



## **MS-SLP GRADUATE HANDBOOK**

**2020-2021**

**Department of  
Speech, Language, and Hearing Sciences**



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## Acknowledgment

Many thanks to Macalyne Fristoe, Professor Emerita, who created the original graduate handbook on which this version is based.

## **INTRODUCTION**

This handbook has been written as a reference for students and their faculty advisors. It provides a general description of the graduate programs in Speech-language Pathology in the department of Speech, Language, and Hearing Sciences (SLHS) at Purdue University. It contains information about departmental policies, procedures, practices, and regulations that are most often needed by students. It is not an exhaustive collection of all policies of Purdue University. Students should also study the current *Graduate School Bulletin*, the current *Graduate Education Handbook* (a pamphlet prepared by the Graduate School which applies to graduate students in all departments), the current *University Regulations* (a reference book for students, staff, and faculty), and similar university and Graduate School publications. Students enrolled in clinical practicum in speech language pathology will also need to review the *SLHS Speech Clinic Handbook*, *the Education and Healthcare Externship Handbooks*, and any other documents emanating from the speech-language and audiology clinics.

Please consult with the Graduate Program Chair or other appropriate staff or faculty members if you have questions about any of the information in this handbook. If you feel that you have a legitimate reason to justify the waiving of a particular policy described in this document, a written petition may be submitted to the departmental graduate committee for consideration.

## **A BRIEF HISTORY OF THE DEPARTMENT**

The program in speech-language pathology at Purdue University began in 1935, when Professor M. D. Steer joined the faculty. Its primary function at that time was to provide remedial services to those university students who had speech-language disorders. A year later, an undergraduate academic training program was started. The graduate program began in 1940. In its earlier years, the program was a part of the Department of English. In 1947, the program was assigned to the Department of Speech. In that same year, a formal academic offering in audiology was introduced. The first doctoral degree was granted in 1948. SLHS became a separate department in 1963. In 1971, the program was one of the first in the country to achieve accreditation in both speech language pathology and audiology from the Educational Standards Board of the American Speech-Language-Hearing Association. The program has experienced continual growth with the addition of the Doctorate of Audiology program in 2003. On July 1, 2010, the SLHS department joined with other Purdue University Departments to form the College of Health and Human Sciences. The department has a long record of significant contributions to research and professional education and continues to be one of the top-ranked graduate programs in the country.

## **THE ORGANIZATIONAL STRUCTURE OF THE DEPARTMENT**

The Department of Speech, Language, and Hearing Sciences offers undergraduate coursework in communication sciences and disorders and linguistics, and graduate work leading to Master of Science (M.S.), Doctor of Audiology (Au.D.), and Doctor of Philosophy (Ph.D.) degrees. Each program maintains a separate Graduate Handbook for information for students and advisors.

Our department head reports directly to the Dean of the College of Health and Human Sciences. All graduate programs are administered through the Graduate School.

The Graduate Chair in SLHS is the administrator responsible for matters pertaining to graduate study and serves as chair of the SLHS graduate committee. Departmental graduate policies are developed and monitored by the graduate committee. The graduate committee also has responsibility for graduate student admissions. The department head appoints the faculty members of the graduate committee and its chair.

Professional and pre-professional training in speech-language pathology is managed by a team consisting of the Director of Clinical Education in Speech-Language Pathology, and the Director of the Speech-Language Clinic. The SLHS faculty meets regularly to discuss and vote on department policies.

## **CONCERNS AND COMPLAINTS**

We hope that students will be able to discuss most concerns directly with the involved parties, but we know that situations can arise in which other advice is needed. The Department Head, Head of Graduate Education, faculty advisors, Directors of Clinical Education, and the clinic directors are all available to discuss student concerns. In addition, the Department Head appoints two ombudsmen. Students may discuss any type of grievance with the ombudsmen in complete confidence. The ombudsmen can advise the students of various ways to relieve difficulties, including informal discussions, grievance procedures, referral to counseling services, and so on.

Depending on the nature of the concern or grievance, students may contact the following:

SLHS Department Ombuds:

Amanda Seidl, Ph.D.

Christine Weber, Ph.D., CCC-SLP

Purdue Office of the Dean of Students

Purdue Graduate School

Sexual Harassment Advisors' Network

Center for Advocacy, Response & Education

Human Research Protection Program

ASHA Council on Academic Accreditation

[aseidl@purdue.edu](mailto:aseidl@purdue.edu)

[christineweber@purdue.edu](mailto:christineweber@purdue.edu)

SCHL 207 (765) 494-1747

<https://www.purdue.edu/odos/>

YONG 170 (765) 494-2600

<https://www.purdue.edu/gradschool/index.html>

<https://www.cla.purdue.edu/facultyStaff/SHAN/contact.html>

<http://www.purdue.edu/odos/care/index.html>

<https://www.irb.purdue.edu/>

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

## **THE MASTER OF SCIENCE DEGREE IN SPEECH-LANGUAGE PATHOLOGY**

### **I. Mission Statement for the Department of Speech, Language & Hearing Sciences**

The mission of the department encompasses the areas of learning, discovery and engagement, and dovetails with the missions of the College of Health and Human Sciences and the University as a whole. Specific missions of the department are:

#### *Learning*

- To provide undergraduate and graduate education in typical and disordered aspects of communication, including education in basic and applied research.
- To provide undergraduate students with pre-professional training to prepare them to enter graduate programs in communicative disorders.
- To provide graduate students with the education to become certified speech-language pathologists/audiologists, teachers, and/or research scientists.

#### *Discovery*

- To conduct basic research to elucidate the mechanisms underlying normal and disordered speech, language, hearing, balance and swallowing.
- To conduct applied research that will help speech-language pathologists and audiologists to remediate communicative and swallowing disorders.

#### *Engagement*

- To serve the people of the local and larger communities by providing clinical services and information through the Audiology and Speech-Language Clinics.
- To be a preeminent resource for the dissemination of information and clinical training strategies to professionals nationally and internationally, through publications, presentations at meetings and distance education programs.

### **II. The Clinical Master's Degree Program in Speech-Language Pathology**

For many students, the Master of Science is a terminal degree in that they do not plan to pursue further graduate work. Usually, students are seeking a graduate degree that will prepare them to provide independent clinical services in speech-language pathology. The clinical M.S. program in speech-language pathology at Purdue University is designed so that students complete the program with all of the knowledge and skills required for application for a clinical fellow experience. Successful completion of the CF experience may lead to certification by the American Speech-Language-Hearing Association (ASHA), and licensure with the Indiana Professional Licensing Agency (IPLA), and the Indiana Department of Education (IDOE). Students are admitted to the Au.D. program in audiology or to the M.S. program in speech-language pathology and may not transfer between programs without re-applying.

### **III. Clinical M.S. Prerequisites**

Some students enter the Purdue University Master's degree program with an undergraduate major in an area other than communication disorders (speech-language pathology and audiology). Those who plan to achieve professional clinical certification through the American Speech-Language-Hearing Association (ASHA) in speech-language pathology will be expected to take all of the prerequisite courses listed below. (Substitutions will be allowed if they can demonstrate that they have already covered the content of a required prerequisite course in some other course or courses.)

*All students must maintain a 3.0 overall GPA in the undergraduate pre-requisite courses. Falling below a 3.0 GPA may lead to immediate dismissal from the program. Additionally, receiving a grade of C- or lower in any course constitutes inadequate performance. Students must retake any course in which a grade of C- or lower is received and achieve a grade of C or higher in order to progress into the graduate program. This may delay the start of the student's graduate program up to one (1) year.*

Graduate students typically do not participate in a clinical practicum until they have completed 25 clock hours of ASHA certified, supervised guided observation. These guided observation hours must be accumulated through observation of evaluation and treatment of children and adults with disorders of speech, language, swallowing, or hearing. The guided observation experience must be signed by a Speech-Language Pathologist or Audiologist with current certification (CCC-SLP or CCC-A) status.

Graduate students must demonstrate proficiency in English speech production and English language skills and knowledge before beginning a clinical practicum.

Students entering the Master's degree program without the minimum prerequisite courses take the following prerequisite courses during their first year.

### **SLHS 30200 – Hearing Science**

An introduction to the scientific foundations of auditory sensation and perception. The course covers those aspects of acoustics most pertinent to understanding auditory processing of simple and complex sounds (e.g., speech and music), the anatomy and physiology of the peripheral and central auditory systems, and a range of auditory perceptual phenomena and their physiological correlates.

### **SLHS 30300 – Anatomy and Physiology of the Speech Mechanism**

An introduction to the anatomical and physiological bases of the speech mechanism with an emphasis on the neural, respiratory, laryngeal, supralaryngeal, and swallowing subsystems.

### **SLHS 30600 – Introduction to Phonetics**

An introduction to articulatory phonetics, speech sounds in languages of the world, and principles and symbols of the International Phonetic Alphabet. Extensive practice in phonetic transcription.

### **SLHS 30900 – Language Development**

Specific nature, sequence, and pattern of oral language development from birth through adolescence. Numerous examples illustrating the nature of language acquisition and approaches to the study of children's language are presented. Linguistic and psychological explanations of the sequence of development are discussed.

### **SLHS 46000 – Assessment Audiology and Aural Rehabilitation Across The Lifespan**

An introduction to disorders of the auditory system, the basic assessments used to diagnose disorders, and habilitation/rehabilitation.

### **SLHS 51900 – Aural Rehabilitation Across the Lifespan**

This course will provide an overview/survey of the issues audiologists and speech-language pathologists will encounter when addressing the needs of individuals with hearing loss across the lifespan. Areas of emphasis will include the impact of hearing loss on communication and learning as well as professional strategies to optimize audibility and communication success in all situations for individuals with hearing loss.

## **IV. Essential Functions of Speech-Language Pathologists**

Essential functions refer to those physical, behavioral and social, and cognitive and intellectual abilities that are necessary for satisfactory mastery of the academic and clinical curriculum. The Essential Functions of Speech-Language Pathologists establish expectations and requisite abilities considered necessary for graduate students and professionals in the field of speech-language pathology.

It is recognized that degrees of ability vary widely among individuals. Candidates for admission who believe they may not have or be able to acquire essential functions set forth in this document are encouraged to contact the Department of Speech, Language and Hearing Sciences if they have questions about their individual situations. Any admission candidate who anticipates requiring academic accommodations to fulfill essential functions due to a disability is encouraged to contact Purdue's Office of Disability Resource Center at (765) 494-1247, [purdue.edu/drc](http://purdue.edu/drc). The Department of Speech, Language, and Hearing Sciences at Purdue

University seeks to ensure that qualified persons with disabilities are not denied admission or are subject to discrimination in admissions. The Department is committed to enabling students by reasonable means or accommodations to complete their course of study.

The following essential functions are consistent with the American Speech-Language and Hearing Association's commitment to ensure that all people with speech, language, and hearing disorders receive services to help them communicate effectively.

