SPEECH-LANGUAGE PATHOLGY GRADUATE PROGRAM ACADEMIC HANDBOOK

LSU Health Sciences Center
Department of Communication Disorders

Updated Fall 2025

TABLE OF CONTENTS

DEPARTMENTAL OVERVIEW 5
Vision Statement 5
Mission Statement 5
Strategic Plan 6
SLP PROGRAM GOALS 6
ACCREDITATION 6
DELIVERY OF THE PROGRAM 7
COURSE SEQUENCE 7
COURSES and DESCRIPTIONS 8
TECHNICAL STANDARDS 11
ACADEMIC STANDARDS 13
COMPREHENSIVE EXAMS 14
GRADING AND EVALUATION OF PERFORMANCE 14
POLICY on Communication Proficiency and Performance Expectations 15
ACADEMIC ADVISING 16
PROMOTION and REMEDIATION 16
COMPUTER USAGE 17
ARTIFICIAL INTELLIGENCE 18
ONLINE VIRTUAL COURSE ETIQUETTE 18
PROFESSIONAL MEETINGS 19
COMPLAINTS 19
STUDENT ATTIRE 20
ADDITIONAL PROGRAM REQUIRMENTS for STUDENT CONDUCT 21
VERIFICATION OF STUDENT IDENTITY 21
PROGRAM EVALUATION 22
COURSE AND FACULTY EVALUATION 22
ABSENCES 22
EMPLOYMENT 22
SOCIAL MEDIA 23
EMAIL 23
PRAXIS EXAMINATION 23

LICENSURE and CERTIFICATION 23
LSUHSC SERVICES 23
Student Health 23
Office of Disability Services 23
Wellness Center 23
Campus Assistance Program (CAP) 23
Academic Performance Resources (APRIL) 23
Campus Safety 23
LSUHSC POLICIES 23
Compliance Program 23
FERPA 32
Freedom of Speech 32
HIPAA https://www.lsuhsc.edu/administration/ocp/hipaa.aspx 32
Title IX 32
Student Rights and Responsibilities (CM-56) 32
SAHP STUDENT POLICIES and PROCEDURES 32
Grading Appeals 33
Student Conduct 33
Disciplinary Action 33
Academic Dismissal 33
Medical/Sick Leave 33
Withdrawal 33
Readmission 33
OFFICE of the REGISTRAR 33
OFFICE of STUDENT AFFAIRS 34
OFFICE of ACADEMIC AFFAIRS 34
PROFESSIONAL ORGANIZATIONS AND ASSOCIATIONS 34
CODE OF ETHICS 34
AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION (Revised 2023) 34
LBESPA 34
STUDENT ORGANIZATIONS 34
ACKNOWLEDGEMENT OF HANDBOOK 34
APPENDIX I: MASTER'S THESIS OPTION 35
M.C.D. Thesis Interest Form 37

DEPARTMENTAL OVERVIEW

DEPARTMENT FACULTY AND STAFF

Name	Office	Phone
Annette Hurley, PhD, CCC-A **Department Head**		
Speech-Language Pathology Program		
Leslie C. Lopez, PhD, CCC-SLP **SLP Program Director**	9C2/932	568-4341
Molly Brouillette, MCD, CCC-SLP **SLP Clinical Coordinator**	9A1/929	568-4335
Jill Douglass, PhD, CCC-SLP	9C1/929	568-4333
Celeste Hebert, MCD, CCC-SLP	9A5/914	568-4344
Jordan Lins, PhD(c), CCC-SLP	9C3/931	568-4736
Michelle Willis, MCD, CCC-SLP	9A4/915	568-4347
Brittney Wright, MCD, CCC-SLP	9A3/927	568-4417
Audiology Program		
Annette Hurley, PhD, CCC-A **AuD Program Director**	9B15/951	568-4337
Megam Guidry, AuD, CCC-A **AuD Clinic Director**	9A1/956	568-4336
Erica Cardosi, AuD, CCC-A	9A18/958	568-4343
Megan Majoue, AuD, CCC-A	9B3/935	568-4342
Emily Mutter, AuD, CCC-A	9B14/950	568-4340
Dania Rishiq, PhD	9F4/952	568-4440
Departmental Support		
Deanna Livers, MHA **Manager, Speech & Hearing Clinic**	9A8/913	568-4338
Jolanda Royal, BS **Department Assistant**	9A8	568-4346

Vision Statement

The Department of Communication Disorders at LSU Health-New Orleans (LSUHSC) will be recognized for providing excellent innovative, educational, clinical training, and research experiences for graduate students enrolled in the speech-language pathology and audiology graduate programs. We will serve the needs of the community by delivering high quality patient care and engaging in community events.

Mission Statement

Our mission is to educate master level speech-language pathologists and doctoral level audiologists using scientifically based curricula and diverse instructional models. We are committed to excellence in patient care, research, and community outreach, integrating best practices and evidence-based approaches while demonstrating cultural responsiveness.

Strategic Plan

The School of Allied Health Professions strategic plan can be found at
URL: https://alliedhealth.lsuhsc.edu/docs/sahpstrategicplan.pdf

The Department of Communication Disorders strategic plan can be found at
URL: https://alliedhealth.lsuhsc.edu/cd/docs/strategicplan.pdf

SLP PROGRAM GOALS

Goal: The LSUHSC Speech-Language Pathology (SLP) Program commits to:

- Recruit highly qualified applicants for enrollment to the SLP Program
- Maintain program completion rates and Praxis pass rates that are above accreditation thresholds.
- Graduate clinicians who:
  - Practice in diverse settings across the lifespan
  - Operate at the top of their license
  - Communicate effectively with patients, colleagues, and other health care professionals
  - Critically evaluate and integrate new information and technology
  - Become future leaders in the profession

ACCREDITATION

Regional Accreditation

Louisiana State University Health Sciences Center at New Orleans is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Contact SACSCOC at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Louisiana State University Health Sciences Center at New Orleans. This accreditation is valid through 2025.

Council on Academic Accreditation

The Master's degree in Communication Disorders (MCD) education program in speech-language pathology (residential) and the Doctor of Audiology (AuD) education program in Audiology (residential) at LSUHSC is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #3010, Rockville, MD 20850, 800-498-2071 or 301-296-5700. The accreditation period is from April 2018 through March 2026.

Sources of Information

For information regarding the academic program, accreditation, and professional organizations and licensure, refer to the sources given as follows:

1. LSUHSC Academic Catalog http://catalog.lsuhsc.edu/
2. LSUHSC Department of Communication Disorders, Section of Speech Pathology https://alliedhealth.lsuhsc.edu/cd/slaboutus.aspx
3. American Speech-Language-Hearing Association https://www.asha.org/
4. Louisiana Board of Examiners, Speech-Language Pathology and Audiology https://www.lbespa.org/

5. Council on Academic Accreditation in Audiology and Speech-Language Pathology https://caa.asha.org/

DELIVERY OF THE PROGRAM

The faculty are hopeful students (adult learners) are active participants and self-motivated in their learning. The faculty use several different types of delivery throughout the curriculum to stimulate critical thinking skills to integrate knowledge and prepare students for clinical practice.

