



## **IUP Graduate Handbook**

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*M.S in Speech-Language Pathology*

Department of Allied & Public Health

Handbook Updated October 2024

Speech-Language Pathology Program  
Department of Allied & Public Health  
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Program Website: [Master's in Speech Pathology, MS Degree Program - Academics - IUP](#)

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## Introduction

Welcome to the clinically oriented MS in Speech-Language Pathology at IUP! Our program provides basic training for all clinical practice settings. Our graduates are trained to work across the lifespan—working with neonatal patients, infants and toddlers, school-age children and adolescents, young and middle-aged adults, and seniors. The program is designed to teach you the best practices to help clients with their communication skills, voice quality, articulation, speech fluency, feeding and swallowing. In addition, students will gain experience with providing services in a wide range of settings including hospitals, rehabilitation centers, skilled nursing facilities, home health, schools, childcare centers, pediatric clinics, and more.

## Indiana University of Pennsylvania

Founded in 1875 as the Indiana Normal School, IUP is a vibrant, comprehensive, research-based, teaching-focused, student-centered learning community. IUP combines the academic opportunities of a large university with the highly personalized and intimate learning-centered environment of a small college. IUP was re-accredited by the Middle States Commission on Higher Education (MSCHE) in 2016, providing external validation of our excellence as an institution of higher education. Access the self-study and reports at the following website: [Middle States Accreditation - IUP](#)

## IUP's Civility Statement

As a university of different peoples and perspectives, IUP aspires to promote the growth of all people in their academic, professional, social, and personal lives. Students, faculty, and staff join together to create a community where people exchange ideas, listen to one another with consideration and respect, and are committed to fostering civility through university structures, policies, and procedures. We, as members of the university, strive to achieve the following individual commitments:

**To strengthen the university for academic success**, I will act honestly, take responsibility for my behavior and continuous learning, and respect the freedom of others to express their views.

**To foster an environment for personal growth**, I will honor and take care of my body, mind, and character. I will be helpful to others and respect their rights. I will discourage intolerance, hatred, and injustice, and promote constructive resolution of conflict.

**To contribute to the future**, I will strive for the betterment of the community, myself, my university, the nation, and the world.

## Affirmative Action

[Affirmative Action](#)

## Title IX Reporting Requirements

[Title IX Reporting](#)

## Student Conduct and Student Rights

[Community Standards Policy and Procedures](#)

[Student Rights and Responsibilities](#)

[Students Rights under the Family Educational Rights and Privacy Act \(FERPA\)](#)

## Speech-Language Pathology Program in the Department of Allied & Public Health

Speech Pathology and Audiology was established as a Division within the Department of Special Education and Clinical Services in the 1960s, a time when most B.S.Ed. graduates went on to gain employment as instructional certificate holders in the schools. At that time, only a few pursued the graduate training that led to the American Speech-Language-Hearing Association's (ASHA) Certificate of Clinical Competence (CCC) and a possible healthcare career as a speech-language pathologist or audiologist. As the discipline has matured over the past half century, it is now a medical rehabilitation profession, with employment opportunities across the continuum of healthcare service providers (e.g., hospitals, rehabilitation centers, skilled nursing homes, home health agencies). This paradigm shift resulted in the licensing of SLPs by the Commonwealth's Bureau of Professional and Occupational Affairs starting in 1985. In addition, in 2014, Pennsylvania's Department of Education replaced the instructional certificate for school based SLPs with an educational specialist certificate. Students leave IUP's graduate program with the ability to provide SLP services in all settings; and indeed, about half of our students start their careers serving pediatric populations and about half start their careers serving adult populations.

In July 2024, the speech-language pathology program moved into a newly created College of Health Sciences, into the new Department of Allied and Public Health. The move positions our program to increase interprofessional collaboration with other existing allied health programs, and eventually to collaborate with a future College of Osteopathic Medicine in development here at IUP. The aim of the new College will be to provide a pathway for students to become medical doctors who can meet the healthcare needs of rural Western Pennsylvania.

The IUP Speech-Language Pathology Master of Science program ensures that students who successfully complete the program have all of the knowledge and skills required for application for a clinical fellow experience and, following that, application for certification by the American Speech-Language-Hearing Association (ASHA), licensure through the Pennsylvania State Board of Examiners in Speech-Language Pathology and Audiology, and certification for employment through the PA Department of Education. IUP's speech-language pathology program is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association.

