occurrence Report filed: ☐ Yes ☐ No ☐ Unknown ☐ Not Applicable

Describe action taken following the incident:

- ☐ Faculty
- ☐ School of Nursing and Health Sciences Administration
- ☐ Other: Please Describe

EXPECTED FOLLOW-THROUGH (Include dates for

completion.) Who was informed?

- ☐ Course Faculty
- ☐ SONHS Administration
- ☐ Client/Family
- ☐ Clinical Agency
- ☐ Clinical Unit Manager
- ☐ Director of Clinical Education
- ☐ Other:

CHANGES OCCURRING POST OCCURRENCE

(Provide a plan to keep other such incidents from occurring in the future).

- ☐ Student Instruction
- ☐ System Change
- ☐ Policy Change
- ☐ Practice Change
- ☐ Course/Curriculum Change
- ☐ No Change

OTHER PARTY INVOLVED (if applicable)

Name: _____

(Last)

(First)

Address: _____

Phone:

(Residence)

(Work)

(Cell)

PERSONS OBSERVING OCCURRENCE (if applicable)

Name:

(Last
dle)

(First)

(Mid

Address: _____

(Street Address)

(City, State, Zip)

(

Phone:

(Residence)

(Work)

(Cell)

Name:

(Last
dle)

(First)

(Mid

Address: _____

(Street Address)

(City, State, Zip)

Phone:

(Residence) (Work) (Cell)

PRACTICUM FACULTY MEMBER (if applicable)

Name:

(Last) (First) (Middle)

(Last) (First) (Middle)

Address: _____

(Street Address)

City, State, Zip

Phone:

(Residence) (Work) (Cell)

PARTIES INFORMED OF OCCURRENCE

Name:

Position: _____

Agency/Title:

Name:

Position: _____

Agency/Title:

Name:

Position: _____

Agency/Title:

Complete for Occurrences at SXU Ludden Clinic (if applicable):

Name: _____

Relationship to Client: _____

Name: _____

Relationship to Client: _____

Name: _____

Relationship to Client: _____

Report Prepared by: _____ Date: _____

Student Signature: _____ Date: _____

Other Signature: _____ Date: _____

ORIGINAL REPORT TO BE FILED IN THE OFFICE OF THE DEAN, SCHOOL OF NURSING
AND HEALTH SCIENCES. ONE COPY TO BE RETAINED BY PROGRAM IN A SECURE FILE.

R:\A SHARED SONHS
CHART/Forms and Templates
Revised 10/2018