

# Western Illinois University

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Graduate Program in Speech Pathology



## Western Illinois University

DEPARTMENT OF SPEECH PATHOLOGY & AUDIOLOGY

### Speech-Language Pathology Graduate Student Handbook

**Please Note:**

The material contained herein is subject to change from time to time without notice and this publication cannot be considered an agreement or contract between individual students and the university. The Speech-Language Pathology program reserves the right to alter or amend the terms, conditions, and requirements contained herein, and to eliminate programs or courses as necessary.

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## Mission of the Department

### **Department Mission Statement**

The Department of Speech Pathology & Audiology (SPA) at Western Illinois University (WIU) aims to develop their students' professional and academic skills to a level which will ensure well-rounded speech-language pathologists. These individuals will be capable of high quality service provision to diverse populations over the lifespan and across a range of practice settings, as well as being prepared for eligibility for relevant state and national accreditations for professional practice.

The goal of the MS program is to further develop and expand upon foundational knowledge and skills gained at the undergraduate level. Students will be prepared to enter the profession as critical thinking and problem-solving practitioners who are prepared for advanced clinical practice.

### **University Mission Statement**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities. WIU empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service grounded in interdisciplinary, regional, and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners. More information can be found at: <https://wiu.edu/corevalues/>

## Overview

Welcome to the Speech-Language Pathology graduate program at Western Illinois University. This program prepares students to be leaders in the clinical management of communication and swallowing disorders. The Master of Science (M.S.) program in Speech-Language Pathology (SLP) is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. The SLP program offers a residential cohort setting by the Department of Speech Pathology & Audiology in the College of Fine Arts & Communication. The program is five semesters (Fall 1, Spring 1, Summer, Fall 2, Spring 2) over two years. If the need for a program extension arises, students will work closely with the graduate advisor to formulate a new degree plan and timeline for completion.

The purpose of the program is to prepare knowledgeable, caring professionals committed to educating the public, properly diagnosing, and effectively treating persons with communication and swallowing disorders across the lifespan, thereby improving their quality of life. The M.S. in SLP requires 39 credit hours of coursework, 16 hours of clinical practicum, and 16 hours of internships across multiple settings.

# Admission to the Program

Admission to graduate programs in speech-language pathology has historically been highly competitive, and selective. Applicants should have an earned Bachelor's degree in speech-language pathology, speech and hearing science, communication sciences and disorders, or a closely related field.

## Admission Requirements

The SLP graduate program at WIU requires the following courses as a part of their undergraduate degree:

- Anatomy & Physiology of Speech Production
- Phonetics
- Speech & Hearing Science
- Normal Language Development
- Introduction to Audiology
- Communication Disorders

\*\*Note: Course titles may vary by institution

In addition, The American Speech-Language Hearing Association requires the following core, general education courses:

- Statistics
- Biology
- Chemistry OR Physics
- Psychology OR Sociology

## Application Information

Our program accepts a new cohort of students each fall semester. The deadline to apply is January 1<sup>st</sup> for the year students plan to begin their graduate study. Applicants must apply to the program at WIU using the Centralized Application System for Communication Sciences and Disorders (CSDCAS) <https://csdcas.liaisoncas.com/applicant-ux/#/login> In addition they must also apply to the School of Graduate Studies at WIU [https://www.wiu.edu/graduate\\_studies/](https://www.wiu.edu/graduate_studies/).

The department graduate committee uses CSDCAS to communicate with all applicants. This is also where we review all applications and send subsequent admission decisions. In order to be accepted to the university, the School of Graduate Studies also needs an application on file along with official transcripts.

## Application Requirements

For the CSDCAS application: Applicants must complete all four sections (Personal Information, Academic History, Supporting Information, and Program Materials). Official transcripts from all colleges and/or universities attended must be submitted to CSDCAS for verification. We also require a minimum of three letters of recommendation and a personal statement.