Instructional Approaches

- Lecture-Style Courses: Used to deliver core foundational content. These provide the essential knowledge base upon which advanced clinical skills are built.
- Clinical and Laboratory Courses: Combine lectures, hands-on practice, and case-based learning. Students apply knowledge during lab assignments and integrate information to interpret and manage case studies.
- Case-Based and Project-Based Learning (PBL): Implemented across the curriculum to enhance problem-solving and clinical reasoning. Students collaborate on case presentations and projects, fostering the ability to link academic knowledge with clinical decision-making.

Academic and Clinical Assessment

The program emphasizes both formative and summative evaluation to ensure students are developing appropriately in their academic and clinical competencies.

- Formative Assessment: Ongoing evaluations are used to monitor progress and guide learning. Examples include written exams, case reports, clinical observations, and student projects.
- Summative Assessment: Comprehensive measures are administered to confirm mastery of knowledge and clinical skills. These include:
    - Comprehensive Examinations during the second year to assess integration of academic knowledge across the curriculum.
    - Cumulative Clinical Assessment at the end of the second year to evaluate application of clinical skills, professional competencies, and readiness for advanced clinical placements.

Together, these delivery methods and assessment practices ensure that students are prepared to enter their final year of graduate study with the knowledge, skills, and professional readiness expected of speech-language pathology trainees.

COURSE SEQUENCE

Total Curriculum hours for Background: 77 hours
Academic Hours = 56
Clinic Practicum = 15
Clinic Theory/Process = 6

Spring 0 (alternate background only)

SPTHAUD 5134 Normal Language Acquisition	3 credit hours
SPTHAUD 5131 Hearing and Speech Science	3 credit hours
SPTHAUD 5136 Clinical Phonetics and Phonology	3 credit hours
SPTHAUD 5494 Introduction to Speech-language Clinic	2 credit hours
SPTHAUD 5203 Audiology Essentials for SLP (alt.background+)	2 credit hours

Summer I

SPTHAUD 6201 Anatomy and Physiology of Speech and Hearing	4 credit hours
SPTHAUD 5490 Issues in CD I	2 credit hours
SPTHAUD 6214 Diagnostics and Evaluation in SLP	4 credit hours

Fall I

SPTHAUD 6130 Neuroscience	3 credit hours
SPTHAUD 5204 Language Disorders I	3 credit hours
SPTHAUD 6100 Research Methods	3 credit hours
SPTHAUD 5206 Speech Sound Disorders	3 credit hours
SPTHAUD 6702 Clinic Practicum I	1 credit hour

Spring I

SPTHAUD 5208 Neurogenic Communication Disorders I	3 credit hours
SPTHAUD 6218 Dysphagia	4 credit hours
SPTHAUD 5492 Issues in CD II	2 credit hours
SPTHAUD 6212 Voice and Related Disorders	3 credit hours
SPTHAUD 6704 Clinic Practicum II	1 credit hour

Summer II

SPTHAUD 6204 Motor Speech and Related Disorders	3 credit hours
SPTHAUD 6206 Pediatric Dysphagia	3 credit hours
SPTHAUD 6222 Language Disorders II	3 credit hours
SPTHAUD 5496 Issues in CD III	2 credit hours
SPTHAUD 6706 Clinic Practicum III	1 credit hour

Fall II

SPTHAUD 6216 Augmentative/Alternative Communication	3 credit hours
SPTHAUD 6228 Medical Aspects of SLP	3 credit hours
SPTHAUD 6708 Clinic Practicum IV	6 credit hours
SPTHAUD 6208 Neurogenic Communication Disorders II	3 credit hours

Spring II

SPTHAUD 5210 Early Intervention and ASD	2 credit hours
SPTHAUD 6210 Fluency Disorders	2 credit hours
SPTHAUD 5498 Issues in CD IV	2 credit hours
SPTHAUD 6710 Clinic Practicum V	6 credit hours

COURSES and DESCRIPTIONS

BRIEF DESCRIPTION OF SPEECH-LANGUAGE PATHOLOGY COURSES:

SPTHAUD 5131 Hearing and Speech Science. 2 Credits.
The basic principles of acoustics related to speech will be introduced. Topics include generation, transmission, and measurement of sound, and physiologic and psychologic aspects of acoustic phonetics.

SPTHAUD 5134: Normal Language Acquisition. 3 Credits.
This course provides an introduction to the scientific study of language. Linguistic terminology and subsystems, sociolinguistics, and psycholinguistics with emphasis on normal aspects of language acquisition are presented. Implications of linguistic theory for the practice of speech language pathology are addressed.

SPTHAUD 5136 Clinical Phonetics and Phonology. 3 Credits.
This course introduces articulatory phonetics and transcription using the International Phonetic Alphabet, including extensions for non-normal speech. An overview of normal aspects of articulation and phonology including co-articulation, segmental and non-segmental phonology, and phonological acquisition will also be included. Includes laboratory exercises.

SPTHAUD 5203 Audiology Essentials for Speech-language Pathology. 2 Credits.
This course will focus on the habilitation/rehabilitation of individuals with hearing impairments. Varying procedures and rationales for management in a variety of settings will be discussed. Psychological, social, and educational aspects of hearing impairment in children and adults will be addressed.

SPTHAUD 5204. Language Disorders I. 3 Credits.
This course focuses on pediatric language disorders, including developmental and acquired language disorders in preschool and school-age children. Theoretical and clinical information regarding language development, and the assessment and treatment of spoken phonological, morphological, semantic, syntactic, and pragmatic disorders in preschool- and elementary school-age children will be reviewed.

SPTHAUD 5206 Speech Sound Disorders. 3 Credits.
This course provides an overview of speech sound production disorders and their etiology in children. Procedures for the assessment and phonological analysis of child speech will be presented. Treatment approaches with emphasis on the establishment, generalization, and maintenance phases --will be covered.

SPTHAUD 5208 Neurogenic Communication Disorders I. 3 Credits.
Normal and disordered aspects of cognitive/information processing will be studied. The nature, assessment and management of aphasia will be addressed from multiple theoretical and practical perspectives.

SPTHAUD 5210 Early Intervention and ASD. 2 Credits.
This course will address assessment and intervention for the management of communication disorders in very young children, including collaborating with families and other caregivers as a part of the early intervention team. This course will also review topics relevant to autism spectrum disorder (ASD) and the role of the speech-language pathologist in interdisciplinary programs.

SPTHAUD 5490 Methods and Issues in Communication Disorders. 2 Credits.
Presentations and lectures on a variety of professional and clinical issues in audiology and speech language pathology.

SPTHAUD 5492 Methods and Issues in Communication Disorders II. 2 Credits.
Presentations and lectures on a variety of professional and clinical issues in audiology and speech language pathology.

SPTHAUD 5494 Introduction to Speech-language Clinic 2 Credits.
This course introduces the techniques and materials used in speech and language assessment and evaluation, treatment, ethics and professionalism, and structure of clinical practice. Twenty-five hours of clinical observation required.

SPTHAUD 5496 Issues in Communication Disorders IV. 2 Credits.
Presentations and lectures on a variety of professional and clinical issues in audiology and speech language pathology.

SPTHAUD 5498 Issues in Communication Disorders V. 2 Credits.
Multicultural issues, Professionalism, and Ethics. 2 Credits. Presentations and lectures on a variety of professional and clinical issues in audiology and speech language pathology.

SPTHAUD 6100 Research in Communication Disorders. 3 Credits.
Ethical and methodological considerations in speech-language pathology and audiology research. Critical evaluation of research. Application of research to clinical practice.