**Physical Abilities:**

- Participate in classroom, laboratory, clinical, and other professional responsibilities and activities for up to four-hour blocks of time with one short break.
- Move independently to, from, and within the work setting.
- Provide for one's own personal hygiene.
- Manipulate laboratory, evaluation and intervention materials, including completion of all academic and client-related forms and paperwork (e.g., lesson plans, data collection forms, SOAP notes, reports).
- Provide a safe environment for others in responding quickly to emergency situations (e.g., fire, choking, etc.) and in application of universal precautions (e.g., standardized approach to infection control).
- Visually monitor patient responses and materials.
- Make accurate judgments about speech and acoustic signals.

**Behavioral and Social Attributes:**

- Maintain emotional and mental health necessary to use one's intellectual abilities, to promptly complete responsibilities, and to develop appropriate relationships with faculty, supervisors, staff, peers, clients, parents or caregivers, and other professionals.
- Maintain composure and emotional stability in demanding situations.
- Adapt to changing environments and situations.
- Communicate effectively in person, by phone, and in written form while considering the communication needs and cultural values of the listener or reader.
- Understand and respect faculty and supervisory authority.
- Maintain appropriate professional behavior including punctuality, regular attendance, maintaining client confidentiality, and completing all duties and assignments pursuant to one's academic plan.
- Demonstrate compassion, integrity, interest, and motivation in delivering professional services.
- Collaborate with other professionals.
- Comply with administrative, ethical, legal, and regulatory policies.

**Intellectual and Cognitive Abilities:**

- Demonstrate the mental capacity to learn and assimilate professional information, including the ability to comprehend oral and written professional literature and reports.
- Solve academic and clinical problems through critical analysis.
- Seek relevant case information. Synthesize and apply concepts and information from various sources and disciplines.
- Write discipline-specific papers and clinical reports in Standard American English.
- Speak Standard American English intelligibly. Discriminate correct production of and model Standard American English phonemes, vocabulary, grammatical forms, and prosodic patterns.
- Analyze, synthesize, and interpret ideas and concepts in academic and clinical settings, and express these in an accurate manner in verbal and written form.
- Maintain attention and concentration necessary to complete clinical activities for up to four-hour blocks of time with one short break.
- Organize, schedule, and prioritize activities, and provide documentation in a timely manner.

The Essential Functions Policy is adapted with permission from the following source:  
Missouri State University, Copyright 2006 Board of Governors, *Essential Functions of Speech-Language Pathologists*. Maintained by Neil DiSarno, last Modified: May 17, 2007.



## V. The Non-Clinical Master's Degree Program

It is possible to earn a non-clinical Master of Science degree in Speech, Language, and Hearing Sciences at Purdue University. Such a program may be appropriate for students with primary interests in speech or hearing science or linguistics, for example. Such students would not be required to meet clinical certification requirements or clinical practicum experiences.

## VI. Thesis and Non-Thesis Options

The M.S. student may choose either a non-thesis or thesis option. Students selecting the non-thesis option are required to complete an Evidence-based Capstone Project and complete both Evidence-Based Practice courses (Evaluating Research or ER, Research Integration and Dissemination for EBP or RID-EBP). Students selecting the thesis option will complete ERI, but will not enroll in RID-EBP and will not complete an Evidence-based Capstone Project. Instead, thesis students will complete and orally defend their thesis. They will also register for credits to support their thesis preparation. Students who are considering Ph.D. work are strongly encouraged to select the thesis option.

Students should be aware that undertaking a thesis option may increase their time to graduation. All students who choose to pursue the thesis option must convene a prospectus meeting with their advisory committee by the end of Summer-1 semester. If they do not successfully convene a prospectus meeting by that time, the student will directly transfer into the non-thesis option and must register for RID-EBP for Fall-2 semester. If a student switches from thesis to non-thesis, he/she can continue with the same topic or change topics for her RID-EBP project as long as the topic is set by the end of the first summer in the SLP program.

## **M.S. STUDENT ADVISING**

### I. Advisors, Non-Thesis Option

Upon admission to the Au.D. program, each student will be assigned an academic advisor and a clinical advisor. The advisors:

1. Make up the student's graduate advisory committee, which meets every semester during the registration period (weeks ~9-12). Other meetings can be arranged by the student at any time if needed.
2. Consult with the student regarding the overall program
3. Advise the student in matters pertaining to the Plan of Study (POS)
4. Monitor the student's academic and clinical progress

At any time during the program, the student may request a change in their advisors. Please see the Graduate Program Secretary for specific guidance.

### II. The Advisory Committee, Thesis Option

The advisory committee for students pursuing a master's thesis consists of at least three faculty members, and should represent appropriately diverse areas of expertise. The committee should include at least two members with appointments in SLHS (including the Major Professor). Faculty may be tenure-track or clinical faculty.

The committee is responsible for:

- 1) approving the plan of study and the thesis proposal;
- 2) conducting an oral examination of the thesis.

If the committee does not include a clinical faculty member, students pursuing a clinical MS thesis are also assigned a clinical faculty advisor to advise them on clinical aspects of the program.

## THE PLAN OF STUDY

The Plan of Study (POS) is an individualized list of each student's academic requirements for completing the graduate degree. The POS represents a cohesive program of graduate study and coursework appropriate to the specific professional and academic needs of the student. Clinical master's degree students should use the KASA (Knowledge and Skills Acquisition) as an aid to planning their coursework. Departmental and Graduate School requirements for the degree are not the same as ASHA requirements for certification. Ultimately, the student is responsible for creating a POS that fulfills degree requirements and personal objectives such as professional certification requirements.

### I. Statistics Background

All students in the M.S. program are expected to have completed an acceptable statistics course. Acceptable courses cover the topics of regression, t-tests, analysis of variance, chi-square, regression, and correlation. The courses offered at Purdue University that are acceptable are: **STAT 30100, STAT 50100, STAT 50300, PSY 50000, and SOC 38200**. Students may have completed an appropriate course as an undergraduate or may fulfill this requirement during their graduate program.

If the student has taken a statistics course elsewhere that appears to meet the requirements, he or she may submit a form (available from the graduate program secretary) asking for approval of that course.

The statistics course will not appear on the POS if it was taken at an undergraduate level, but the approved form (or Purdue transcript showing completion of an acceptable course) must be on file in order for the student's POS to be approved.

**IT IS THE STUDENT'S RESPONSIBILITY TO ENSURE THAT AN ACCEPTABLE STATISTICS COURSE IS COMPLETED AND ENTERED IN THE STUDENT'S RECORD.**

### II. Required Courses

The M.S. programs in speech-language pathology each include specified coursework. It is the student's responsibility to ensure that the POS includes all required coursework. Current listings of these courses appear in an appendix to this document.

Clinical MS-SLP students who pursue the thesis option will complete the Core Disorders (required) courses. They will complete 13 credits of SLHS-related coursework (of which 11 credits must be primarily related to disorders and two of the following three courses must be included in the 11 credits: 52900 (Stuttering), 53200 (Voice Disorders), and 53800 (Motor Disorders in Speech)). They will also complete 6 credits of Core Normal Processes (required) courses. The following variation is possible: Thesis research credits may be used to satisfy up to 6 hours of SLHS-related courses and 3 hours of Core Normal Processes courses, if approved by the student's advisory committee. See appendix for further details.

**Implementation:** Thesis option students will submit a letter, signed by the major professor, to the advisory committee. The letter will describe the content of the research enrollments to show why they should be considered as fulfilling requirements in either area. These research substitution credits will be given a specific title (agreed upon by the student and major professor) and registered & graded as SLHS 59000. Proof of approved course substitutions should be provided to the Graduate Program Secretary who will fill out and submit a Form 23V for course registration.

### III. Clinical Practicum

Students wishing to obtain professional certification must also complete specified clinical practicum. Students must complete 25 supervised observation hours of diagnostics and therapy; the majority of which are typically earned before the first semester in clinical practicum. Most Purdue SLHS undergraduate and pre-requisite students complete this requirement during SLHS 44900. Occasionally, in extenuating circumstances, a pre-requisite graduate student will be enrolled in SLHS 54900-1 and will simultaneously obtain 25 observation

hours during the first 8 weeks of that semester. Incoming graduate students with a major in Speech and Hearing who have not completed their observation hours prior to their first practical assignment at Purdue will accrue these observation hours during the first 6 weeks of that semester.

The clinical practicum courses the students will take are:

SLHS 54900:

<i>Semester</i>	<i>Content</i>	<i>Total Credits</i>
Fall I	1 class, 2 clinic	3
Spring I	1 class, 2 clinic	3
Summer I	0 class, 2 clinic	2
Fall II	1 class, 2 clinic or 3 credits if doing an externship last 10 wks	3
Spring II	1 class, 2 clinic (1 <sup>st</sup> 6 weeks) or 6 credits if not doing externship	3

SLHS 64800:

Usually Spring II	School externship	6
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SLHS 64900:

Usually Summer II	Medical externship	2 (pass/fail)
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The Major Professor/advisor and Director of Clinical Education in Speech-Language Pathology must approve any changes in a student's plan for enrollment in SLP clinical practicum. The number of credits taken in SLHS 54900, SLHS 64800, or SLHS 64900 is adjustable in individual circumstances. Requests for reductions in clinical registration must be made in writing to the Director of Clinical Education for Speech-Language Pathology prior to the semester for which the change is requested. The request must be signed by the student's Major Professor. The Director of Clinical Education for Speech-Language Pathology will work with the Chair of the Graduate Committee to determine if the request will be approved. A reduction in credits for SLP clinical practicum may lengthen the number of semesters to complete the degree.

#### IV. Transfer of Credits to the Purdue SLHS Graduate Program

A maximum of 12 graduate credits taken at Purdue, prior to beginning a graduate program, can be counted toward a graduate degree, only as stipulated by the Purdue University regulations. M.S. students must spend at least two terms in full-time enrollment after earning the bachelor's degree and complete a total of 36 credits (including the 12 transferred credits), no matter how many graduate credits were accumulated during undergraduate study. Taking of courses for graduate credit as an undergraduate or non-degree student neither ensures admission to graduate study nor ensures acceptance of the acquired graduate credits on the POS.

The department and the Graduate School will sometimes accept graduate academic credit taken at other graduate programs. Such credit, up to a maximum of 6 to 8 semester credits, may be allowable on the POS, only as stipulated by Purdue University regulations. The student's Major Professor/advisor, the course instructor, the graduate committee, the department head and the dean of the Graduate School of Purdue University must approve.

#### V. Restrictions to Courses Included on the Plan of Study

Graduate students are not permitted to list courses taken on a pass-no pass (pass-fail) basis on their POS. It is a firm university policy that pass-no pass grades are not acceptable in fulfilling degree requirements.

Courses listed on the M.S. Plan of Study in the primary area (SLHS courses) should be at the 50000 or 60000 level. SLHS courses at the 40000 level must be approved by the graduate committee in order to appear on the Plan of Study. Courses cannot have been taken at the undergraduate level unless they are "certified

undergraduate excess" hours: courses taken for graduate credit while the student was an undergraduate. Courses taken at the 10000 - 30000 level may not appear on the POS. No more than 6 credits of courses taken at the 40000 level may appear on the POS.

#### VI. Master's Degree, Non-Thesis Option

To receive a master's degree under the Non-Thesis option, a student must earn 36 or more graduate credit hours in addition to an approved course in inferential statistics and complete all required courses. No more than four credits from one semester of SLHS 54900 may be used to satisfy the 36 credit hours needed to graduate. Clinic credit cannot substitute for any of the required courses listed in the handbook.