For the WIU School of Graduate Studies application: Applicants must complete the brief application and pay the \$30 application fee. Grad Studies also requires official transcripts from all colleges and/or universities attended. You do not need to send letters of recommendation or personal statement with this application.

### **International Student English Requirements**

Students who have been identified as needing services to improve their English must be approved by the Clinic Committee for admission into, or continuation of, the clinical practicum experience. International students must achieve a Test of English as a Foreign Language (TOEFL) score of 550 (paper-based exam); or 79 (iBT). They may alternatively submit a score of 6.5 or better on the International English Language Testing System (IELTS).

### **Admission Timeline**

- January 1<sup>st</sup>: Application deadline
- February 1<sup>st</sup>: Initial admission decision
- February 15<sup>th</sup>: Graduate Assistantship application deadline
- Late February: Admitted student day / Welcome Party!
- March 1<sup>st</sup>: Graduate Assistantship offers made
- April 15<sup>th</sup>: National deadline to accept admission offer
- Mid-June: Register for fall courses
- Late August: Thursday and/or Friday before classes begin - JumpStart! (SPA Orientation)
- Late August: Fall semester begins

## Advising Information

### **Advising**

All graduate students are advised by the Graduate Coordinator, Dr. Julie Cox. The advisor will support students in a variety of ways including course scheduling, corrective intervention, career advice, etc. Students are required to meet with their advisor once per semester typically around midterm. However, students are encouraged to schedule meetings any time to discuss challenges, seek resources, or celebrate victories.

### **Degree Plan**

At the midpoint of the first fall semester, students will create and submit their degree plans for approval to the School of Graduate Studies. The degree plans are signed by the Student, Graduate Coordinator, Graduate Advisor, and Department Chairperson. The Advisor will send them to School of Graduate Studies. Once approved and signed, an electronic version will be sent to the student and the advisor where it is retained in the student file. Any

changes to the degree plan must be approved by the advisor, graduate committee, and department chairperson before being sent to the School of Graduate Studies.

### Student Appeals

If the need arises for a student appeal for any reason, the advisor will work directly with the student to complete the appropriate paperwork and get it submitted to the School of Graduate Studies. The advisor will follow all policies/procedures set forth by their office. Graduate students have the right to appeal the implementation of any University regulation that relates to admission, academic standards, assistantships, or graduation by submitting a petition form ([wiu.edu/grad/petition](http://wiu.edu/grad/petition)) to the Graduate Council. Such appeals must be based upon the existence of unusual or extenuating circumstances that have prevented the student from achieving the normal University standard, and evidence of these unusual or extenuating circumstances must be presented with the appeal. Such appeals must be submitted to the Graduate School. The appeal process can be found at [wiu.edu/grad](http://wiu.edu/grad).

### Student Responsibility

Students are responsible for knowing degree requirements and enrolling in courses that will enable them to complete their degree programs. It is also each student's responsibility to know the University regulations for the standard of work required to continue in graduate school. Degree requirements are presented in this publication, and in the Graduate Catalog. Additional details about requirements and procedures are available from the School of Graduate Studies or at [wiu.edu/grad](http://wiu.edu/grad).

### Students with Disabilities

If a student has a known disability or need for accommodations, they should seek assistance from the Student Development & Success Center on the first floor of Memorial Hall. For the University policy: <https://www.wiu.edu/policies/disability.php>

## Curriculum

As a cohort model, students take the same courses at the same time. The curriculum and course sequence are set prior to the beginning of a new cohort. The curriculum and course sequence are reviewed annually by the faculty and changes are made when deemed necessary. The Graduate Coordinator keeps track of cohorts and degree requirements for students. However, it is ultimately the student's responsibility to take ownership of their education. If the need for a program extension arises, students will work closely with the graduate advisor to formulate a new degree plan and timeline for completion.