SPTHAUD 6130 Neuroscience. 3 Credits.
The structure and function of the nervous system are presented and analyzed, with an emphasis on hearing, speech, and language central organizations. Emphasis is on normal structure and function so the clinician can better understand abnormalities.

SPTHAUD 6150 Topics in ASD and Neurodevelopmental Disabilities. 3 Credits.
This course targets topics relevant to autism spectrum disorders (ASD) and other neurodevelopmental disabilities (NDD) within life course and social determinants of health (SDoH) frameworks. Classes focus on strategies, systems and resources relevant to children with ASD/NDD and their families. Content and experiences are organized around developmental periods including pre-, peri-, and post-natal, early childhood, school, transition to adulthood and adulthood. The course also includes embedded clinical/field experiences to provide students opportunities for application and reflection. Students are required to complete experiences that focus on early detection, diagnosis, care coordination and treatment of children who have, or are at risk for, ASD/NDD.

SPTHAUD 6201 Anatomy and Physiology of Speech and Hearing. 4 Credits.
Detailed anatomy and physiology of the systems involved in speech and hearing, including cadaver dissection. The nervous system, respiration, phonatory-articulatory systems, and auditory system are included. Laboratory required.

SPTHAUD 6204 Motor Speech and Related Disorders. 3 Credits.
This course will focus on motor speech disorders (e.g., dysarthria and apraxia of speech). The neuroanatomy and neurophysiology underlying these disorders will be explored. Motor control will be addressed across the domains of acoustics, aerodynamics, and kinematics. The assessment, diagnosis, and treatment of motor speech disorders will be approached from both theoretical and clinical perspectives.

SPTHAUD 6206 Pediatric Dysphagia. 3 Credits.
The overall goals of this section of the course are to familiarize students to pediatric feeding and swallowing including typical development, issues associated with special populations, assessment (instrumental and non-instrumental) and intervention.

SPTHAUD 6208 Neurogenic Communication Disorders II. 3 Credits.
The purpose of this course is to provide an understanding of communication changes, communication disorders, and service delivery options from a gerontological perspective. An overview of direct services offered to communicatively impaired older adults and ancillary or support services will be given. Treatment strategies addressing environment, significant others, and associated professional services will be covered.

SPTHAUD 6210 Fluency Disorders. 2 Credits.
The theoretical foundations of dysfluent behavior will be reviewed. Differential diagnosis and principles of therapeutic techniques for children and adults will be studied.

SPTHAUD 6212 Voice and Related Disorders. 3 Credits.
This course addresses the nature, course, evaluation, and treatment of voice and related disorders in children and adults.

SPTHAUD 6214 Diagnostics and Evaluation in Speech-Language Pathology. 4 Credits.
The diagnostic process as it pertains to all speech-language pathology disorders will be presented. The course covers the application of evaluation principles and methods of both formal and informal measurement in speech-language pathology.

SPTHAUD 6216 Augmentative and Alternative Communication. 3 Credits
This course will explore the assessment and treatment of persons requiring non-speech communication.

SPTHAUD 6218 Dysphagia. 4 Credits.
Lectures will cover anatomy and physiology of the normal swallow, abnormal physiological and anatomical conditions leading to dysphagia, and assessment and treatment of strategies for swallowing disorders. A lab component (Modified Barium Swallow Impairment Profile of MBSImP) will be used to promote functional understanding of dysphagia and to promote classroom to clinic transition.

SPTHAUD 6222 Language Disorders II. 3 Credits.
This course reviews the relationships between reading, writing, and speech and the impact on school performance in school-age children and adolescents. Evidence-based practices for the assessment and intervention of school-age children and adolescents with language and literacy disorders are reviewed.

SPTHAUD 6228 Medical Aspects of Speech-Language Pathology. 3 Credits
This course is designed to develop students' familiarization with issues related to the practice of speech-language pathology within the healthcare environment. Topics will include charting, medical abbreviations, ethics, multicultural considerations, and universal precautions. Additionally, as the final course in the sequence of neurogenic communication disorders, one section will be focused on the evaluation and treatment of communication disorders associated with Traumatic Brain Injury (TBI).

SPTHAUD 6702. Clinic Practicum I. 1 Credit.
This course involves supervised clinical experiences for speech language pathology students.

SPTHAUD 6704 Clinic Practicum II. 1 Credit.
This course involves supervised clinical experiences for speech-language pathology students.

SPTHAUD 6706 Clinic Practicum III. 1 Credit.
This course involves supervised clinical experiences for speech-language pathology students.

SPTHAUD 6708Clinic Practicum IV. 6 Credits.
This course involves supervised clinical experiences for speech-language pathology students.

SPTHAUD 6710 Clinic Practicum V. 6 Credits.
This course involves supervised clinical experiences for speech- language pathology students.

TECHNICAL STANDARDS

The School of Allied Health Professions (SAHP) and Department of Communication Disorders does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, or disability. When requested, the department will provide reasonable accommodation to otherwise qualified students with properly certified disabilities. The faculty and professional staff have

responsibility for the welfare of students in the section and for the clients the students treat during their graduate program. To meet this responsibility, the section has established Technical Standards that must be demonstrated by students with or without reasonable accommodations in order to participate in the program and to complete it successfully. Reasonable accommodations will be made for students with disabilities on an individual and flexible basis. It is the responsibility of students, however, to review the technical standards for a given program and make their needs known. Students should refer to Guidelines for Students with Disabilities https://alliedhealth.lsuhsc.edu/admin/studentswithdisabilities.aspx

The SAHP has established Technical Standards for its programs of study delineating the minimum physical, cognitive, emotional, and social requirements necessary to participate fully in all aspects of academic and clinical education expected by a specified program of study. One's ability to meet the technical standards is a prerequisite for admission and continuation in a program of study. Applicants and enrolled students must be able to meet all technical standards with or without reasonable accommodation.

Physical Health: The student must possess the physical health and stamina needed to carry out the program of Communication Disorders.

Intellectual Skills: The student must have sufficient powers of intellect to acquire, assimilate, integrate and apply information. The student must have the intellectual ability to solve problems and the ability to comprehend three-dimensional and spatial relationships.

Motor Skills: The student must have sufficient use of motor skills to carry out all necessary procedures, both those involved in learning the fundamental sciences and those required in the clinical environment. This includes the ability: (1) to participate in relevant educational exercises and to extract information from written sources; (2) use a computer to operate laboratory equipment, and (3) access transportation to all clinical and academic places.

Communication: The student must be able to demonstrate adequate communication skills while interacting with patients, family members, and other clinicians. This includes expressive and receptive modes of verbal, nonverbal, and written communication. The student must have the ability to accurately assess receptive communication to make appropriate and timely responses. The student must be able to expressively communicate attentively, effectively, and sensitively to others. Also required is the ability to immediately assess incoming information to allow for appropriate, well-focused follow-up inquiry. The student must be capable of responsive, empathic listening to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences. He or she must express his or her ideas clearly and demonstrate a willingness and ability to give and receive feedback.

Consistent with CAA 4.2 proficiency in English, the student "must demonstrate communication skills sufficient to achieve effective clinical and professional interaction with clients and relevant others." For oral communication, students must "demonstrate speech and language skills in English, which, at a minimum are consistent with ASHA's most current position statement on students and professionals who speak English with accents and nonstandard dialects." For written communication, students must "be able to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence." (ASHA, 2005).