#### VII. Master's Degree, Thesis Option

To receive a master's degree under the thesis option, a student must earn at least 30 graduate credit hours in addition to an approved course in inferential statistics and complete all required courses. Plan of study credit hours taken for a grade must total at least 24 credits. SLHS 69800 is to be used for M.S. thesis credit only and is not listed on the plan of study. The student must indicate on the plan of study the minimum number of 69800 research credits they intend to complete and these credits can be used to meet the 30 credit hour requirement. A minimum of 3 credits of SLHS 69800 is required. Other research should be done under the SLHS 59000 course number.

#### VIII. Credit Hour Enrollment for Graduate Staff Appointments

Students who hold any graduate staff assistantship appointment must be enrolled for a minimum of 3 credits during every semester in which they are employed. Students are recommended to adhere to the following maximum number of credit hours taken at one time during a semester:

<b>Minimum/Maximum:</b>	<b>0.25 FTE</b>	<b>0.50 FTE</b>	<b>0.75 FTE</b>	<b>1.00 FTE</b>
<b>No appointment</b>				
Fall/Spring: 8/18 hrs.	15 hrs.	12 hrs.	9 hrs.	6 hrs.
Summer: 6/8 hrs.	8 hrs.	8 hrs.	8 hrs.	8 hrs.

Students who hold residence hall counselor positions are limited to 16 credit hours taken at one time during a semester.

#### IX. Preparing the Plan of Study Electronically

Each graduate student admitted to a degree program must file a Plan of Study (POS). A formal Plan of Study should be created as early as feasible in the student's career because it guides a student's academic degree progress. A Plan of Study is an academic contract between a student, the faculty members of the advisory committee, and the Graduate School. All departmental and Graduate School policies related to the filing of a Plan of Study must be adhered to explicitly.

Students will file their plan of study electronically. Access to the electronic Plan of Study Generator (POSG) is via the myPurdue portal. myPurdue can be found at [wl.mypurdue.purdue.edu](http://wl.mypurdue.purdue.edu). The link for the Plan of Study Generator (POSG) is located under the Academic link. The Graduate School provides access to the POSG. Once you are in the Academic tab, click on the POSG link. A new browser window will open with the Graduate School links available to you.

To begin your plan of study, click on the Plan of Study Generator link, and then click on "Create new plan of study" link. Once in the POSG, refer to the Help buttons located on each page to assist you in using the electronic POSG. You do not need to complete the entire form in one sitting; you may save your plan of study and return to it later. You **may not bookmark** any pages within the Graduate School link. To return to the POSG, you must login to myPurdue.

When you have completed your plan of study and feel it is ready for review by your advisory committee, submit your plan as a Draft. All plans of study must first be submitted as a Draft before you can submit your plan as a Final. While your plan is in Draft status, review the information with your advisory committee and the graduate program secretary to ensure that it satisfies department and Graduate School policies. Use your draft as a basis to discuss your academic and research goals with your advisory committee members.

Once your entire committee has verbally accepted your plan of study, return to the POSG and submit your plan as a "Final." The plan of study form will be electronically routed, reviewed and, if approved, signed by the graduate secretary, your advisory committee, and the Graduate School.

You may check the status of your plan at any time by returning to the POSG and clicking on the Display Submitted Plan of Study link. Once the Graduate School has approved your plan of study, you should check it every semester to monitor your academic degree progress.

#### X. The Plan of Study Deadline

The Plan of Study must be approved by the Major Professor, other advisory committee members, a representative of the Head of the Department and the graduate program secretary. **Submit the draft of your POS electronically by the 8<sup>th</sup> week of the spring semester in the student's first year of study.**

Registration for the third semester of study will not be permitted unless the POS has been completed and accepted by the Graduate School. Students who must take all prerequisite courses may wait until the 8<sup>th</sup> week of the second fall semester to submit the POS.

#### XI. Alteration of the Plan of Study

Occasionally students find it necessary to change some aspect of their POS. For example, a student may be unable to enroll in a course listed on the POS because of a schedule conflict or course cancellation.

In other cases, the student's program emphasis or professional interests may change. In this case, some of the listed courses are no longer appropriate. Sometimes, it may be necessary to change the members of the advisory committee. To make changes to the Plan of Study, follow the instructions on the POSG. Such changes must have the approval of all members of the student's advisory committee.

The form is signed by the student, the graduate program secretary, the Major Professor, and a representative of the Head of the Department. It is then transmitted to the Graduate School for approval and filing. Each term the Graduate School announces the deadline date after which no changes in the POS can be made if the student is to receive a graduate degree in that term.

#### XII. Enrollment Requirements for Final Semester

The M.S. degree for students seeking certification in speech-language pathology is awarded at the end of the semester in which all academic and practicum requirements of the Speech, Language, and Hearing Sciences Department are met. The student must be enrolled in the SLHS graduate program in the semester during which these requirements are met. Thus, if the student is completing practicum requirements during the final semester, the student must be registered for SLHS 54900, 64800, or 64900.

## **PROGRESS TOWARD THE M.S. DEGREE**

### **I. The Duration of Graduate Study**

It is assumed that students will be enrolled on a full-time basis; part-time study is not recommended. Expanding one's knowledge involves more than the accumulation of credits or the learning of isolated facts. It includes the development of a coherent understanding of an area.

Although an area of knowledge may be divided into courses to provide efficient means of teaching, it is important for each student to work to tie together these artificially separated units and to develop an understanding of how the parts are related. In addition, it is generally recognized that a good portion of learning and understanding is gained outside the classroom in informal interaction with mentors, peers, and others. This especially applies to graduate learning. Taking these factors into account, the department strongly recommends that students plan to attend on a full-time basis.

Part-time is rarely allowed. To achieve part-time status each case must be reviewed individually, and is only approved under special circumstances. The Director of Clinical Education for Speech-Language Pathology, the student's advisory committee, and the graduate program chair must approve each case.

Students who have an undergraduate major in communication disorders may complete all clinical and academic requirements for the M.S. degree in 2 full years of enrollment (6 semesters, including summers). However, some students require more than two years to finish an appropriate plan of study. For example, students who must complete all prerequisite coursework can expect a year of additional enrollment. Students with work assignments or other responsibilities may need to limit their enrollment each semester and thus prolong their program. Students selecting the thesis option may need to prolong their program in order to complete the research project. Other students may wish to take additional coursework to create an area of specialization or explore related professional areas.

### **II. Performance Standards**

A grade point average (GPA) of 3.0 is considered the minimum level of academic performance for all SLHS graduate students. This includes statistics, if it is taken during the graduate program. At the end of every semester, the graduate committee reviews the record of each student. Students with cumulative or semester GPAs below the minimum level are fully evaluated and decisions are made regarding their continuation in the program. Students must achieve a grade of C- or better in each course they plan to count toward the POS.

Students must have achieved a minimum GPA of 3.0 over coursework on the POS before being allowed to defend the thesis or participate in an externship experience.

An overall clinical practicum grade of B or better must be obtained in the two semesters immediately prior to participating in an externship. If a grade of B- or lower is earned in any of these semesters, it will delay and may preclude an externship. Please refer to the remediation policy in this handbook.

Students who receive departmental assistantships must have a GPA of 3.0 or above and make appropriate progress with their Knowledge and Skills Outcomes (KASA). That is, departmental funding cannot be given to students on probation and funding will be withdrawn if students become probationary during a multi-semester assignment.

Students who choose to attain licensure to work in public schools must also pass through the GATES system of the Education Extern program (See Appendices section).

### **III. Evidence-based Practice course sequence (ER & RID-EBP)**

#### ***Overall Vision***

ER and RID-EBP are courses designed to help students develop the ability to understand, critically analyze, and integrate research from the literature to use as their evidence base in their lifelong clinical practice as well

as in their mentorship of future clinicians.

### **Evaluating Research (ER; 2 cr)**

The focus of this course is to teach students to understand and critically analyze the types of research commonly used in our field. To do so, students will be taught to understand research methods broadly, including group designs, randomized control trial designs, case studies (single and multiple), and other designs commonly used in the field. The broad course requirements (deliverables) will be the same for SLP and Au.D. students, but with differences in the processes (as determined by the respective curriculum committees) to determine the capstone project topic and advising mentor or mentorship committee. For all students, deliverables at the end of the course include a settled topic, advising mentor or committee, and an abstract.

*Non-thesis SLP students* will choose an assessment or treatment to study. They will choose one mentor.

*Thesis SLP students* will solidify their thesis topic. Thesis students will use their thesis topics for the projects in this course, rather than choosing an assessment or treatment to study.

### **Research Integration and Dissemination for Evidence Based Practice (RID-EBP; 2 cr)**

The goal of this course is to provide education in the integration and dissemination of research. In this course, the deliverables will be a paper and a poster. Posters must be presented at the Ringel Symposium. The class focuses on activities to improve writing and presentation skills based on the integration of research studies. This is open to, but not required for, thesis students.

*Non-Thesis SLP Students:* We encourage all students to discuss with their mentors whether presentation at the ISHA Conference in the spring of that year, and/or a national conference is appropriate given student interests and project quality.

*SLP Thesis students:* SLP thesis students must propose their thesis by the end of the first summer in the SLP program. If they fail to do this, they automatically revert out of the thesis track and the second course will be required. If a student switches from thesis to non-thesis, he/she can continue with the same topic or change topics as long as the topic is set by the end of the first summer in the SLP program. This may require a change in the format of the final paper.

## IV. The M.S. Thesis

The Major Professor serves as the director of the thesis and guides the student through its completion. The student must take the Evidence-based Practice-I (Evaluating Research) course. Then each and every semester that the student is working on the thesis, the student must register for SLHS 69800 (Research: M.S. Thesis).

By the end of the first summer semester, the student will meet with the full advisory committee for approval of the proposed research. The usual practice is for the student to have written a formal prospectus prior to this committee meeting, which may include a review of the literature, a statement of the research question, and a description of the experimental methodology. Any subsequent changes in the design of the study must have the approval of the student's advisory committee members.

University requirements for preparation, deadlines, format, etc. can be found in the latest edition of *A Manual for the Preparation of Graduate Theses*, which is available online at (<https://www.purdue.edu/gradschool/faculty/publications.html>) or you may see the graduate program secretary.

For our department, American Psychological Association (APA) style is preferred but other styles (corresponding to a specific journal where the work is likely to be submitted) may be substituted. The style being used and the resource for the style's guidelines (such as the *Publication Manual of the APA*) must be

stated on a separate unbound, unnumbered sheet at the beginning of the thesis. The Major Professor has final responsibility for assuring that the final thesis meets stylistic requirements. After the research and the writing of the thesis have been completed, the student must satisfactorily pass an oral defense of the research in front of the full advisory committee. Three weeks prior to the date on which the oral defense is to be held, the student should submit a Request for Examining Committee Form (Graduate School Form 8) via their myPurdue account. The form will be signed electronically.

As stated earlier in this document, a student must achieve a minimum grade point average or index of 3.0 on a 4-point scale over coursework on the Plan of Study (including statistics) before being permitted to hold the oral defense.