Year 1		
Fall 1	Spring 1	Summer
SPA 510 – Motor Speech Disorders (3)	SPA 501 – Research Methods (3)	SPA 503 – Professional Affairs (2)

SPA 523 – Aphasia (3)	SPA 514 – Child Language Disorders (3)	SPA 547 – Fluency Disorders (2)
SPA 548 – Articulation & Phonological Disorders (3)	SPA 521 – Public School Methods (3)	
SPA 550 – Audiology for the SLP (2)	SPA 525 – Dysphagia (3)	
SPA 587 – Diagnostics (1)	SPA 587 – Diagnostics (1)	SPA 587 – Diagnostics (1)
SPA 588 – Speech/Language Clinic (3)	SPA 588 – Speech/Language Clinic (3)	SPA 588 – Speech/Language Clinic (3)
SPA 599* – Audiology Clinic (1)	SPA 599* – Audiology Clinic (1)	SPA 599* – Audiology Clinic (1)
SPA 604 – Portfolio (0)	SPA 604 – Portfolio (0)	SPA 604 – Portfolio (0)

\*to be taken ONCE during the program

Year 2	
Fall 2	Spring 2
SPA 515 – Special Populations (3)	**No academic courses during internships**
SPA 524 – Cognition (3)	
SPA 535 – Voice Disorders (3)	
SPA 549 – Augmentative & Alternative Communication (3)	
SPA 587 – Diagnostics (1)	SPA 522 – Educational Internship (8)
SPA 588 – Speech/Language Clinic (3)	SPA 600 – Medical Internship (8)
SPA 599* – Audiology Clinic (1)	
SPA 604 – Portfolio (0)	SPA 604 – Portfolio (0)

## Course Descriptions

**501 Research Methods (3)** Explores clinician’s role as researcher and needs for sciences to inform our clinical practice. Students read and critically analyze existing research within the communication sciences and disorders, and review common research designs and data analysis techniques. Students are required to complete a formal project.

**503 Professional Affairs (2)** The study of current problems, issues, and legislation in the communication disorders profession. Discussions will be organized to accommodate both student and instructor interests and concerns.

**510 Motor Speech Disorders (3)** Study of assessment and intervention methods for apraxia of speech and the dysarthrias across the lifespan. Includes study of etiology and characteristics of motor speech disorders, as well as relevant anatomical, physiological, developmental, cultural, and psychological correlates.

**514 Assessment and Treatment of Child Language Disorders (3)** Study of assessment and intervention methods for child language disorders. Principles of evidence-based practice will be emphasized. Issues related to English language learners and literacy will be discussed.

**515 Autism and Special Populations (3)** The study of assessment intervention methods for children with Autism Spectrum Disorder and other special populations including cognitive impairments, sensory processing disorders, ADHD, emotional/behavioral disorders, low incidence populations, and multiply disabled children.

**521 Methods in Public Schools (3)** The study of general program considerations for the speech-language pathologist in the public-school setting, including case management and state and federal legislation.

**522 Public School Internship (8)** Supervised clinical practice in speech-language and/or hearing in the public-school setting. Graded S/U.

**523 Neurological Disorders I: Aphasia (3)** Assessment and management of fluent, nonfluent, mixed, and global aphasia, with emphasis on the nature and cause of acquired language disorders in adults, including right hemisphere disorder.

**525 Dysphagia (3)** The study of swallowing (deglutition) across the age span, with concentration on the methods of assessment and intervention in disorders of swallowing.

**535 Voice Disorders (3)** Voice production, including vocal development and lifespan changes. Pathophysiology of voice disorders, their assessment, management, and treatment.

**547 Fluency and Fluency Disorders (2)** Theory, research, and clinical applications in fluency disorders. Emphasis on assessment and treatment of behavioral, affective, and cognitive features of developmental stuttering across the lifespan. Consideration of cluttering, neurogenic stuttering, psychogenic stuttering.