Sensory Abilities: The student must be able to safely, reliably and efficiently perform speech-language pathology assessments and treatments and participate effectively in the classroom, laboratory and clinical setting. Students must possess the ability to observe both close at hand and at a distance. Sensation must be satisfactory to receive and interpret verbal and nonverbal communications from patients and others.

Behavioral Qualities: The student must possess emotional health sufficient to carry out the tasks above, must have good judgment and must behave in a professional, reliable, mature and responsible manner. The

student must be adaptable, possessing sufficient flexibility to function in new and stressful environments. The student must be able to critically evaluate her/his own performance, be forthright about errors, accept constructive criticism, and look for ways to improve. The student must show respect for individuals of different ages, ethnic backgrounds, religions, and/or sexual orientations. The student must exhibit professional behavior by conforming to appropriate standards of dress, appearance, language and public behavior. The student must uphold the Code of Ethics of the American-Speech-Language-Hearing Association and the code of Academic Conduct of the LSU Health Science Center's School of Allied Health Professions.

Each student must continue to meet all the TECHNICAL STANDARDS set forth above. A student may be denied permission to continue in the Communication Disorders program at the LSU Health Sciences Center should the student fail at any time to demonstrate all the required TECHNICAL STANDARDS.

ACADEMIC STANDARDS

The academic standards for the SLP program are from the LSUHSC SAHP Academic Standards URL:https://alliedhealth.lsuhsc.edu/admin/academicstandards.aspx

Graduate Professional Scholastic Requirements

1. A minimum cumulative GPA of 3.0 is required for graduation.
2. The minimum scholastic requirement for course work is a grade of C. However, no more than 6 credit hours of C grades may be counted toward a degree unless otherwise established by the department. In courses designated Pass/Fail or Satisfactory/Unsatisfactory, a grade of Pass or Satisfactory is required.

Provisions for Academic Progression

1. If an unacceptable grade is recorded in a course designated as a prerequisite course the student must satisfactorily complete the prerequisite course before continuing the program sequence.
2. Students may not participate in clinical, fieldwork or preceptorship courses until all prerequisite coursework has been completed successfully.
3. Students who fall below a 3.0 cumulative GPA will be placed on scholastic probation.
4. Students placed on scholastic probation must repeat those courses in which an unacceptable grade was earned when next regularly offered and earn a satisfactory grade. Students will remain on scholastic probation until this requirement is met and the minimum scholastic requirement for cumulative GPA is achieved. Failure to meet this requirement will result in dismissal from the School.
5. A course, including those designated clinical, fieldwork, and preceptorship, may be repeated once only. Students who repeat a course but earn an unacceptable grade will be dismissed from the School.
6. Students who fail to attain a minimum 3.0 cumulative and/or semester professional GPA in two consecutive semesters can be dismissed from the School.
7. Students on scholastic probation are not eligible for graduation.
8. Students must complete the program in a specified period; within 6 years.
9. Grades recorded in repeated course work do not replace the original grade. Both the original grade and repeated grade will appear on the academic transcript and both grades will be used in the computation of the academic grade point average.
10. Students dismissed from the School for academic reasons must reapply to the program to be considered for readmission.

Progression through Coursework
Statement of Satisfactory Academic Progress

A student who is allowed to continue enrollment in the Communication Disorders Program is considered making satisfactory academic progress. A student who is not satisfactorily completing all course requirements will be reviewed by the faculty and a decision will be made regarding remedial actions.

If a student's performance is considered to be marginal or below minimal course standards for any course, the student's faculty advisor and/or a member of the core faculty may arrange for a personal conference with the student involved to discuss deficiencies observed and to begin the remediation process.

COMPREHENSIVE EXAMS

All students in the MCD program are required to complete a comprehensive examination during their final semester (Spring, Year 2). The purpose of the comprehensive exam is to evaluate the student's mastery and integration of knowledge across the scope of speech-language pathology practice, as required by the program's learning outcomes. The comprehensive exam is a written examination administered in parts over two consecutive days, and assesses knowledge in core content areas, including adult and pediatric speech-language pathology, autism intervention, and dysphagia. The examination is graded using faculty-developed rubrics that are aligned across questions to ensure fairness and consistency. A score of 80% or higher constitutes a pass. A score of 79% or below requires the student to complete an oral examination to further demonstrate competency. The oral examination will focus on the same content areas where critical errors were identified in the written exam. Students will be given time to review relevant resources prior to the oral assessment. The oral exam is conducted by faculty and is evaluated using the same 80% performance standard.

Remediation of Comprehensive Exams

Remediation is designed to ensure students are adequately prepared to demonstrate competency; however, students must independently meet the program's required performance standards on any retake or reassessment. Remediation may include, but is not limited to:

- Faculty-led review sessions targeting areas of weakness.
- Directed study assignments (e.g., readings, written reflections, practice questions).
- Oral examination or faculty conferences to assess understanding and provide feedback.
- Development of an individualized remediation plan in consultation with the student's academic advisor.

The remediation plan will outline specific learning activities, timelines, and criteria for successful completion. Students must meet all requirements of the remediation plan to demonstrate competency and fulfill graduation requirements.

GRADING AND EVALUATION OF PERFORMANCE

SAHP Grade Policy may be found at SAHP Grading Policy.

In each course within the curriculum, student performance is assessed through examinations and other evaluation methods. Final grades are submitted to the SAHP Office of Student Affairs and forwarded to the Office of the Registrar within two weeks of course completion. The final grade assigned reflects all significant aspects of the student's performance in the course. For clinical coursework, faculty and clinical supervisors are encouraged to provide descriptive comments regarding the student's knowledge,

professionalism, interpersonal skills, attitude toward coursework, and other factors relevant to their future role as an audiologist. These comments become part of the student's permanent academic record.

POLICY on Communication Proficiency and Performance Expectations

In accordance with CAA Standard 4.2

The program is committed to ensuring that all students demonstrate the communication proficiency necessary to provide effective and appropriate clinical and professional services. This includes spoken and written English, as well as any other language used for instruction or service delivery.

Spoken and Written English Proficiency

All students must demonstrate communication skills sufficient to achieve effective clinical and professional interaction with clients, caregivers, colleagues, supervisors, and other professionals. This includes:

- **Oral Communication**: Students must speak English clearly and intelligibly, using speech and language skills consistent with ASHA's most current position statement on students and professionals who speak English with accents and nonstandard dialects. Faculty and clinical instructors will monitor and assess students' spoken communication throughout academic and clinical coursework. When concerns arise, appropriate support and remediation will be offered.
- **Written Communication**: Students must be able to write and comprehend technical reports, diagnostic and treatment documentation, treatment plans, and professional correspondence. Written communication must be accurate, concise, organized, and appropriate to the clinical or professional context.

Additional Communication Expectations

Students must demonstrate the ability to:

- Communicate information clearly, succinctly, and comprehensively—even under time constraints.
- Assess and respond appropriately to verbal and nonverbal cues.
- Engage in responsive, empathic listening that fosters rapport and reflects sensitivity to cultural and linguistic diversity.
- Accept and incorporate feedback related to communication skills in both academic and clinical settings.

Languages Other Than English

When clinical services are provided in a language other than English, students must demonstrate sufficient proficiency in that language or work effectively with a qualified interpreter to ensure appropriate, culturally responsive care. The program will assess language proficiency or interpretation strategies, as applicable, to support effective communication and client outcomes.