Graduate students are required to complete the appropriate exit survey before they can receive their thesis deposit receipt and/or graduate. For master's degree students, the appropriate survey is the Master's Candidate Exit Questionnaire.

### **CHANGE OF STATUS NOTIFICATION**

For any number of reasons, students may change their status within the department. It is necessary to formalize some of these changes by sending information to the Graduate School, while others do not require Graduate School notification. In either case, faculty and staff who are involved must be aware of these changes. To make any of the following changes, please contact the graduate program secretary.

- change of name
- change of advisor (major professor)
- request to change major area

If a student wishes to withdraw from the program, even temporarily, s/he should discuss this issue with the Major Professor and the Chair of the Graduate Committee.

### **GRADUATE STUDENT FUNDING**

#### **I. Appointments Administered Through the Department of Speech, Language, and Hearing Sciences**

##### **A. Graduate Assistantships**

Each fiscal year, the university allocates a sum of money to the department for graduate assistantship appointments. These are generally awarded as quarter-time appointments. The university establishes the stipend levels. Thus, the amount of allocated funds determines the number of graduate assistantships that can be given each year.

Assistantships constitute payment for services rendered by the graduate student to the department in the form of teaching, clinical supervision, administration, etc. All graduate assistants are assigned specific duties within the department. This may take the form of teaching laboratory sections, assisting a faculty member in a specified course or courses, supervision of clinical practicum, development of teaching materials, etc.

##### **B. Individual Faculty Research and Training Grants**

Many faculty members in the department receive research or training grants from a variety of funding sources. When the faculty member has budgeted for one or more assistants in the grant proposal and if this was approved by the granting agency, then the principal faculty member is responsible for selecting the graduate student to fill each appointment.

#### **II. Appointments Administered Outside the Department of Speech, Language, and Hearing Science**

The Department of Speech, Language, and Hearing Sciences does not appoint funded graduate students to



positions outside the department. The department has no administrative function in assigning students to these programs.

#### A. Residence Counsellorships

Part-time employment on the counseling staff of the men and women's residence halls is available to qualified students. In general, compensation for such employment amounts to room and board, and remission of some tuition dependent upon your residential status. The student applies directly to the director of residence halls. The Department of Speech, Language, and Hearing Sciences has no control over who receives these counsellorships, although recommendations are supplied when requested.

### III. Funding Selection Procedures

The following narrative describes procedures used by the department to select students competing for graduate appointments. The graduate program secretary maintains a current accounting of graduate student appointments and a listing of the funding status of all graduate students in the department. In order to anticipate available funds, each graduate student's expected date of degree completion is noted as written on the Plan of Study.

For example, if a graduate student who presently holds a graduate assistantship indicates on the Plan of Study that the degree completion date is next December, then the department can plan on appointing another student to that assistantship after December. There is a continual attempt to project ahead for planning purposes. This can only be done when accurate records are kept of the number of available appointments based upon students' turn-over. The department has taken the position that priority in funding should go to Ph.D. students. Because funds are limited, positions for master's students are limited as well. However, master's students will occasionally receive funding some time during the course of the master's program.

Appointments are made periodically during a given year for currently enrolled master's students. All master's students who are not on a graduate appointment are considered *unless they notify us they do not wish funding*. The Department Head and the Graduate Chair approve all graduate appointments. The main criteria used in making decisions about an appointment are academic performance and experience. In the case of a graduate assistantship, the student must have demonstrated skills and abilities required for the assigned job requirements.

## **STANDARDS OF WRITING PERFORMANCE**

### I. Writing Performance Requirements

At the master's level, it is recommended that, particularly in the first semester of academic work, all courses and clinical experiences contain a content-oriented writing component (e.g., papers, clinical reports, take home examinations, or projects, as appropriate).

For those students who are working toward a clinical degree, writing skills specified in the ASHA 2020 standards must be met. If any student produces work that is of concern (e.g., difficulty with grammatical construction, spelling, or organization), the instructor may refer a student to the writing lab. It will be the responsibility of the individual student to implement the recommended procedure. The writing lab routinely notifies the referring instructor when a student uses the services. It will also be at the discretion of the instructor to determine if the writing deficiencies are severe enough to potentially impede the student's success. If so, it will be the instructor's responsibility to inform the Major Professor.

The purpose of this referral is to assist the student in continuing to attain appropriate intervention services. Professional writing skills will be emphasized and evaluated as part of the practicum experience each semester. An Unsatisfactory on the Written Communication Skills protocol may lower the overall SLHS 54900 clinic grade, and clinical privileges may be terminated. Remediation Plans will not be extended past the end of semester 3.

## II. Writing Intervention Referral Sources

The Purdue University Online Writing Lab is a major referral source: <https://owl.english.purdue.edu/>. The writing lab is able to provide a range of services:

- consultation with individual departments
- writing groups
- individualized instruction

It is very helpful for the writing lab to receive information from the instructor regarding the specific concerns surrounding the student's writing.

### **ASHA CERTIFICATION**

*Since the American Speech-Language Hearing Association's (ASHA) Council on Academic Accreditation (CAA) accredits the Purdue program, it is designed to provide all academic and practicum requirements for the Certificate of Clinical Competence (CCC) issued by ASHA. A complete description of the standards and procedures for obtaining the CCC is provided in the ASHA Certification and Membership Handbook. In order to meet CCC requirements, you must complete a program of study (a minimum of 75 semester credit hours overall, including at least 36 at the graduate level) that includes academic course work sufficient in depth and breadth to achieve the specified knowledge outcomes as described in the ASHA's CFCC Standards 2020 (see table of contents). As students prepare their Plan of Study, they should meet with their advisors, and use the Knowledge and Skills Acquisition (KASA) summary form to make certain that they take courses that are necessary and appropriate to meet the CCC requirements.*

Course work should be planned to address the following areas:

1. principles of biological sciences, physical sciences, and the social/behavioral sciences;
2. basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases;
3. knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/ physiological, acoustic, psychological, developmental, and linguistic and cultural correlates;
4. knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

Additional areas that will be addressed throughout the MS-SLP clinical degree program include:

- 1) knowledge of standards of ethical conduct;
- 2) knowledge of processes used in research and the integration of research principles into evidence-based clinical practice;
- 3) knowledge of contemporary professional issues;
- 4) knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.

The program of study should follow a systematic knowledge-and skill-building sequence in which basic course work and practicum precede, insofar as possible, more advanced course work and practicum. Students must demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

## I. Enrollment in Clinical Practicum

### **PLEASE SEE “SPEECH-LANGUAGE CLINIC HANDBOOK” FOR COMPLETE POLICIES/PROCEDURES GOVERNING CLINICAL PRACTICUM.**

ASHA's practicum requirements are stated in terms of the number of direct client contact hours, which must be accrued. For certification in speech-language pathology students must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, 375 hours must be spent in direct client/patient contact, 325 hours must be obtained at the graduate level in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). This experience must be obtained through a university program, where it is considered to be a type of laboratory experience.

According to CAA standards, programs must provide sufficient breadth and depth of opportunities for students to obtain a variety of clinical education experiences in different work settings, with different populations, and with appropriate equipment and resources in order to acquire and demonstrate skills across the scope of practice in speech-language pathology, sufficient to enter professional practice. In order to do so, our program goal is 5 hours in each of the nine areas, which are as follows: Cognition, Communication Modalities, Feeding and Swallowing, Fluency, Hearing, Language (expressive/receptive), Speech Sound Disorders, Social Aspects, and Voice.

Universities traditionally classify such experiences in terms of credit hours rather than contact hours. The credit hours are associated with all activities related to clinical education but are not interchangeable. SLHS practicum requirements for clinical students are stated in terms of credits per semester. The suggested credits per semester for SLP students are outlined in this handbook under Guidelines for Enrollment in SLP Clinical Practicum, in the M.S. Plan of Study section.

Occasionally a student may have reasons to modify the clinic practicum load. This is done in consultation with the clinical faculty. If the change is enough to require modification of the credit hours, the student should discuss these changes with his or her Major Professor and the Director of Clinical Education in SLP. Requests for reductions or increases in clinical registration must be made in writing to the Director of Clinical Education for Speech-Language Pathology prior to the semester for which the change is requested. The request must be signed by the student's Major Professor. The Director of Clinical Education for Speech-Language Pathology will work with the Chair of the Graduate Committee to determine if the request will be approved. A reduction in credits for SLP clinical practicum may lengthen the number of semesters to complete the degree.

For information on enrolling in SLHS 64800 or 64900 (external practicum in speech language pathology), see the section on clinical externships.

## II. Clinical Practicum Experiences

Purdue University graduate students are typically required to complete observation hours prior to enrollment in clinical practicum. However, completion of 25 observation hours is not a prerequisite to begin direct client/patient contact. The observation and direct client/patient contact hours must be within the scope of practice of speech-language pathology.

Clinical education begins with an introductory clinical experience during the first semester of the graduate program. Clinic levels may be modified for those students who are completing pre-requisite course before entering clinic (students who do not enter the master's program with a degree in Communication Disorders). Clinical performance is evaluated with the CSCF and grades are determined in accordance with the semester in clinic.

<u>Time line</u>	<u>SLHS Clinical Course</u>	<u>Clinic Practicum</u>	<u>Semester</u>
First Fall Semester	SLHS 54900 (Seminar 1)	Assignment in Purdue Clinics	1

First Spring Semester	SLHS 54900 (Seminar 2)	Assignment in Purdue Clinics	2
First Summer	SLHS 54900 (no seminar)	Assignment in Purdue Clinics	3
Second Fall	SLHS 54900 (Seminar 4)	Assignment in Purdue Clinics (and/or Education Externship)	4
Second Spring	SLHS 54900 (Seminar 5) SLHS 64800 SLHS 64900	Assignment in Purdue Clinics (and/or Education Externship) (and/or Healthcare Externship 1)	5
Second Summer	SLHS 64900	Healthcare Externship (1 or 2)	6

### III. Risk Management – Policy and Procedures

See Risk Management Handbook.

### IV. Clinical Practicum Privileges—Policies and Implementation

Student participation in clinical practicum should be considered a privilege rather than a right. Clinical practicum participation is different in many ways from class and laboratory assignments. It involves the welfare of the clients/patients in our clinics as well as the training needs of students. We are ethically bound to protect the welfare of the clients/patients in our clinics, so special policies apply to these educational opportunities. Admission to graduate study in the Department of Speech, Language, and Hearing Sciences at Purdue does not guarantee participation in clinical practicum. Certain prerequisites must be met:

- 1) Student clinicians must demonstrate English speech production and English language skills and knowledge at the level necessary to provide appropriate clinical services to their clients/patients. ASHA Standards CFCC 2020 require communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others.**

It is necessary for student clinicians to model communicative behaviors that they are trying to help their clients/patients to develop. All entering students will be screened for use of English speech and language before they can be given clinical assignments. For oral communication, the student 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, the student must be able to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence. Limited English proficiency will result in a delay in clinical participation until the student reaches a level of English proficiency that will ensure success in the program.

- 2) Student clinicians must demonstrate adequate clinical practicum performance and progress. Methods of evaluation are described below.**

SLHS clinical faculty and supervisors, hereafter referred to as clinical faculty, are Speech-Language Pathologists who hold the Certificate of Clinical Competence and either a Masters or Doctoral degree. Clinical faculty members have regular supervisory meetings with those students whom they supervise in clinic. They regularly review the work of every student enrolled in clinical practicum, provide instruction and feedback to the student clinicians, and encourage development of self-evaluation skills.