## Vision, Mission Statement and Program Objectives

The IUP Speech-Language Pathology program aspires to:

- Provide quality academic training that emphasizes evidence-based content using pedagogies that allow for synthesis and application of knowledge in a supportive environment.
- Teach students to value, critically appraise, and judiciously implement the best examples of current clinical research to continually update their practice paradigm.
- Foster a mindset of collaboration through interprofessional and clinical experiences that involve the community, clients and families.
- Develop sensitivity to cultural, linguistic, and individual diversity.

- Serve as a community resource for individuals with communication, swallowing, and/or hearing disorders and their families.
- Contribute to the knowledge base of the discipline of communication sciences and disorders.

The mission of the Bachelor of Science program in speech-language pathology and audiology is to provide an innovative and high-quality academic program that prepares students to enter graduate programs in speech-language pathology, audiology, or other professions, with a strong foundation in human communication, swallowing, and hearing.

The mission of the Master of Science program in speech-language pathology is to provide excellent academic, professional and clinical preparation which reflects the art and science of our discipline. Graduates will be prepared to engage in interprofessional collaboration to improve the lives of individuals and families affected by communication, swallowing, and hearing disorders.

Graduates of both programs will be lifelong learners who fulfill the university goals of becoming critical thinkers and effective communicators. They will demonstrate ethical and professional behaviors that adhere to the high standards of contemporary practice in a culturally diverse and global society.

The mission of our program aligns with the mission of our institution. IUP's mission can be found on the following website: [Our Vision, Mission, and Values - IUP](#). Our program is committed to the following principles contained in the IUP mission statement:

- We are committed to both undergraduate and graduate teaching as well as to scholarship and public service.
- We seek to “engage students as learners and leaders in an intellectually challenging, culturally enriched, and contemporarily diverse environment.”
- Our faculty and staff are dedicated to helping students “become productive national and world citizens who exceed expectations personally and professionally.”

Our vision and mission guide the goals included in our current strategic plan (2022-2026), which can be found on our website ([Strategic Plan](#)).

The objectives of the MS program in Speech-Language Pathology are derived from the 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology and can be accessed at the following website: [2020 Certification Standards in Speech-Language Pathology \(asha.org\)](#). Each student is responsible for understanding what knowledge and skills are required to apply to ASHA for certification. Upon completion of the program requirements, graduates will:

1. Demonstrate knowledge of typical development as well as disorders of communication and swallowing.
2. Manage clinical cases by applying principles of prevention, assessment, intervention, and evidence-based practice, and by analyzing data to make appropriate clinical decisions.
3. Collaborate and communicate effectively with a diverse range of clients, families, supervisors, and other healthcare professionals both orally and in writing.
4. Understand and demonstrate professional and ethical conduct in clinical practice.

## Program Commitment to Diversity & Inclusion

The IUP Speech-Language Pathology and Audiology program affirms our commitment to creating an inclusive environment for all students, regardless of (but not limited to) age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, neurodiversity, race, religion, sex, sexual orientation, and veteran status. We strive for fair representation of people in the profession, amplifying diverse perspectives and voices in our classes, and encouraging appreciation of various cultural group practices. We demonstrate our commitment by fostering learning outcomes in cultural competence and humility so that students enter the profession ready to (a) provide effective

services to a diverse range of clients and their families, and (b) to contribute effectively to multidisciplinary teams in various education and healthcare settings.

## Faculty and Staff

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**Jill L. Brady** earned her Ph.D. in Communication Science and Disorders from the University of Pittsburgh and has been at Indiana University of Pennsylvania since 2006. She holds Pennsylvania state licensure and a Certificate of Clinical Competence in speech-language pathology, and well as Pennsylvania reading specialist certification. From 1997-2000, she worked as a speech-language pathologist in the public schools with children and adolescents in grades K-12. For over four years, she worked in a laboratory that was affiliated with Children's Hospital of Pittsburgh which focused on neurogenic communication disorders in children. She currently teaches courses such as clinical phonology, language science, speech sound system disorders, and language disorders of children. Her areas of interest include pediatric language disorders, second language acquisition, bilingual language development, and the cognitive processes involved in sentence comprehension.