Ongoing Monitoring

Faculty and clinical instructors are responsible for ongoing evaluation of communication performance. Should a student fail to meet expected communication standards, the program will develop an individualized support or remediation plan to ensure continued growth and compliance with professional and accreditation expectations. The program has embedded communication assessments across the curriculum to monitor student progress in oral and written English. These assessments occur at three key

points: at the end of the first academic year (semester 3), and during midterm and final evaluations in clinical practicum. A consistent rubric is used to evaluate students' communication skills, and results are used formatively to guide individualized support plans rather than to limit academic or clinical progression.

ACADEMIC ADVISING

Students must take all required coursework offered by the program. Courses from other institutions may not be taken as a substitute for LSUHSC courses. The SLP curriculum is lock-step. Faculty advisors will be assigned at new student orientation. Each semester, every student meets with the assigned faculty advisor. During these meetings, the advisor reviews the student's current academic performance, discusses progress in the program, and confirms upcoming course registration. The advisor also addresses any academic concerns or questions the student may have, including how coursework connects to future clinical experiences and professional preparation. In addition to academic discussion, the advising sessions include a review of the student's clinical interests and preferences, as well as potential clinical placement opportunities. These conversations are aligned with the student's educational goals and clinical competencies, ensuring that both academic and clinical pathways are integrated and student-centered. To document these advising interactions, the student and advisor jointly review, sign, and date a curriculum progress form each semester. This form includes a summary of the courses completed, those scheduled for the next terms, and notes on academic or clinical discussions as needed. A copy of the signed form is retained in the student's permanent academic file. (*See Promotion and Remediation Policy for additional details regarding academic progression and remediation procedures.)*

PROMOTION and REMEDIATION

The following criteria must be met satisfactorily for a student enrolled in the Communication Disorders Program to be eligible for promotion to the next academic year or graduation:

1. Satisfactory completion of all course work and requirements specified for the academic level. A student will complete a remediation plan for all courses that a grade of C is earned. In rare and specific circumstances, a remediation plan may not be required for a course in which a student earns a C, provided that the faculty determines, through documented evaluation, that the student has met all required knowledge and skill competencies for that course. In all cases, the student must meet with instructional faculty to review their overall performance.
2. Fulfilling all requirements established by the faculty of each course within the academic year.

Should a student's cumulative GPA fall below 3.0, an individual plan of action is prepared by the course instructor, the student's advisor, and program director to promote an increase in the student's GPA, or other desired outcome. The student then has two consecutive didactic semesters of coursework to raise their cumulative GPA to at least 3.0 and thus be considered in satisfactory academic standing. If the student fails to remediate their GPA in the allotted time, the student will likely be dismissed from the program.

Requirements for Remediation Process: The remediation process is designed to help faculty identify and assist students who may experience academic, clinical, or professional difficulty. The process is proactive, with the goal of identifying at-risk students as early as possible. The LSUHSC SLP program uses the following process to identify and remediate students deemed at risk.

Identification: The student is expected to be proactive and notify the instructor/coordinator if there are knowledge deficits. The instructor, clinical coordinator, or program director identifies the at-risk student through weekly faculty reports, exam grades, and advisory sessions. Midterm deficiencies are formally provided to students who are performing below expectations. Students will meet with the course instructor and faculty advisor to discuss academic expectations and potential barriers to academic success.

Evaluation and Assessment: Identified students will be referred to their course instructor or program director for an assessment of root causes. Referrals to campus assistance programs may be recommended (Student Health, the Office of Student Affairs or other practitioners).

Plan Development: The faculty advisor, the student, and program director will design a remediation plan. Clear expectations will be documented and a contract for remediation developed. The Program Director will then review the contract with the course instructor and student, placing the contract in the student's program file. Depending on the action needed, a timeline will be initiated for review of student progress. If the student fails to complete the remediation plan in the allotted time, they can be required to repeat the course or possible academic dismissal.

Plan Implementation: The faculty advisor, the student, and the program director will receive a copy of the contract and begin remediation. The student will be informed of all available resources for remediation. If the student fails to complete the remediation plan in the allotted time, they can be required to repeat the course or possible academic dismissal.

Plan Development: Depending on the remediation needed, an evaluation instrument may be developed to monitor the student's progress. The faculty advisor, course, or clinical instructor/coordinator may collaborate to design an appropriate tool to assess progress. Evidence of compliance and mastery of the remediated knowledge will be placed in the student's file along with the remediation contract. All students must remediate exam failures (grades below 70%). The course instructor will be responsible for coordinating the remediation plan for any student.

Plan Completion

The student, faculty advisor, and program director will sign the remediation plan after completion.

COMPUTER USAGE

All students are expected to use Departmental, School, and Health Sciences Center computers and personal devices in a professional, respectful, and responsible manner. Misuse of technology may result in disciplinary action, including possible dismissal from the program.

Departmental Computers:

- Properly shut down or log off the computer when finished.
- Food and drinks are not permitted near computers.
- Do not change system settings, install, or download software without approval
- Use only if you have been trained on specialized equipment.
- Internet and email access are for academic and professional purposes only.
- Protect all systems from unauthorized access or data breaches (e.g., do not share login credentials).

Laptop and Tablet Use in Classrooms:

- Devices may only be used for course-related activities.

- Non-academic use (e.g., social media, texting, unrelated browsing, streaming) is prohibited during class.
- Recording, photographing, or distributing class content without instructor permission is strictly prohibited.
- Students who misuse devices may be asked to leave class, have device use restricted for future sessions, and/or be referred to the Program Director or Dean's Office for disciplinary action.

This policy is subject to revision at any time to reflect institutional guidelines, cybersecurity standards, and emerging technology practices.

ARTIFICIAL INTELLIGENCE

LSUHSC Communication Disorders department (COMD) recognizes the growing prevalence of artificial intelligence (AI) and its potential impact on various aspects of education, including the creation of assignments. While the Communication Disorders programs encourage the integration of technology in learning, it is crucial to maintain academic integrity and uphold the principles of fair evaluation. By adhering to this policy, the LSUHSC COMD programs aim to foster an environment that values academic integrity, creativity, and the development of critical thinking skills among its students. As AI technologies continue to advance, it is imperative that students leverage these tools in a manner that aligns with ethical considerations and the values of the university. The purpose of this policy is to provide a framework that supports the integration of AI technologies into doctoral research and coursework while maintaining the highest standards of academic rigor and ethical conduct.

Assignments which are found to be more than 50% AI-generated by two detection software systems will be considered in violation of the AI policy. Violations of this policy will result in zero credit received for the assignment and appropriate disciplinary action, which may include but is not limited to academic penalties, warnings, and, in severe cases, academic probation or dismissal. Serious breaches may also be reported to relevant university committees or authorities.

Assignment Submission:

Assignments submitted for assessment must be the original work of the student, reflecting their individual understanding, creativity, and effort.
(a) The use of AI-generated content as the primary source of an assignment is strictly prohibited.
(b) Collaboration with AI tools to an extent that diminishes the originality of the work is not permissible.
(c) If students use AI tools as part of their research or preparatory process, they must transparently disclose the involvement of such tools and clearly attribute any AI-generated content. Proper citation and acknowledgment are required.