At mid-semester, and at the end of each semester, or more often if deemed appropriate, the clinical faculty complete the "Clinical Skills Competency Form" (CSCF, see Speech-Language Clinic Handbook) to evaluate each student's performance. Individual evaluation meetings are held to provide students with information about their clinical work. Grades of 'B' or better will indicate attainment of the appropriate KASA standards and professional competencies, clock hours will be accrued, and practicum privileges will be continued. Student clinicians will also receive a specific list of recommendations for improvement of their clinical skills. Students

are expected to transfer skills learned in one clinical practicum to the rest of their clinical practica. Students must meet with their Clinical Supervisors at the start of each semester and discuss their strengths, weaknesses, and goals from the previous semester.

*A. Unsuccessful Progress:*

1. If a student clinician demonstrates skills below minimum expectations for their current practicum level, they will earn a grade of 'B-' or lower, clock hours for that specific clinical assignment will not be accrued, and the student will be placed on Probation. A conference will be held with the clinical faculty for that assignment, the advising team, the Graduate Chair, and the Director of Clinical Education in SLP to develop the Remediation Plan (See Speech-Language Clinic Handbook).
2. The SLP clinical faculty will notify the Director of Clinical Education in SLP of any student who is demonstrating difficulty with meeting Purdue Professional Competencies (see Approach to Clinical Work section of CSCF). Students who are unable to meet these standards may count hours for the semester but will be counseled by the appropriate clinical faculty. This information will be shared with the next assigned clinical educator for monitoring during the next clinical placement. If the student continues to show difficulty meeting the same standard during a different semester, the student will be required to meet with the DCE and a remediation plan will be developed. Not meeting standards in the same category in two semesters will result in the loss of hours for the clinical placement in question, which will most likely result in the need for an additional semester of clinical practicum.
3. Obtaining a grade of 'B-' or less in clinical practicum (SLHS 54900) for two semesters is considered to be evidence of inadequate performance and results in ineligibility to continue in practicum.
4. If the student exhibits any behavioral or performance characteristics which are determined by the Clinical Faculty to be inconsistent with its standards for behavior in clinical practicum, including any threat to the welfare of the clients/patients (See the Speech-Language Clinic Handbook and 54900 syllabus, CSCF, the ASHA Code of Ethics, or the Indiana Code of Ethics), the student is issued a Professional Infraction Notice. The student will be counseled by the Graduate Chair, relevant clinical faculty, and the Director of Clinical Education in SLP. This counseling will inform the student that his or her privileges of participating in that clinical practicum are suspended or are at risk of being suspended, and will explain the reasons for suspension. The student is given specific written recommendations for remediation of all skill areas, along with a deadline by which this must be accomplished. The Director of Clinical Education in SLP, in consultation with the clinical faculty may terminate participation in practicum at any time that client/patient welfare is considered to be jeopardized.

*B. Probation:*

This is the status given to a student clinician who is currently working with a Remediation Plan.

1. Student clinicians who are on probation must obtain a grade of 'B' or better in all clinical assignments and must meet the Purdue Professional Competencies from all clinical faculty currently supervising this student in order to be removed from Probationary status.
2. A student clinician who does not successfully complete the Remediation Plan within the specified time frame will either have the Remediation Plan extended or have clinical privileges terminated.
3. A student clinician who has successfully completed a Remediation Plan is no longer on Probation. However, the skills delineated in the Remediation Plan must be maintained. If they are not, the student clinician will be returned to Probationary status and another Remediation Plan may be developed, if appropriate, or clinical privileges may be terminated.

### *C. Remediation Plan:*

A Remediation Plan is developed by the Director of Clinical Education in SLP along with the clinical faculty who are currently supervising a student clinician. Remediation plans will result in one of the following: (1) continuation in practicum with added responsibilities, (2) continuation in practicum with the same responsibilities, (3) continuation in practicum with reduced responsibilities, or (4) discontinue participation in practicum (termination of clinical privileges). Decisions concerning continuation in clinical practicum involve evaluation of the student clinician's current competency level without extraordinary supervisory support, the significance of the professional protocol infraction, and previous practicum performance. Students are informed of the results of these evaluations. See Speech-Language Clinic Handbook section "Remediation Policy." The Remediation Plan will include:

- Description of expected knowledge and skills, which are not being demonstrated by the clinician.
- Specific goals and behaviors which must be demonstrated to indicate knowledge and skills appropriate for current practicum level.
- Time frame within which these improvements must be demonstrated and consistently maintained.

A maximum of two Remediation Plans will be developed for a student clinician during the M.S. in SLP. Should a student earn a grade of 'B-' or fail to meet Purdue Professional Practices during a practicum experience following the completion of two Remediation Plans, his/her clinical privileges will be terminated.

If a student is not able to demonstrate the identified clinic skills, or learn to perform adequately in a reasonable period of time and with a reasonable amount of aid from the faculty and professional staff, then the student will be informed by the Director of Clinical Education in SLP and the Chair of the Graduate Program that practicum privileges have been terminated, meaning that the student may not continue to participate in clinical practicum. Reasonable refers to expectations based on experiences with other students in similar assignments. In some unusual circumstances, the student's participation in clinical practicum may be immediately terminated for just cause. Upon successful completion of recommended changes by a designated deadline, the Director of Clinical Education in SLP, in consultation with the clinical faculty, may reinstate the student's practicum privileges.

### *D. Grade and Practicum Appeals*

As with other deviations from stated policies and procedures, decisions concerning clinical policy privileges that are not successfully resolved with the clinic faculty may be appealed to the Graduate Committee. For more information concerning grade appeals see the current University Relations handbook. You have thirty days to give notice to the department concerning grade appeals.

#### **3) Student clinicians must attend SLHS 54900 and clinical assignments.**

Speech-Language Pathology Graduate Student Clinicians enrolled in SLHS 54900 have an obligation to provide clients with regular and consistent therapy sessions. Consistent attendance in the SLHS 54900 class is also required to enable students to gain appropriate skills across disorders. When students can anticipate that personal obligations will cause absence during a semester, they should consider not registering for clinic that semester. This will require approval from the Graduate Committee and Director of Clinical Education. Graduate Student Clinicians may need to extend their program in order to accumulate the experiences and types of clinical hours required for graduation.

The Department's policy requires that Graduate Student Clinicians attend all scheduled appointments with clients and all class sessions, including SLHS 54900. Only personal illness, death of an immediate family member, or pre-approved extenuating circumstances will be considered an excusable absence and a reason for canceling an appointment with clients, failing to attend assigned clinical placements, or missing SLHS 54900 class periods. Graduate Student Clinicians must submit a doctor's note if the combined absences for class and any clinical placements are in excess of two sessions during a semester. Whenever possible, given the constraints of individual practicum settings, every effort should be made to reschedule clients in a timely manner to make up the missed appointment.

Absences from clinical assignments not related to illness will be considered **unexcused** unless excused, **in advance**, by the Director of Clinical Education or Director of the Speech-Language Clinic. Graduate Student Clinicians who miss more than 10% of any clinical practicum assignment or do not earn a grade of B or better on the CSCF anytime during a semester may have their clinical privileges removed. No hours will be accrued.

All **unexcused** absences will be considered excessive and will necessitate corrective action. The Graduate Student Clinician will be placed on probation and a Remediation Plan will be developed. The Remediation Plan will be one of the following options:

- Graduate Student Clinicians who have an **unexcused absence(s) in SLHS 54900** will be required to make up all of the class periods missed in the current semester by completion of an outside assignment to be determined in the Remediation Plan. The clinical grade for the semester may be lowered.
- Graduate Student Clinicians who have an **unexcused absence(s) in a clinical assignment** will be required to make up all of the sessions missed in the *current* semester if the situation permits. The clinical grade for the semester may be lowered.
- Graduate Student Clinicians who have an **unexcused absence(s) in a clinical assignment** will be required to make up all of the sessions missed in the *following semester* if the situation permits. The clinical grade for the semester will be “Incomplete” and the grade may be lowered once the sessions are made up. Due to the limited availability of practicum assignments and depending upon circumstances and client availability, Graduate Student Clinicians needing to make up sessions may need to extend their program in order to accumulate the experiences and types of clinical hours required for graduation.
- Graduate Student Clinicians who have **unexcused absences** within a semester in an assignment may be removed from that particular clinical assignment; in this case no hours will be accrued and the clinician will earn a clinical grade of C or lower. The clinician may withdraw with a “pass” or “fail”, if allowable by the University’s timetable. Due to the limited availability of practicum assignments and depending upon circumstances and client availability, Graduate Student Clinicians needing to make up sessions may need to extend their program in order to accumulate the experiences and types of clinical hours required for graduation.
- Graduate Student Clinicians who demonstrate a pattern of unexcused absences across two semesters may be removed from the clinical program either temporarily or permanently; in this case no hours will be accrued and the Graduate Student Clinician will earn a clinical grade of F.

#### *A. Dropping clinical practicum:*

When a student registers for clinical practicum (SLHS 54900, 64800, 64900), it is expected that the student will complete the entire semester. Clinical assignments are based upon the practicum enrollments at the beginning of the semester. Occasionally, because of unusual circumstances, a student may find it necessary to drop the practicum or reduce practicum participation after the semester has begun. When this happens, however, it becomes very difficult to reassign the clients to another clinician and the clients' progress may be impeded. For these reasons, dropping a practicum course (or reducing practicum assignments once the semester has begun) is treated very differently from dropping a lecture or laboratory course.

The student who finds it necessary to request permission to drop or reduce practicum, regardless of the point in the semester at which the drop is requested, should first discuss the matter with the clinical faculty responsible for the clients involved and then complete the registration Form 23 (see graduate program secretary). This form must be signed by the Director of Clinical Education in SLP and by the Head of the Department before the practicum course can be dropped or the load reduced. The Head of the Department may discuss this matter with the graduate committee before acting on it. Failure to complete clinical practicum responsibilities for two semesters, as evidenced by twice dropping practicum after the semester has begun, is considered to be inadequate performance and results in ineligibility to continue in practicum. Clinical practicum hours are credited only when the student has completed practicum with a grade of 'B' or above.

## V. Clinical Externships

The Department of Speech, Language, and Hearing Science attempts to provide the M.S. student with a wide range of clinical practicum experiences; one way this is done is to offer a program of clinical externships.

A clinical externship is a full-time, off-campus practicum experience in a health-care facility, educational setting, rehabilitation center, community clinic, etc. Complete information about externship procedures is available in the department's [Healthcare Externship Handbook](#) and the [Education Externship Handbook](#), and students should read these handbooks during their first year in the program. The following information provides an overview of externship purposes and procedures.

The purpose of the clinical externship program is twofold:

- 1) to help graduate students further develop their clinical skills in areas of identified need;
- 2) to provide an opportunity to observe and participate in the operational and administrative functions of a program whose primary mission is the delivery of clinical services.

The Purdue University MS-SLP program requires that supervised clinical experience must be obtained in a minimum of **three different clinical settings**. The externship is a useful way to meet this requirement. The clinical externship program is flexible and is designed to meet individual student needs.