**548 Articulation and Phonological Disorders (3)** The study of assessment and intervention methods for children with articulation and phonological disorders. Includes study of etiology and characteristics, as well as relevant anatomical, physiological, developmental, linguistic, cultural, and psychological correlates.

**549 Augmentative and Alternative Communication (3)** Study of the various alternative and augmentative communication techniques and assistive technologies including the assessment and intervention strategies utilized to implement them.



**550 Audiology for the SLP (2)** Study of selected auditory disorders, screening procedures, and habilitation/rehabilitation approaches from a speech-language pathology perspective based on current scope of practice and research.

**587 Clinical Practicum in Speech-Language Evaluation (1)** Supervised practicum in speech-language evaluation procedures in the Speech-Language-Hearing Clinic.

**588 Clinical Practicum in Speech Language Pathology (3 per semester)** Supervised clinical experience in on-campus and off-campus clinical facilities while working with children and adults having speech and language disorders. A minimum of 15 contact hours must be obtained for each credit hour.

**590 Speech-Language Group Practicum (3)** Supervised clinical experience working with children receiving intervention for speech, language, and pragmatic disorders in organized group settings.

**599 Audiology Clinic (1)** Supervised clinical experience in on-campus and/or off-campus clinical facilities while working with children and adults having hearing impairments.

**600 Internship (8)** Supervised applied experience in an occupationally related area in line with the students' career objectives and approved by faculty. A minimum of 8 weeks will be required for this experience. Graded S/U.

**601 Thesis (3)** OPTIONAL

**604 Graduate Portfolio (0)** Students will use our electronic tracking system to submit progress of all academic and clinical standards each semester for meeting requirements for Certificate of Clinical Competence in SLP (CCC-SLP). Graded S/U.

## Formative Assessment & Intervention (formerly known as "remediation")

SPA students' formative development of knowledge and skills is evaluated on an ongoing basis throughout the program using a 1-5 rating scale. Course assignments, projects, exams, etc. are in line with the learning objectives and standards established by the Council on Academic Accreditation (CAA) and the American Speech-Language-Hearing Association (ASHA). If a student earns a rating <3.0, the professor for the course will establish an intervention plan with the student.

The intervention plan should include how repeated or more instruction will take place, as well as how the student will be evaluated to ensure the content is solidified at an acceptable level. Ratings on course materials are independent of grades earned. For example, a student could earn a B+ on an exam, but miss all questions related to one important concept. In this case, although the grade is acceptable, the standard was likely not met, thus an intervention should be established. If a student has any outstanding interventions at the end of a semester, they will earn a grade of Incomplete (I) in SPA 604. A change of grade request to Satisfactory (S) will be put forth once the standard(s) is/are met. All interventions are tracked in CALIPSO.

## Summative Assessment

The Council on Academic Accreditation (CAA) and the American Speech-Language-Hearing Association (ASHA) states that graduate programs in speech-language pathology must have a form of summative assessment to ensure students have met necessary criteria for earning the degree. At the end of Fall 1 and Spring 1, the SPA faculty at WIU use co-constructed clinical cases across two or more courses as our summative assessment. Students sign up for times during final exam week. They are given 30 minutes to go through the materials of a clinical case. They then meet with a panel of three faculty members familiar with the cases where they are asked to describe the case including, but not limited to:

- Assessment results
- Diagnoses
- Treatment plans
- Patient and/or family education

Students are rated as High Pass, Pass, Low Pass, or Fail. Students in the range of High Pass, Pass, or Low Pass are, in fact, considered passing. However, if a student earns a Fail, they must do another case. They can move forward with a new case the same day after seeing where they went wrong. If a student earns a second fail, they must go through a formal intervention plan created by the faculty panel prior to receiving a third (and final) case. If a student does not pass on the third attempt, they will earn a grade of U for SPA 604 for that semester. All grades of U must be changed to S in order for a student to earn the M.S. degree.