All submitted assignments are subject to processing and review through AI-detection tools such as TurnItIn, GPTZero, or Winston AI Detection. (These are examples and not an all-inclusive list.)

ONLINE VIRTUAL COURSE ETIQUETTE

Students are expected to always behave in a professional and courteous manner when attending or participating in an online meeting, course, or event. Appropriate etiquette includes:

- Keeping the video camera on, unless otherwise allowed by the instructor
- Keeping the microphone on mute unless speaking
- Obtaining permission from the instructor in advance if there is a reasonable request to forgo use of audio or video modalities

- Create an environment or setting that is conducive to learning and listening; the environment should be free of excessive noise and visual distractors
- Refrain from eating on camera, unless otherwise allowed by the instructor
- Remaining engaged and participating in meeting/course activities and exchanges.

PROFESSIONAL MEETINGS

There are opportunities for students to attend professional meetings that occur in New Orleans, as well as in other national locations. These meetings provide opportunities to network with leading researchers and leaders in the profession. Students are also encouraged to present their research at these meetings. Students will be excused from classes to attend approved professional meetings.

COMPLAINTS

The Department of Communication Disorders takes seriously all complaints related to its academic and clinical programs, faculty, staff, or students. Complaints that fall outside the realm of formal academic due process (such as those from clinical supervisors, employers of graduates, or members of the public) are addressed through the procedures outlined below.

Filing a Complaint

Any individual who is dissatisfied with an experience or encounter involving the Department is encouraged to submit a written complaint. This may include concerns from students, faculty, clinical sites, employers of graduates, or the public.

There are two options for filing a complaint:
1. Submit a written complaint directly to a faculty member, Program Director, or Department Head.
2. Submit a complaint anonymously using the Department's **Compliments, Concerns, and Complaints Form** or by scanning the QR code:

All program-related complaints will be kept on file in the Department Head's office under "Program Complaints" for a period of five (5) years.

Complaint Resolution Procedures

1. Initial Review and Resolution

When possible, the Program Director (or Department Head if applicable) will discuss the complaint with the parties involved within 14 business days of receipt. If resolved, a letter acknowledging the resolution will be filed with the complaint, and a copy provided to the complainant.

2. Escalation to the Dean

If the complainant is dissatisfied with the Program Director's resolution, or if the complaint is about the Program Director, a written complaint may be submitted to the Dean of the School of Allied Health

Professions (SAHP). The Dean may meet with each party separately and/or schedule a joint meeting to facilitate resolution. A letter summarizing the outcome will be filed in the Department Head's office.

3. Further Institutional Appeal
If further action is warranted, the final internal level of appeal is to the Vice Chancellor of Academic Affairs or the Chancellor of LSUHSC, depending on the nature of the complaint.

Due Process for Student Complaints
Students with academic or clinical complaints should follow this chain of communication:

1. Report concerns to your faculty advisor.
2. The advisor may suggest resolution strategies or forward the complaint to the Program Director or Department Head
3. If the student prefers not to speak with their advisor, they may report the issue directly to a faculty member, the Program Director, or the Department Head.
4. Students may also submit concerns anonymously using the Compliments, Concerns, and Complaints Form via the QR code above.

Quality Improvement Forms
Complaints or concerns submitted through a **Compliments, Concerns and Complaints,** are reviewed by the Department Head/Program Director and then routed to the appropriate faculty or administrative party for resolution. The Department Head/Program Director will follow up to monitor the outcome and ensure timely action is taken.

Accreditation Complaints:
Any individual, including students, may file a complaint with the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) regarding an accredited program or a program in candidacy status that is believed to be in violation of the Standards for Accreditation. Information about the complaint process is available at: CAA Complaints.

Written complaints may also be submitted directly to:
Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850

STUDENT ATTIRE

Students are expected to maintain a neat, clean, and professional appearance at all times, reflecting the image of a speech-language pathologist and the standards of LSU Health Sciences Center. Clothing must fit properly, provide full coverage of the trunk region, and be free of holes, tears, or offensive wording (per CM 69).

> *"Under no circumstances may employees wear halter tops, strapless tops, spaghetti straps, tank tops, cropped tops, t-shirts, clothing with offensive wording, clothing that shows undergarments (sheer), torn clothing, or clothing with holes. All clothing must be clean, neat, and fit properly" (CM 69).*

Speech-language pathology students should wear appropriate clinical attire for all school-related activities. These include, but are not limited to, clinical observations, both at the LSUHSC Speech-Language Clinic and during class visits to different clinical settings, clinical practicum at LSUHSC's Speech, Language and Hearing Clinic and all speech, language and hearing screenings. Students may

be required to adhere to clinic dress code for departmental functions that are not considered clinical (e.g., COMD Open House, SAHP Family Day).

Minimally appropriate clinical attire consists of the LSUHSC-NO SLP program polo shirt and black uniform pants or embroidered black program scrubs. Specific information regarding purchase of uniforms will be available at student orientation. Shoes should be clean walking/running shoes with neutral colors (i.e. black, gray, white). All clinical attire MUST be CLEAN and PRESSED. When completing an external clinical practicum, the students are responsible for contacting their clinical instructors in advance for any other dress requirements that clinic might have (e.g., lab coats, neckties, scrubs, etc.). Any specific clinic dress code requirements supersede the LSUHSC SLP Program clinic dress code while at that facility.

Flip-flops, shorts, sundresses, jeans, sweatpants, revealing or sheer clothing, and visible distracting tattoos or non-traditional piercings are not permitted in clinical settings or areas where clients are present. If uncertain about the appropriateness of an outfit, students should consult their instructor or supervisor and bring a change of clothing. Instructors and supervisors have the authority to address inappropriate attire and may require students to change.

ADDITIONAL PROGRAM REQUIRMENTS for STUDENT CONDUCT

In addition to the policies outlined by the SAHP Policies on Conduct, the graduate SLP program requires adherence to all departmental standards, professional codes, and applicable laws. Students will be reported to the Associate Dean for Academic Affairs for review and possible disciplinary action in cases that include, but are not limited to:

- Failure to maintain standards of academic integrity as defined by departmental policies.
- Failure to adhere to the American Speech-Language-Hearing Association (ASHA).
- Failure to comply with the Health Insurance Portability and Accountability Act (HIPAA) guidelines.
- Failure to successfully pass the comprehensive examination following remediation as outlined by departmental policy.

These provisions are in addition to, and not in place of, the School's established policies and procedures regarding academic and professional conduct.

VERIFICATION OF STUDENT IDENTITY

In compliance with CAA Standard 4.10, the program adheres to institutional policies and procedures to ensure that the student who registers for a course or clinical practicum is the same student who participates in and completes the course or practicum and receives academic credit.

Verification Procedures:

- All students have at least one face-to-face interaction with program personnel, including their academic advisor, course instructor, clinic coordinator, or program director.
- Each student is issued a unique institutional identification number and a school-assigned email address (LSUHSC-NO).

- All course- and clinic-related communications, including Zoom invitations, will be sent exclusively to the student's LSUHSC-NO email address.
- Access to online courses and clinical practicums will require entry through a password-protected waiting room. Students will only be admitted after their identity is verified by the instructor or clinical supervisor.
- Students must have their video enabled during online courses and clinical sessions to allow visual confirmation of identity. Attendance and participation credit will only be granted if the student's video is active and identity can be confirmed.
- The same verification process applies to clinical practicum sessions. Zoom invitations will be sent only to students and clients with valid credentials. Clinical supervisors will verify both student and client identity before admitting them into the session.
- Clients and students must maintain video availability throughout the entire clinical session.