Two externships will be required with the strong recommendation that one externship is an Education Externship and the other is a Healthcare Externship. Any student who wishes an alternative to the required and recommended experiences must submit a signed declination form to the Educational Externship Coordinator no later than the end of the student's second semester. The form must be signed by and shared with the Medical Externship Coordinator, the Educational Externship Coordinator and the Director of Clinical Education in SLP.

The decision regarding the Education Externship, which is a 9-week, full-time field placement in an Indiana public school, should be made during the student's first semester in the program. The Director of Clinical Education in SLP and the Education Externship Coordinator, who work closely with Purdue University's School of Education, oversees the program components that lead to eligibility for licensure with the IPLA and IDOE. Students who choose to work toward IPLA licensure must meet the Gates requirements throughout the program. (See form section.)

Clinical externships can be arranged during the fall, spring, or summer (Modules I-III) semesters. Healthcare and Educational externships may be requested in the Lafayette area or anywhere in the country. The student receives no financial assistance from the university or the clinical program where the externship is placed.

Placement into a clinical program will not be made, unless that program can provide direct supervision by a person holding the appropriate ASHA Certificate of Clinical Competence. Appropriately supervised clinical clock hours accrued during an externship are acceptable toward meeting ASHA certification requirements.

Externships must be coordinated through the SLHS practicum coordinators. Any former SLHS graduate student who left school before doing an externship and wishes to return to school to do an externship after a year or more has passed may be asked to spend a semester (or more) in the SLHS clinic with a full clinical practicum load before being recommended for an externship.

Externships must be arranged well in advance. A contract (Memorandum of Agreement) must be developed between the externship site and Purdue University. This may take up to nine months to approve, therefore, an externship site should be chosen within the first year of your program. Students will be provided with information about the Healthcare and Education Externships during the first year of their program.



### *A. Eligibility for Externships:*

To be eligible, students must be currently enrolled in the SLHS graduate program and must meet the following requirements:

1. Students must have completed appropriate didactic coursework in areas consonant with the clinical population of the externship setting. The department's educational externship coordinator for each externship setting is best person to advise students as to what is meant by "appropriate coursework" relative to a particular setting.
2. Students must have a cumulative GPA in their graduate program of 3.0 or higher before beginning the externship, and they must have completed three semesters of SLHS 54900 with no grade below a 'B'. If a grade of 'B-' or lower is earned in any of these semesters, it will delay and may preclude an externship if adequate improvement is not demonstrated within the specified time period listed in the Remediation Plan as described above.
3. Students must have successfully completed the Evidence-based Capstone project or M.S. Thesis. Students who wish to complete externships before completing their M.S. Thesis must obtain written permission from their Major Professor and that letter must certify that the student is making adequate progress and provide a timeline for thesis completion.
4. Students must have satisfactorily completed at least 50 clinical clock hours in the Purdue University Speech Language and Hearing Clinics. (An exception to this requirement may be granted for an externship at a site where a member of the SLHS professional staff/faculty provides supervision.)
5. Students must have obtained written approval from their Major Professor, the Healthcare Externship Coordinator or Education Externship Coordinator, and the professional staff review team of the Purdue University Speech Language and Hearing Clinics
6. The student is to be registered for SLHS 64800, or 64900 while on an off-campus externship. Note that registration for SLHS 64900 is on a pass/no pass basis.

### *B. Remediation of Externships:*

1. Successful completion of the first externship (B or better in 64800 or Pass in 64900) is required before the student may begin the second externship. If the first externship is not completed successfully, the student may be dismissed or required to complete some or all of the following before completing a second externship:
  - a. spend time as specified in a Remediation Plan (or more) under the supervision of SLHS clinical faculty with a full clinical practicum load, until a remediation plan has been successfully completed,
  - b. repeat an externship experience similar to that of the first externship.
2. If the second externship is not completed successfully (less than B in 64800 or U in 64900), the student may be dismissed or required to complete some or all of the following before graduating with a clinical MS-SLP degree:
  - a. extend the externship at the present site to learn the missing skills,
  - b. spend a semester (or more) in the SLHS clinic with a full clinical practicum load, until a remediation plan has been successfully completed,
  - c. repeat an externship experience similar to that of the second externship.

## VI. The National Examination

Passing the Speech-Language Pathology Praxis exam is one of the requirements for obtaining the CCC. It is recommended that students take this examination during the spring of their final year of graduate study.

**Applications** can be obtained from [www.ets.org/praxis](http://www.ets.org/praxis). Students *must* indicate on the application form that their score is to be sent to the national office of ASHA *and* to Purdue University.

## VII. Documentation for Application for ASHA Certification

### *A. KASA Documentation:*

An individual electronic KASA will be developed for each student who enters the MS-SLP clinical program. You are required to use your KASA, in consultation with your Major Professor, from the beginning of your program to plan the courses that you will need to take and to record the accomplishment of knowledge and skill outcomes as they are achieved.

Course instructors will indicate objectives addressing knowledge or skill outcomes identified in ASHA Standards 2020 through class syllabi. At the completion of each course and clinical practicum, instructors will provide feedback to students and will notify the graduate program secretary of the knowledge and/or skill areas that have been demonstrated. If this information is not provided, it is your responsibility to ask for it. The Department uses Calipso, a web based system, to maintain evidence of completion of KASAs and meeting clinical competencies. Please monitor your Calipso account to track your completed KASAs. When you apply for the Certificate of Clinical Competence (CCC) you are expected to have supporting documentation for the KASAs.

### *B. Clinical Hours Documentation:*

SLHS uses the CALIPSO software to manage documentation of clinical hours for student. All users have private, password-protected access to view their personal information at any time. Students are responsible for submitting clinical hours on time and monitoring their clinical hours for approval from clinical supervisors. For specific information on how to maintain documentation for clinical hours, please refer to the clinic handbook.

Hours accumulated in any practicum experience in which a grade of B- or lower is earned will not count toward ASHA required hours. This includes the externship placements.

### *C. Certification Procedures*

Take the following steps to ensure that your certification application procedure goes smoothly:

- 1) Before you leave for externship, complete all parts of the KASA. If you have had areas identified as in need of remediation, you must send proof to the graduate program secretary of how those have been resolved. As previously mentioned, you must keep supporting evidence for the skills and knowledge outcomes.
- 2) No later than the end of your clinical fellowship (CF), complete the online ASHA certification application (the application is available from ASHA, [www.asha.org](http://www.asha.org)).
- 3) Once your application is received it will be reviewed by the graduate program secretary, who will check to make certain that all records are in order and if so, will inform the department ASHA Representative that your application is approved to be signed. Your application will not be approved if you have not reported your PRAXIS scores to Purdue University. See ASHA Certification, Section VI.

**If you do not follow all of these directions explicitly, it will delay the certification procedure and cause you and others to have to engage in unnecessary correspondence.**

**CODE OF ETHICS AS ACCEPTED BY THE AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION:**  
<http://www.asha.org/Code-of-Ethics/>

**CODE OF ETHICS of the INDIANA SPEECH-LANGUAGE-HEARING ASSOCIATION:**  
<https://islha.org/Bylaws>

**Standards and Implementation for the Certificate of Clinical Competence in Speech-Language Pathology:**  
<https://www.asha.org/Certification/2020-SLP-Certification-Standards/>

**Remediation Policy for ASHA Speech Language Pathology CAA Standards:**

**Remediation Options for knowledge/skills competencies covered in didactic coursework:** For students who have difficulty demonstrating entry-level competencies for the knowledge/skills described in the ASHA 2020 (SLP) certification standards upon initial completion of the assessments associated with these competencies in the various courses in the curriculum, remediation procedures will be specified to allow individuals to satisfactorily demonstrate target knowledge/skills competencies.

These remediation procedures can consist of one or more of the following, and must be completed in order to achieve specified standards:

- a. Activities described by course instructors in their course syllabi that must be completed during the course or soon after course completion (timeline to be determined by the course instructor).
- b. Although some ASHA Standards are addressed in multiple courses, MS-SLP students should not defer remediation of competencies as they progress through the coursework.

Remediation procedures are to be initiated by the student, with the understanding that a target competency in the deficit area must be achieved as defined in the KASA record, before the start of externships. Although completion of a remediation procedure does not result in a course grade change, it does serve as demonstration that the target competencies have been achieved.

When a standard has been met the course instructor will submit a report to the Graduate Program Secretary that the student's performance is satisfactory and an "S" will be entered into the student's Knowledge and Skills Assessment (KASA) to indicate achievement of the competency. If a student fails to demonstrate a knowledge or skill competency at the completion of remediation activities, the Course Instructor will submit a report to the Graduate Program Secretary indicating "Unsatisfactory" as designated by "U." It is the students' responsibility to monitor progress in achieving academic and clinical outcomes.

**SLP KASA procedures:**

The described process serves as a method of developing professional responsibility and assures that students understand the ASHA Standards for academic programs in Master's programs in speech-language pathology. Academic advisors of MS-SLP students are expected to periodically review advisee's KASA.

MS-SLP course instructors may provide remediation plans that should be completed during the semester that a specific course is completed or by a deadline provided by the course instructor. MS-SLP students should not defer remediation of competencies as they progress through the coursework. Failure to meet ASHA Standards as tracked by the KASA will affect student's eligibility to apply for the Certificate of Clinical Competence.

**Remediation Options for skills competencies covered in SLP clinical practica:**

Some students may have difficulty demonstrating professional entry-level competencies for skills described in the ASHA 2020 SLP Standards upon initial completion of the assessments associated with these competencies or expected to be developed in various clinical practica experiences. These students may then follow remediation procedures in an effort to satisfactorily demonstrate target knowledge/skills or competencies.

## **MS-SLP Remediation Procedures for Clinical Competencies:**

Students enrolled in SLHS 54900 (Clinical Practicum), SLHS 64800 (Education Externship), and SLHS 64900 Healthcare Externship will participate in formative assessment procedures throughout their placements. The formative evaluation tools include the Clinical Skills Competency Forms (CSCF), the CSCF (Healthcare Externship) & School Placement Competency forms, and the CSCF-Healthcare Externship. Remediation procedures for clinical skills are individualized as appropriate for each practicum assignment that provides opportunity for development of experience within all areas specified in *ASHA SLP Standard V-B. (see Externship form)*

**Standard V-B: Supervised clinical experiences sufficient in breadth and depth to achieve skills and outcomes for all the following areas: articulation, fluency, voice & resonance, receptive & expressive language, hearing, swallowing, cognitive & social aspects of communication and communication modalities.**

Clinical Faculty (licensed speech-language pathologists who supervise student practica) will identify the need for remediation when necessary. Remediation procedures for clinical competencies will result when the student fails to show clinical knowledge/skills at the level expected for the semester in the MS-SLP program. Rating levels on the Clinical Skills and Competency Form (CSCF) are progressively structured to reflect six consecutive semesters of clinical practica that require increased competency levels. Unsatisfactory performance will be directly reflected in a student's course grade for each clinical experience and with corresponding notations in their KASA record.

A formal evaluation meeting will be held at mid-semester and at the end of the semester, using the CSCF as a mechanism for the Clinical Educator to identify areas of success, as well as areas needing remediation.