At the end of Fall 2, the SPA faculty create clinical case multiple choice questions similar to questions they will see on the PRAXIS examination. Faculty submit 5-6 questions per course for Summer and Fall 2. The graduate coordinator takes up to 3 questions per course and creates the exams. Immediately following the completion of the exam which is set at a pre-determined time, the exams are graded. Students must earn a minimum of 70% overall and they must get at least 1 question correct per course. If either or both of those criteria are not met, the student must redo a new form of the exam after discussing the missed

question with the professor of the course. If a student does not pass on the second attempt, a grade of U will be reported for SPA 604.

## Classroom Expectations

### **Nondiscrimination/Equitable Treatment Policy**

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

### **Student Conduct and Academic Integrity**

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

### **Classroom Conduct**

The classroom should be a learning-centered environment where faculty nor students are hindered by disruptive behavior. Students are expected to assist in maintaining a classroom environment that is conducive to teaching and learning. Faculty have the authority to manage their classrooms to their expectation to allow for learning, and students have the responsibility to be familiar with said expectations and refrain from potentially disruptive behavior. Students are expected to assume a proactive role in assuring all students in the room have the opportunity to gain from time spent in class (e.g., openly ask questions, but give others the chance to do the same).

Disruptive behavior is defined as any behavior that interferes with the instructor's ability to conduct the class, or the ability of students to benefit from instruction. Disruptive behavior may take various forms, and includes, but is not limited to the following:

- Private conversations (e.g., talking, signing, writing, emailing) and general noise
- Use of cell phones, pagers, or other communication devices
- Openly challenging the instructor's authority in classroom management
- Working on non-class activities
- Inappropriate use of laptops
- Inappropriate nonverbal messages to the instructor or other students via facial expression, verbal tone, etc. (e.g., rude behavior)
- Repeated tardiness to class
- Anything construed as disrespectful toward a guest speaker
- Sleeping in class
- Arriving late, packing up, or leaving early

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

### **Use of Zoom**

During the COVID-19 pandemic, we all learned that teaching and learning can take place virtually over the Zoom platform. However, it is the position of the WIU SPA Department that in-person learning is the most preferred method. Faculty will allow students to Zoom into a live class session only if they have an approved absence due to an extended illness (typically COVID) from the Student Development and Success Center. Whereas it is not ideal for students to miss classes, sometimes it is necessary whether due to illness, appointments, etc. If a student misses a class, that is their choice and they should get class notes from a peer.

### **Cheating**

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

### **Unauthorized Collaboration**

Collaboration means working together. Some professors will permit collaboration for students to work together and discuss or exchange ideas. The rules of whether collaboration is permitted on a given assignment will depend on the learning goals and the expectations of the professor. The rules of collaboration may change according to the assignment and will vary from course to course, and from instructor to instructor.

If more than one student submits work that is identical or very similar, it is reasonable for the professor to infer that academic misconduct has occurred. Unauthorized collaboration means that students worked together when it was not permitted. Generally, professors expect students to submit work that is their own and reflects their own understanding, knowledge, and achievement. Collaboration is not permitted unless the professor has authorized it. If you do not understand an assignment, it is your responsibility to seek clarification from the professor. This does not mean that students cannot study together. This rule applies to assignments that will be submitted for a grade.

### **Plagiarism**

Plagiarism means using the work and words of another without providing proper citation or acknowledgement. This can take the form of paraphrasing or copying another without

the proper citation, or it can take the form of presenting the work of another as one's own. The university recognizes plagiarism as a serious academic offense.

## University Policies

- Student Code of Conduct: [https://www.wiu.edu/student\\_success/srrri/codeofconduct.php](https://www.wiu.edu/student_success/srrri/codeofconduct.php)
- Academic Integrity Policy: <https://www.wiu.edu/policies/acintegrity.php>
- Students with Disabilities: <https://www.wiu.edu/policies/disability.php>
- Disruptive Student Behavior: <https://www.wiu.edu/policies/disrupst.php>

## Policies of the WIU School of Graduate Studies

### C Rule

A graduate degree in speech pathology allows no more than 7 semester hours of C, D, F, FN, FW, or U in the graduate program, including any grades that are subsequently replaced using the grade replacement policy.