These procedures are consistently implemented and documented in accordance with institutional policy to ensure compliance with accreditation standards for distance education and clinical instruction.

PROGRAM EVALUATION

On a yearly basis, the department administers an exit survey for graduating students. The purpose of this survey is to obtain student feedback regarding the SLP program for continuous improvement of the program. Information is also obtained about various other entities that students interact with such as Student Health, Financial Affairs, etc. The program is also evaluated through alumni and employer surveys to assess the perceptions and evaluations of major aspects of the program. The program also examines student outcome measures. This information is an essential part of the reporting requirements placed on the university, school and program to maintain accreditation standards.

COURSE AND FACULTY EVALUATION

Students have the opportunity each semester to complete anonymous evaluations of their courses and instructors. Invitations and reminders are sent during the evaluation period. Your feedback is essential to ensure we maintain high-quality teaching and continually improve the program.

ABSENCES

As stated in the LSUHSC Catalog, "Students are expected to attend all scheduled appointments in each course. Determination of the number of absences which may be interpreted as excessive, rests with the Department, and is subject to approval by the Dean." Excessive absence, regardless of the cause thereof, may be construed as sufficient reason for considering a student as academically deficient. Promptness and attendance are mandatory for all classes and laboratory sessions. An absence occurs when a student misses all or part of any one scheduled class or lab session. Tardy means that the student arrives after the class or laboratory session has started. Attendance requirements are included on each course syllabi. The University policy governing the processing of Leave of Absences are applicable and are described in the general information section of the university catalog and SAHP Handbook.

EMPLOYMENT

The SLP program is academically and clinically demanding, requiring significant time and focus to ensure student success. While outside employment is not prohibited, students are encouraged to carefully consider whether work commitments may interfere with coursework, clinical responsibilities, or timely progression through the program. If faculty determine that outside employment is impacting academic or clinical

performance, the program may recommend adjustments to ensure the student can meet all required competencies and maintain satisfactory progress. See LSUHSC Catalog/Bulletin 2025-2026.

SOCIAL MEDIA

The LSUHSC SLP Program does maintain a social media page. Policies regarding this are outlined in the School of Allied Health Professions Handbook. Please refer to the LSUHSC SAHP policy when engaging in social media and making any reference to the university or program. The policy can be located at SAHP Social Media.

EMAIL

EMAIL AND INTERNET Students are expected to check their LSUHSC email accounts at least once per day. Students should use this account for their communications with faculty and others in the university. This email goes through a secure server. All department email communication will be addressed to students' LSUHSC account

PRAXIS EXAMINATION

Students are required to take the PRAXIS prior to graduation. The students are strongly encouraged to take this exam during the Spring semester of their second year. The scores must be submitted to the program director. The PRAXIS is administered by the Educational Testing Service (ETS).

LICENSURE and CERTIFICATION

After you have completed the SLP program, you may apply for state licensure and certification. Licensure is a legal requirement. Certification is voluntary and there are options. It is the student's responsibility to become informed and proactive about planning for desired certification and licensure options

LSUHSC SERVICES

Student Health

Office of Disability Services

Wellness Center

Campus Assistance Program (CAP)

Academic Performance Resources (APRIL)

Campus Safety

LSUHSC-NO police are available to escort students between the LSUHSC-NO buildings and student parking lots. However, students are asked to make arrangements ahead of time. For example, if you are studying late in the library and anticipate leaving at 10:00 p.m., call the escort number one half hour prior to the anticipated departure. An LSU Health Sciences Center police officer will escort you to and from your car upon request by calling the following number: (504) 568-8999.

LSUHSC POLICIES

Alcohol Policy

Compliance Program

This program was established in March 2002 to provide consistency in compliance with federal and state laws and regulations and the University's policies and procedures across all the University's schools and administrative areas.

Students are required to access the LSUHSC online compliance training website, https://lsuhsc.bridgeapp.com/learner/courses, and complete all modules in a timely manner. Failure to complete the compliance training modules can result in disciplinary action up to and including termination of enrollment.

FERPA

According to The Family Educational Rights and Privacy Act (FERPA), students have the right to review information from their academic record. Any student who wishes to review information from his/her educational file shall submit a written request to the custodian of student records in the appropriate office. The custodian shall, within 45 days, grant the request in writing by notifying the student of the time and place at which the record may be reviewed.

In the LSUHSC SAHP, the custodian of student records is the Director of the Office of Student Affairs. For review of student departmental records, the department head is to be contacted. He/she will advise the student of the official custodian. The Registrar is to be contacted directly for educational records maintained in that office.

Freedom of Speech

HIPAA https://www.lsuhsc.edu/administration/ocp/hipaa.aspx

Title IX

Students who feel that they are a victim of power-based violence or Title IX misconduct may report directly to any responsible LSUHSC-NO employee or directly to the Title IX Coordinator.

Nondiscrimination Policy

LSUHSC-New Orleans does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment.

Student Rights and Responsibilities (CM-56)

Students are responsible for adhering to all policies/procedures, rules, regulations and other information listed in the General Section of the Catalog/Bulletin as well as the School of Allied Health Professions section of the Catalog/Bulletin. Please note that Student Responsibility is detailed under the Chancellor's Memorandum #56.

Substance Abuse Policy

Violence-Free workplace

SAHP STUDENT POLICIES and PROCEDURES

The LSUHSC School of Allied Health Professions has specific Student Conduct policies. The policies of the SAHP are presented in the LSU Health Sciences-New Orleans Center Catalog and the SAHP POLICY AND PROCEDURES RELATED TO STUDENT CONDUCT. Students are expected to be

familiar with all this information and should pay particular attention to attendance, grading, dismissals, and scholastic requirements.

Grading Appeals

Student Conduct

Disciplinary Action

For a student who has engaged in cheating, plagiarism, unprofessional conduct, or other improper behavior occurring within or outside the confines of the teaching program, dismissal or other specified disciplinary action may be recommended after review by the Associate Dean for Academic Affairs and/or a committee convened by the Associate Dean for Academic Affairs for that purpose. (See SAHP Student Conduct.)

Academic Dismissal

If the core faculty concludes that a student should be dismissed because the student has failed to meet academic requirements satisfactorily, a recommendation for dismissal will be sent to the Dean of SAHP. Appeals must be initiated by the student within thirty days after the beginning of the next academic semester.

Medical/Sick Leave

A leave of absence for a short period (a number of days up to a week) may be granted to a student in good standing, subject to the discretion of the Dean, because of illness or other appropriate reasons. Students taking short-term leave of absence of less than one week must make acceptable arrangements with the faculty involved for completion of course work and other assignments missed. Leave of absence of a longer duration may be granted students in good standing for reasons of a personal nature or to participate in a special program of research or other activity designed to augment the student's academic training. Specific arrangements must be made on an individual basis with the Dean and Program Director before beginning a leave of absence.

The University policy governing the processing of Leave of Absences are applicable and are described in the general information section of the university catalog and SAHP Handbook.

Withdrawal

Students are permitted to withdraw from the SLP Program at any time. If a student who has voluntarily withdrawn wishes to be considered for readmission to the program, he/she must file an application for readmission. This application will be considered with all other applicants in the applicant pool.