Failure to demonstrate expected levels of performance in any area of clinical skills will be recorded on the CSCF and the Clinical Educator for that practicum assignment will make specific recommendations for those areas that are not at expected levels. Students who demonstrate skills significantly below expectations for the current semester-level will receive an opportunity to improve these skills through remediation. This remediation will include specific goals, suggested resources, and a reasonable time frame for completion. If a student clinician demonstrates skills within expected levels in the indicated time frame, their clinical practicum privileges may continue.

For those students whose performance in clinical practicum results in a letter grade of B- or lower, or fail to meet Purdue Professional Practices, individualized remediation plans will specify the behaviors or skills that the student must demonstrate, the context in which the skills must be performed, and a deadline for remediation. Failure to demonstrate expected skill levels, as is reflected in obtaining a grade of B- or less in clinical practicum (SLHS 54900) for two semesters is considered to be evidence of inadequate performance and may result in ineligibility to continue in practicum.

***Standard V-A: Must possess skills in oral and written or other forms of communication sufficient for entry into professional practice.***

If a student demonstrates any behavioral or performance characteristics, which are determined by consensus of the Clinical Faculty to be inconsistent with its standards for behavior, in clinical practicum, the student will be counseled that his/her privileges of participating in clinical practicum are either suspended or at risk of being suspended. Clinical Faculty will record the student's behavior on the CSCF and will notify the Director of Clinical Education and/or the Clinic Director. If clinical privileges are not suspended, then a remediation plan will be developed that provides the student with specific written recommendations for remediation, along with a deadline by which the remediation must be accomplished.

## Overall Progress in the SLP Clinical Program

The end of Semester three in SLP practicum, each clinician's progress in the development of skills will be reviewed by the Clinical Faculty. Minimum standards for skills at that point would include:

- Overall ratings on skills should be above B-
- These ratings should involve skills in all 4 areas – Approach, Evaluation, Intervention, and Interpersonal domains, with acceptable levels in each area.
- Clinicians should demonstrate acceptable skills with a diversity of clinical populations (as specified on the KASA) based on their practica experiences in each of the four clinical areas by the end of semester three. Clinic populations will include any of the following disorder categories: articulation, fluency, voice & resonance, receptive & expressive language, hearing, swallowing, cognitive & social aspects of communication and communication modalities.

If ratings of competencies on the CSCF are not at expected levels for all clinical areas at the end of the third semester in SLP Clinical Practica, a determination will be made regarding whether the student will retain clinical privileges for subsequent clinical assignments. The student will meet with the Director of Clinical Education in Speech-Language Pathology, the Graduate Program Director, Clinic Director, and all Clinical Faculty who have supervised the student in clinical practica.

Upon review of all factors identified as barriers to progress in clinical work, a determination of one or more of the following **may** occur: clinical probation, a remediation plan, a grade of B- or lower for Semester three, frequent reviews of progress during semester four, and termination of clinical practicum privileges. If inadequate progress is made during Semester four, clinical privileges will be terminated and the student will be counseled regarding options to continue in the non-clinical track of the MS-SLP program.

If a student's clinical progress is deemed unacceptable, the student may consider contacting the following resources to discuss potential career options:

### Counseling, Career Planning, and Assistance

- 1) Counseling and psychological services (CAPS), 494-6995, offers assistance with personal or academic issues (<https://www.purdue.edu/caps/>).
- 2) Disability Resource Center, 494-1247, offers assistance with academic issues which require accommodations (<https://www.purdue.edu/studentuccess/specialized/drc/>).
- 3) Purdue Counseling & Guidance Center, 494-9738, offers help with career planning and interpersonal relationships. They are open during the academic year, not summer ([http://www.edst.purdue.edu/counseling\\_psychology/PCGC.html](http://www.edst.purdue.edu/counseling_psychology/PCGC.html)).
- 4) Student Health Center, 494-1700, offers outpatient medical services for physical ailments and mental health consultation and coordinates treatment programs with hometown physicians (<https://www.purdue.edu/push/>).
- 5) Center for Career Opportunities (CCO), 494-3981, offers assistance with job placement (<https://www.cco.purdue.edu/>).
- 6) Graduate School Ombuds Services - <https://www.purdue.edu/gradschool/student/ogacr/ombuds.html>

# **APPENDICES**



**SLHS Academic Protocol for ASHA Standards & Documentation:  
Knowledge and Skills Assessment (KASA)**

In accordance with ASHA Standards the MS-SLP clinical program is designed to track students' ongoing progress in both the academic and clinical components of their programs. An individualized summary document of Knowledge and Skills Assessment (KASA) is developed for each student as soon as they enter the respective programs. The purposes and procedures for utilization of the KASA and tracking of Standards as they are met, as well as remediation procedures as needed, are as follows:

1. SLHS course syllabi will include information regarding the ASHA Standards that are addressed in the course.
  - a. Instructors will provide information to the students regarding the methods used to document standard(s) attainment.
  - b. All students will be notified of whether they pass KASA Standards addressed in the course, by the end of the semester in which they complete the course.
  - c. If a student fails to achieve a standard, the course instructor(s) will specify remediation procedures.
    - i. Remediation procedures are to be initiated by the student, with the understanding that target competency in the deficit area must be achieved as defined in the KASA record. Target competency must be demonstrated for a given knowledge/skill in at least one of the courses/practica/other experiences identified for that knowledge/skill in the speech language pathology or audiology KASA record.
    - ii. Completion of the remediation procedures does not result in the raising of a course grade (in which the competency was not met), but will serve as demonstration of the target competencies. When a standard has been met the course instructor will submit a report to the Graduate Program Secretary that the student's performance is satisfactory and an "S" will be entered into the student's KASA to indicate achievement of the competencies. If a student fails to demonstrate, a 'knowledge' or 'skill' competency at the completion of remediation activities, the Course Instructor will submit a report to the Graduate Program Secretary indicating "Unsatisfactory" as designated by "U".
2. It is the responsibility of each student to track their progress in attainment of Knowledge and Skills outcomes. SLP students must review their KASA each semester and schedule periodic meetings with their academic advisors to assure that a student engages in remediation procedures for any unmet knowledge or skill outcomes.
3. MS-SLP students should refer to the attached remediation policy for Speech-Language Pathology.
4. MS-SLP course instructors may provide remediation plans that should be completed during the semester that a specific course is completed or by a deadline provided by the course instructor. MS-SLP students should not defer remediation of competencies as they progress through the coursework. Failure to meet all ASHA Standards as tracked by the KASA will affect student's eligibility to apply for the Certificate of Clinical Competence. Failure to pass Comprehensive Exams may also prohibit completion of the MS-SLP degree program.
5. The speech-language pathology program has specific protocols and remediation procedures that are provided to students upon entry into clinical practicum. It is the student's responsibility to respond to the

on-going feedback provided by Clinical Faculty in order to remediate skills as identified in clinical practica.

6. By the end of each semester, each student will be notified if they have passed the KASA standards as addressed in each course completed. Instructors will provide this information to the students, and to the Graduate Program Secretary, for entry into each student's KASA.
7. Some ASHA Standards are addressed in more than one SLHS course. If a student elects to **not** remediate a knowledge or skill within a particular course, it is the student's responsibility to identify other courses in their Plan of Study, which may allow them to address a standard that has not yet been met.
8. Each student has the responsibility to regularly track their attainment of ASHA Standards Knowledge and Skills outcomes by regularly reviewing their individual KASA, and then meeting with their advisor to assure that they know what Standards have been met.
9. A student who fails to meet ASHA Standards by demonstrating expected Knowledge and Skills outcomes will not be recommended for application to earn the Certificate of Clinical Competence.

Signature on this form indicates that the student has an understanding of the ASHA Standards, takes responsibility for tracking progress in the program with the KASA, and will take responsibility for adhering to the remediation policies as provided in courses, labs, and/or practica.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Program Representative: \_\_\_\_\_ Date: \_\_\_\_\_



## **GATES FOR THE MS-SLP EDUCATION EXTERN PROGRAM**

This program is offered in cooperation with the Purdue University School of Education. Office of Field Experiences and Office of Professional Preparation and Licensure

**Name:** \_\_\_\_\_

Entered MS-SLP program: \_\_\_\_\_ (date)

Undergraduate degree in Communication Disorders? \_\_\_\_yes \_\_\_\_ no

### **Procedures for Students Electing to Attain Indiana Schools License**

Process for advancement through the MS-SLP Program (please discuss steps with your advisor and check off each step as completed):

#### **Gate A: Admission to MS-SLP Program**

\_\_\_\_\_ Accepted into MS-SLP Program of Speech, Language & Hearing Sciences

\_\_\_\_\_ Assigned SLHS tenure-track and clinical advisors

\_\_\_\_\_ Received Plan of Study Guidelines (see SLHS Graduate Handbook)

\_\_\_\_\_ Reviewed ASHA Standards for coursework (See SLHS Graduate Handbook)

\_\_\_\_\_ For those students whose bachelor's degree is not in the field of Communication Disorders, complete pre-requisite courses.

\_\_\_\_\_ Get password and complete Office of Field Experience Application. Submit application on-line at

[http://www.education.purdue.edu/fieldexp/students/student\\_teaching/application.html](http://www.education.purdue.edu/fieldexp/students/student_teaching/application.html)

#### **Procedure:**

During the first semester of the MS-SLP Program each student must determine whether they will elect to attain Indiana Teacher Certification. Those students who elect to complete an Education Externship and meet all requirements for Indiana Teacher Certification will complete an online application to the Office of Field Experience. When you register for SLHS 64800 an additional fee will be included in your registration invoice.

*Those students who do not wish to follow this program of study will sign a "Declination of Education Externship" form that will be filed in their Speech, Language & Hearing Sciences file.*

#### **Gate B: Must be complete prior to placement in Education Externship (SLHS 64800)**

Complete the following Core Courses the MS-SLP Program:

All normal processes courses:

SLHS 50100 (3) \_\_\_\_\_

SLHS 50200 (3) \_\_\_\_\_

SLHS 61900 (2) \_\_\_\_\_ Evaluating Research (required for thesis students also)

SLHS 61900 (2) \_\_\_\_\_ RID-EBP (not required for thesis students)

12 hours of Core Disorder Courses:

SLHS 52100 Speech Disorders in Children (3) \_\_\_\_\_

SLHS 52300 Language Disorders in Children (3) \_\_\_\_\_

SLHS 53100 Language Disorders in Adults (3) \_\_\_\_\_

SLHS 53900 Dysphagia (3) \_\_\_\_\_

A minimum of 13 credits of courses in speech, language and hearing sciences courses, as offered. Of these 13 credits, 11 credits must be in courses where the primary emphasis is disorders. Also, students must take two of the following 3 courses: 52900, 53200, and 53800. \_\_\_\_\_

Complete SLHS 54900 with an overall average grade of "B" or better for the full clinical program, earn a "B" or better in 54900 the semester before the educational externship occurs, have a GPA of 3.0 or better **and** receive approval from the clinical faculty \_\_\_\_\_

A B grade or better is required in all coursework.