### Take a Course for Grade Replacement

The WIU School of Grad Studies allows courses to be taken for grade replacement if certain conditions are met. The full policy can be found at:

[https://www.wiu.edu/graduate\\_studies/catalog/academic\\_guidelines/index.php#repeatable](https://www.wiu.edu/graduate_studies/catalog/academic_guidelines/index.php#repeatable)

- A student must petition the School of Graduate Studies for permission to repeat a course **before** the beginning date of the course in which a grade was previously earned.
- The repeated course must be taken from Western Illinois University.
- A course may not be repeated more than one time (taking it a maximum of two times). In addition, no more than 6 total credit hours of graduate level work may be repeated under this policy in a program requiring 30-46 semester hours. No more than 9 total credit hours of graduate level work may be repeated under this policy requiring 47 or more hours (as is the case with speech pathology).

### Commencement

All students must file a formal application for graduation. You will be reminded of this by your graduate advisor in your advising meeting during Fall 2. Deadlines for submitting the application for graduation are as follows: spring semester, March 10; summer session, June 10; and fall semester, October 10. Applications received after these dates may be moved to the next semester. The graduation application form can be found at [wiu.edu/grad](http://wiu.edu/grad). Students must have a GPA of at least 3.0 to earn the M.S. degree.

Graduate students who anticipate completing all degree requirements at the end of the spring semester are eligible to march in the May ceremony. Students who anticipate completing all degree requirements at the end of the summer term can choose to march in the May ceremony prior to or in the December ceremony following the summer term. Students who anticipate completing all degree requirements at the end of the fall semester are eligible to march in the December ceremony. Doctoral students must complete all degree requirements before they are eligible to march.

Under extenuating circumstances that prevent a student from attending the ceremony for which they are eligible, a student may petition to the School of Graduate Studies to march in a later ceremony. Ceremony participation must occur within one year of degree completion.

**For more information from the School of Graduate Studies:**

[https://www.wiu.edu/graduate\\_studies/catalog/academic\\_guidelines/index.php](https://www.wiu.edu/graduate_studies/catalog/academic_guidelines/index.php)

## Graduate Assistantships

### **Hiring Process**

The SPA Department hires GAs on a semester by semester basis, excluding summer. The graduate advisor distributes a departmental application electronically to all current graduate students (for spring positions), and to all current and admitted graduate students (for fall positions). The Department uses 2-3 positions each fall semester as a recruitment opportunity for incoming students. The remaining positions go to continuing graduate students.

The graduate committee and department chair select the students to be hired based on academic ability, interests (e.g., classes, faculty), and professionalism. The graduate advisor sends emails with notices for hire and non-hire. The Office Manager then initiates the GA contracts with the School of Graduate Studies. Students are to follow their process for background checks, etc. prior to the start of the semester for which they were hired.

### **Responsibilities**

GA duties vary greatly depending on the faculty member the student is assigned to. In addition, all GAs are expected to work together for the common good of the department and the clinic. Everyone is to take shifts for nightly cleaning duties, office coverage during lunch, after the office manager leaves at the end of the day, coverage when the office manager is out ill or requests time off, and working together for department/clinic sponsored events. GAs are expected to work 13.5 hours per week, however this sometimes fluctuates based on departmental events, when assignments need graded, etc. They are

paid once a month, on the 1<sup>st</sup> of the month in September, October, November, and December (fall), and January, February, March, and April (spring). Tuition for the summer session is covered if a student receives a GA in spring 1 or fall 2. Tuition is waived for all GAs, but they are still responsible for student fees.

## Procedure for Student Complaints

Within the SPA Department, there is a chain of command for reporting complaints or problems.