Readmission

Students who have voluntarily withdrawn or who have been dismissed from the program may elect to apply for readmission as a new student in the general applicant pool.

OFFICE of the REGISTRAR

The Registrar's Office provides quality, timely, and exceptional services to the University community through the maintenance of academic records, courses & curricula management, academic calendars, institutional reporting, and the enforcement of academic policy.

OFFICE of STUDENT AFFAIRS

The primary goal of the Office of Student Affairs is to maintain academic student records beginning with the admissions process and concluding with the graduation process. For more information about the Office of Student Affairs, please see http://alliedhealth.lsuhsc.edu/Admin/studentaffairs.aspx

OFFICE of ACADEMIC AFFAIRS

The Office of Academic Affairs is responsible for a variety of areas including student academic accommodation, student emergency loans, student justice, student grade appeals and student conduct.

PROFESSIONAL ORGANIZATIONS AND ASSOCIATIONS

American Speech-Language Hearing Association
2200 Research Blvd.
Rockville, Maryland 20852
Action Line: (800) 638-6868

Louisiana Speech and Hearing Association: LSHA
PO Box 83132
Baton Rouge, Louisiana 70884

Louisiana Board of Examiners for Speech-Language Pathology and Audiology: LBESPA
Towne Park Centre,
37283 Swamp Road, Suite 3B, Prairieville, LA 70769.
Phone (225) 313-6358
Fax (225) 313-6991.

CODE OF ETHICS

AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION (Revised 2023)

LBESPA

STUDENT ORGANIZATIONS

National Student Speech-Language-Hearing Association: NSSLHA

ACKNOWLEDGEMENT OF HANDBOOK

I have read the *SLP Graduate Handbook* of the LSUHSC-NO and the *School of Allied Health POLICY AND PROCEDURES RELATED TO STUDENT CONDUCT*, Louisiana State University Health Sciences Center and the Departmental Technical Standards. I understand and agree to abide by the regulations as stated.

_____

Printed Name Date

_____

Signature Date

APPENDIX I: MASTER'S THESIS OPTION

Students enrolled in the Master of Communication Disorders (MCD) program may elect to complete a thesis. This option requires designing and completing an original research project of publishable quality. Students who pursue the thesis are exempt from the master's comprehensive examination.
A thesis provides opportunities to develop skills in research design, critical thinking, data analysis, and scholarly writing. Success requires strong organization, planning, and commitment. The MCD program follows the thesis guidelines outlined by the LSUHSC-NO School of Graduate Studies.

Frequently Asked Questions:

When do I need to decide? Ideally, begin discussions with the program director or a potential advisor during your first or second semester. Complete the Thesis Interest Form early. Because the process requires narrowing a research question and securing IRB approval, it cannot be rushed. Your thesis proposal and committee approval must be in place by the end of your first year. The meeting must be documented in accordance with the guidelines of the Graduate School (https://graduatestudies.lsuhsc.edu/dissertation_guidelines.aspx).

How do I choose an advisor? Your advisor must be a full-time doctoral-level faculty member in the Speech-Language Pathology program. Faculty listings are available here. Your committee must include three graduate faculty members (including your advisor). While most members come from Communication Disorders, qualified faculty from other LSUHSC departments may also serve if approved by the Graduate School.

How do I gain approval to write a thesis? The program director reviews your request and presents it at a faculty meeting for a vote. Approval requires good standing in coursework and clinical training, plus a minimum GPA of 3.5. Once approved, you and your advisor sign the Thesis Contract Form, confirming your commitment to the project.

What if I change my mind?
Students who discontinue the thesis option may instead complete a capstone project.

Guidelines for the Thesis Process

Graduate students in Speech-Language Pathology may elect to complete a thesis as part of the MCD degree. A thesis involves designing a research project, collecting and analyzing data, preparing a written document, and defending it orally. This process develops advanced research and writing skills and enhances professional credentials.
Students are encouraged to begin planning early (ideally Summer 1), but most finalize their decision after completing SPTHAUD 6100: *Research in Communication Disorders*. A minimum GPA of 3.5 and good standing in coursework and clinical training are required.

Suggested Timeline

First Year – Summer/Fall

- Submit Thesis Interest Form.
- Select a topic and receive faculty approval; a thesis advisor is assigned.
- Sign Thesis Contract Form.
- Begin literature review, define research questions/hypotheses, and draft rationale.

First Year – Spring

- Register for SPTHAUD 6298 (Independent Study).
- Develop literature review and methodology.
- Identify two additional committee members.

- Submit first draft of research proposal to advisor.

Second Year – Summer

- Register for SPTHAUD 6298.
- Revise proposal and present to committee.
- Submit proposal to IRB and await approval before data collection.

Second Year – Fall

- Register for SPTHAUD 6500 (Thesis).
- Prepare and conduct data collection and analysis.

Second Year – Spring

- Register for SPTHAUD 6500.
- Draft and revise results, abstract, and conclusions.
- Submit full thesis to advisor and committee.
- Defend thesis; make final revisions.
- Submit approved thesis electronically to Graduate School.

M.C.D. Thesis Contract

LSUHSC-NO Department of Communication Disorders
Speech-Language Pathology Program

Student Name: _____

Commitments of Graduate Student

1. I acknowledge that I hold the primary responsibility for completing my degree requirements. I will demonstrate professionalism, motivation, engagement, curiosity, and ethical conduct in the classroom, clinic, and research settings.
2. I will meet with my thesis advisor on a regular basis (at least once per month, or as mutually agreed) and provide updates on progress and outcomes.
3. I will work with my thesis advisor to design a feasible thesis project, establish a timeline, and strive to meet deadlines.
4. I will work with my advisor to select a thesis committee and will meet with the committee at least annually (or more often as required). I will respond constructively to committee feedback.
5. I will remain informed about all program, graduate school, and institutional policies and requirements, and I will adhere to them.
6. I will follow the timelines established by the department, my advisor, and my committee to ensure timely completion of the thesis.

Commitments of Thesis Advisor

1. I will be committed to mentoring the graduate student as a developing member of the scholarly community.
2. I will help the student design and carry out a thesis project with clear goals, realistic scope, and an agreed-upon timeline.
3. I will meet with the student regularly to monitor progress and provide guidance.
4. I will support the student in identifying necessary resources (e.g., methodological guidance, IRB process, or access to clinical populations) within the limits of LSUHSC-NO guidelines.
5. I will guide the student through relevant requirements and deadlines of the program and the LSUHSC-NO Graduate School.

Signatures

Student: _____ Date: _____
Thesis Advisor: _____ Date: _____
Program Director: _____ Date: _____

M.C.D. Thesis Interest Form

LSUHSC Department of Communication Disorders
Speech-Language Pathology Program

Name: _____

Current GPA: _____

1. Why are you interested in completing thesis research?

2. Describe your area of interest or the type of project you would like to pursue (you may attach a document if you wish).

3. Will your project involve human subjects?
   - ☐ Yes
   - ☐ No
   - ☐ Unsure
4. Which faculty member(s) do you believe would be a good fit to serve as your thesis advisor? Why?

Program Director Approval

- ☐ Yes
- ☐ No
  Comments/Conditions (if applicable): _____

Program Director Signature _____Date _____

Thesis Advisor Signature _____Date _____