**Procedure:**

Each semester the Education Externship Coordinator will provide a list of students who have completed Gate B to the Office of Professional Preparation and Licensure and to the Office of Field Experience. The Speech, Language & Hearing Sciences Department will reserve placements for education externs in anticipation of their completing Gate B requirements.

**Gate C: Must be completed prior to applying for Indiana Teacher's License**

Complete SLHS 64800 "Education Externship" placement \_\_\_\_\_

Meet graduation requirements for MS-SLP Clinical degree \_\_\_\_\_

Be eligible for IPLA license \_\_\_\_\_

**Procedure:**

Office of Field Experience maintains records of students completing Education Externships (Field Placements) and the Speech, Language & Hearing Sciences Department submits grades for completion of SLHS 64800. Department of SLHS submits notification to Graduate School of those students who have met graduation requirements. IN school licensure requirements will be discussed in SLHS 54400.

## MS-SLP CURRICULUM COMPONENTS

### MINIMUM UNDERGRADUATE COURSE REQUIREMENTS

- 1 course in normal anatomy & physiology for speech and hearing
- 1 course in acoustics or normal phonology
- 1 course in linguistics or normal language development
- 1 course in aural rehabilitation other than sign language
- 1 course in hearing disorders and hearing evaluation
- 1 course in phonetics
- 1 course in biological sciences
- 1 course in physical sciences
- 1 course in behavioral/social sciences
- 1 course in statistics covering at least t-tests, analyses of variance, chi-square, regression, and correlation. (Examples include STAT 30100, STAT 50100, STAT 50300, PSY 50000, SOC 38200. Other Purdue courses and all transfer courses must be approved by the Graduate Committee.)

### CORE DISORDERS COURSES (REQUIRED)

<i>SLHS #</i>	<i>Title</i>	<i>Cr.</i>
52100	Speech Disorders in Children	3
52300	Language Disorders in Children	3
53100	Language Disorders in Adults	3
53900	Dysphagia	3

### CORE NORMAL PROCESSES COURSES (REQUIRED)

50100	Neural Bases of Speech & Hearing	3
50200	Fundamentals of Speech Prod. & Perception	3
61900	Evaluating Research	2 (required for thesis students also)
61900	RID-EBP	2 (not required for thesis students)

### SLHS-Related COURSES

Choose a minimum of 13 credits from this representative list. Other courses will be offered on a rotating basis, many cross-listed with the PhD program. Of these 13 credits, 11 credits must come from courses where the primary emphasis is on a disorder. Also, students must take two of the following 3 courses: 52900, 53200, and 53800. All KASAs must be met from the required and elective coursework.

51800	Counseling in SLP & AUD	2
51900	Language and Communication in ASD	2
52900	Stuttering	2
53200	Voice Disorders	2
53300	Medical Speech-Language Pathology	2
53800	Motor Disorders of Speech	2
54000	Augment. & Alternative Communication	2
54300	Assessment and Treatment of Literacy Disorders	2
54400	School Clinical Methods	1
51900	Aural Rehabilitation Across the Lifespan	3 (not required, if Aural Rehab course in undergrad)
61900	Advanced Topics in Aging and Comm	2
61900	Advanced Topics in Pediatric Feeding and Swallowing	2

### CLINICAL PRACTICUM COURSE

Students must enroll in SLHS 54900 (or 64800/64900) every graduate semester. Clinical practicum cannot be used to substitute for any of the required courses in the areas above. SLHS 648 and 64900 cannot be included on the plan of study. **The total number of graduate credit hours (taken for a grade) must be 36 hours.**

**MS-SLP SAMPLE PROGRAM (Note: This is just a sample. Your specific program will be determined in consultation with your Major Professor/advisor and your clinical faculty advisor)**

Required courses are in **bold**.

<b>FALL I</b>				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
<b>SLHS 50100</b>	<b>Neural Bases of Speech and Language</b>	<b>3</b>		
<b>SLHS 50200</b>	<b>Fundamentals of Speech Production and Perception</b>	<b>3</b>		
<b>SLHS 52100</b>	<b>Speech Disorders in Children</b>	<b>3</b>		
<b>SLHS 52300</b>	<b>Language Disorders in Children</b>	<b>3</b>		
<b>SLHS 54900</b>	<b>Clinical Practicum</b>	<b>2</b>		
<b>TOTAL</b>		<b>14</b>		

<b>SPRING I</b>				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
<b>SLHS 53100</b>	<b>Language Disorders in Adults</b>	<b>3</b>		
<b>SLHS 53900</b>	<b>Dysphagia</b>	<b>3</b>		
1-2 Electives	Voice Disorders Other as offered	2		
<b>SLHS 61900</b>	<b>Evaluating Research</b>	<b>2</b>		
<b>SLHS 54900</b>	<b>Clinical Practicum</b>	<b>4</b>		
<b>TOTAL</b>		<b>14-16</b>		

\*Students taking Statistics will not take an elective. Statistics can also be taken in Summer I or Fall II.

<b>SUMMER I</b>				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
1-2 Electives	Counseling	2		
	Medical SLP	2		
	Assessment and Treatment Literacy Disorders	2		
	Statistics (if needed)*	3		
<b>SLHS 54900</b>	<b>Clinical Practicum</b>	<b>4</b>		
<b>TOTAL</b>		<b>8</b>		

\*Students taking Statistics will only take one of the two available electives.

<b>FALL II</b>				
<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CREDITS</b>	<b>SCHEDULED</b>	<b>COMPLETED</b>
3 Electives	Autism	2		
	Motor Speech Disorders	2		
	AAC	2		
	Stuttering	2		
	Aural Rehab	1		
	Pediatric Dysphagia	2		
	Other as offered	2		
<b>SLHS 61900</b>	<b>Research Integration and Dissemination for Evidence Based Practice</b>	<b>2</b>		
<b>SLHS 54900</b>	<b>Clinical Practicum</b>	<b>6</b>		
<b>TOTAL</b>		<b>13-15</b>		

<b>SPRING II</b>				
<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CREDITS</b>	<b>SCHEDULED</b>	<b>COMPLETED</b>
1 Elective	School Clinical Methods	1		
<b>SLHS 54900</b>	<b>Clinical Practicum*</b>	<b>2 (for 6-8 weeks)</b>		
<b>SLHS 64800</b>	<b>Educational Externship (need to have taken SLHS 544 prior to this)</b>	<b>6 (done in second 8-10 weeks)</b>		
<b>SLHS 64900</b>	<b>Healthcare Externship (if not enrolled in SLHS 64800)</b>	<b>2 (done in second 8-10 weeks) (pass/fail)</b>		
<b>TOTAL</b>		<b>9</b>		

\*If student will not be going out to do externship in the second 10-weeks, SLHS 54900 should be taken for 6 credits.

<b>SUMMER II</b>				
<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CREDITS</b>	<b>SCHEDULED</b>	<b>COMPLETED</b>
<b>SLHS 64900</b>	<b>Healthcare Externship</b>	<b>2 (pass/fail)</b>		
<b>TOTAL</b>		<b>2</b>		

## First Year Checklist for Clinical Master's Students in SLP

- 1). Assigned tenure-track and clinical faculty advisors.
- 2). Review KASA and monitor progress toward meeting goals and objectives identified in academic courses and clinical practica.
- 3). Plan of Study (POS)
  - a) Access electronic plan of study from myPurdue.
  - b) Must be submitted to graduate program secretary by the 8th week of your second semester
  - c) No 400 level or below courses listed
  - d) Must meet statistic's requirement (by taking approved course or by substitution)
  - e) Thesis POS
    - i) 27 credit hours
    - ii) 18 must be in primary area
  - f) Non-Thesis POS
    - i) 36 credit hours
    - ii) 24 must be in primary area
- 4). Clinic
  - a) During each semester, all students who have documented completion of 25 hours of guided observation and demonstrated proficiency in the use of spoken and written English will enroll in clinical practicum (SLHS 54900, 64800, 64900).
  - b) During 1<sup>st</sup> semester, determine whether the Education Externship will be included in the clinical program.
  - c) Petition the graduate committee for approval of any changes in level of clinic (reduced clinical assignments or clinical overloads) several weeks prior to the beginning of the semester in which a change is requested.
- 5). Registration Forms
  - a) Fill in name, student ID, and session
  - b) Determine courses with advisor/major professor
    - i) Double check credit hours, titles
  - c) Turn in to Graduate Program Secretary each semester.
- 6). Calipso (will be handed out in SLHS 54900)
  - a) Register and pay for access to Calipso
  - b) Log and submit clinical clockhours weekly
  - c) Monitor checklist for meeting clinical graduation requirements
- 7). Speech & Hearing Screening sign-up (location to be announced 1st two weeks of 1st semester)
- 8). Sources of funding
  - a) Departmental: Go to Business office for necessary paperwork
  - b) Outside department: Give graduate program secretary copy of funding letter
- 9). Liability Insurance
  - a) Must have liability insurance to be in clinic
- 10). Join the National Student Speech Hearing Language Association (Must be a NSSLHA member for one year prior to the time of and at graduation in order to receive the \$50.00 savings on ASHA certification fees).

## Second Year Checklist for Clinical Master's Students in SLP

1. Meet with your major professor (advisor) to assure that all necessary courses and KASA standards are completed for the Master's degree and ASHA certification before your final externship.
2. Complete the forms for your various externships (e.g. educational, healthcare, etc.). Please see the educational and healthcare handbooks for specific procedures.
3. Contact the State Licensure Board in your target state of professional practice to determine any unique (beyond those for ASHA certification) requirements for licensure and the licensure process.
4. Requirements for ASHA Membership and Certification
  - a. Students must provide the following after all coursework and clinical assignments have been completed:
    - i. Calipso record (with summary of hours on both sides)
    - ii. Official transcript
    - iii. Passing score (162) on Praxis II Examination
    - iv. Speech-Language Pathology Clinical Fellowship (SLPCF) Reporting and Rating Form report (online)
    - v. ASHA membership online application
  - b. Speech, Language, and Hearing Sciences Department will provide:
    - i. Completed Academic KASA
    - ii. Completed Clinical KASA
    - iii. Program Director signature for verification of program completion
5. ASHA Clinical Fellowship (CF) Preparation: Specific ASHA requirements for the CF available on the ASHA web page.
  - a. Carefully follow the preparation requirements described in CF paperwork. You and your CF supervisor must complete, sign, and submit the Clinical Fellowship Report and Rating Form to the Clinical Certification Board as soon as possible after completion of the CF.

SCHEDULE REVISION REQUEST

PUID: \_\_\_\_\_ NAME : \_\_\_\_\_

TERM: Fall 2020 COLLEGE: HHS PROGRAM: SLHS – SLP CLASSIFICATION: GR

ACTION A-ADD D-DROP M- Modify	CRN	SUBJECT	Course No.	Var. Credit	SIGNATURE & DATE
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A	43542	SLHS	50100	3	
A	52647	SLHS	50200	3	
A	45212	SLHS	59000	3	
A	62512	SLHS	54900	3	

AUTHORIZATIONS:

Signature of Student \_\_\_\_\_ email \_\_\_\_\_

Signature of Advisor \_\_\_\_\_ printed name \_\_\_\_\_

See <https://www.purdue.edu/registrar/currentStudents/students/registrationErrors.html> for information about registration errors.