1. If a student has a complaint about a clinical supervisor or instructor, the first step is to talk directly to that clinical supervisor or instructor with whom there is a problem.
2. If a student has already spoken with the supervisor and resolution is not met, the next person to contact is the Graduate Coordinator to mediate concerns between the student and the faculty member.
3. If the Graduate Coordinator is unable to resolve and mediate the issue, the student should then contact the Program Director/Department Chairperson.
4. If students have complaints about the WIU SPA graduate program as a whole, or you do not feel your concerns have been addressed on campus, students may file a complaint with the CAA (Council on Academic Accreditation) at:

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

**\*\*Please note that in order for complaints at any level in the chain of command to be handled appropriately, it may not be possible for the complaint to remain anonymous.\*\***

## Getting Licensed & Certified

The Master of Science in SLP program at WIU prepares students for licensure by the Illinois Department of Financial and Professional Regulation (IDFPR) as a Speech-Language Pathologist. The program also prepares students for national certification by the American Speech-Language-Hearing Association. The residential Master of Science (M.S.) education program in speech-language pathology at Western Illinois University is accredited by Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

**State Licensure** as a Speech-Language Pathologist (SLP) requires meeting IDFPR rules, which includes a graduate degree in speech-language pathology and passing the National

SLP Examination (PRAXIS). Scores must be sent to the Illinois Department of Financial and Professional Regulation (IDFPR).

When completing the initial application for state licensure, new (or upcoming) graduates will complete the following forms: 4-page application, CCA form, ED form (unless otherwise specified by advisor), TP-SLP form, and applicants will send a check for \$165 (to cover temporary license for one year and the professional license). After completion of the clinical fellowship (CF), applicants will send a copy of their ASHA certification card and the VE form completed by CF mentor.

IDFPR rules are updated occasionally and can be located on the Illinois Department of Financial and Professional Regulation (IDFPR) website. It is the responsibility of the student to remain informed of these changes. IDFPR has set rigid deadlines and guidelines that students should review carefully to be well prepared for the licensure process. The most up to date information on licensing is found on the IDFPR website at <https://idfpr.illinois.gov/> or you may contact IDFPR at:

Illinois Department of Financial and Professional  
320 West Washington Street, 3<sup>rd</sup> Floor  
Springfield, Illinois 62786  
(888) 473-4858

**ASHA Certification** is known as the Certificate of Clinical Competence (CCC) granted by The American Speech-Language-Hearing Association (ASHA) to its members who meet requirements. Students are expected to apply for and receive the CCC. All students are required to take and pass the PRAXIS examination prior to certification application. Application information may be found: <https://www.asha.org/certification/slpcertification/>.

**Professional Educator Licensure (PEL)** is granted by the Illinois State Board of Education (ISBE). All graduates who complete a school internship gaining at least 150 hours of direct contact and staffing are eligible for the PEL if they pass the Content Test in speech-language pathology (#232). This exam can be taken during Spring 2 (internship semester) for anyone planning to work in a school in Illinois.

If a graduate decides NOT to take the SLP Content test to pursue the PEL, grads must be aware that if ISBE changes any requirements to PEL in later years, they will be required to meet the new and updated requirements (e.g., coursework, exams). Therefore, it is strongly recommended to take the exam and register for the PEL upon graduation.

SPA Faculty & Staff

Faculty & Clinical Supervisors



Name	Rank	Office	Email
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### **Access to Faculty**

Students have regular and consistent access to faculty and clinical supervisors. Per the faculty contract, each instructor shall maintain a schedule of at least four office hours per calendar week spread over at least three days. Faculty who are only on-campus limited days per week, may hold virtual office hours. Students are also welcome to schedule appointments with any instructor at any time either by using electronic calendar links, or by emailing the instructor for a convenient time. In addition, all faculty are expected to meet with their student clinicians on a weekly basis to discuss clinical performance, client progress, documentation, and/or client issues.