**Erin Keller Clark** earned her B.S. and M.S. degrees from IUP. She joined the faculty at IUP in 2017 as the Speech, Language, and Hearing Clinic Director. She brings 7 years of experience as an SLP in the hospital setting with expertise in adult aphasia, dysphagia, brain injury, and dementia, and she is a certified VitalStim provider. She built the program at Fulton County Medical Center and then expanded it to include home health and outpatient adult and pediatric services. In addition, Ms. Clark has supervised a number of early career SLPs through their clinical fellowship year. Her professional interests include neurogenic communication disorders, administration and supervision, and the effects of hearing loss on childhood speech and language development.



**Kacey Cowburn** earned her B.S. Degree in communication disorders from The Pennsylvania State University, her M.S. degree in speech-language pathology from Indiana University of Pennsylvania, and her SLP.D. from Rocky Mountain University of Health Professions. She has taught undergraduate speech-language clinic, and graduate diagnostic, treatment, and hearing clinics. Dr. Cowburn brings 18 years of experience providing SLP services in school-based and private practice settings. Her areas of expertise include language and literacy development, autism and developmental disabilities, methods of clinical instruction for students in training. Dr. Cowburn built our school-based clinical partnership to provide a multi-tiered system of supports (MTSS) for speech, language and literacy development using data-driven decision-making and brief, intensive sessions. She designed the service delivery model and treatment approach to serve the needs of the children in the program and the graduate students in training. Her current research is on methods of clinical instruction to teach application of evidence-based practices in treatment, and vocabulary development in preschool and school-age children. She holds both the CCC-SLP through ASHA as well as a PA State license in speech-language pathology.

**Jennifer Kirsch** earned her B.S. degree in communication disorders from The Pennsylvania State University, her M.S. degree in speech-language pathology from Boston University, and her SLPD degree through Rocky Mountain University of Health Professions. She joined the faculty in 2021 as a clinical supervisor, bringing years of experience as an SLP in medical settings. She teaches courses in medical speech language pathology, anatomy and physiology, and professional practices and she supervises students in treatment and diagnostic clinics. Ms. Kirsch's areas of expertise include pediatric and adult dysphagia, neonatology and premature infant feeding, upper airway disorders, trach/vent care, and leadership and supervision in SLP. Her current research is on the impact of oral stimulation with breast milk drops on bottle feeding with premature infants. She holds both the CCC-SLP through ASHA as well as a PA State license in speech-language pathology.

**Tamara Leeper** earned her B.S. Degree in communication disorders from The Pennsylvania State University, her M.S. degree in speech-language pathology from IUP, and her SLP.D. from Rocky Mountain University of Health Professions. She joined the faculty in 2019 as a clinical supervisor. Dr. Leeper has experience providing services in a variety of settings including acute care, outpatient rehab, skilled nursing, private practice, and schools. She brings specialized expertise in pediatric articulation and language disorders, and pragmatic language and executive functioning in clients with autism. Her current research is on articulation service delivery models in the schools. She currently supervises graduate treatment clinics and serves as the director of the IUP Labyrinth Center which provides support to college students with autism spectrum and related disorders. current research is on. Dr. Leeper holds a Commonwealth of Pennsylvania License, Pennsylvania Educational Specialist Certificate, and the ASHA Certificate of Clinical Competency in speech-language pathology.

**Lori Lombard** received her M.S. degree in speech-language pathology from James Madison University and a Ph.D. in Communication Disorders from Penn State University. Dr. Lombard joined the IUP faculty in 2002, after serving as Assistant Professor in the Department of Otolaryngology and Associate Director of Speech Language Pathology at the University of Pittsburgh Medical Center. She is currently a full professor and graduate coordinator for the program. Dr. Lombard's research has focused on the development of an assessment technique for neuromuscular control of the larynx. Her current research is on building dedicated SLP simulation labs and simulation instructional design. Her areas of clinical expertise are in voice disorders and head and neck cancer rehabilitation. Dr. Lombard teaches courses in voice disorders, head and neck cancer rehabilitation, speech science, and anatomy & physiology. She received the Center for Teaching Excellence Award for Content Pedagogy in 2009. Dr. Lombard is ASHA certified in Speech-Language Pathology with clinical certificates in tracheoesophageal puncture management and accent reduction.

**Lisa Hammett Price** received her M.S. degree in speech-language pathology from James Madison University and a Ph.D. in Communication Sciences and Disorders from the University of Georgia. Dr. Price spent 9 years working as an SLP in public and international schools using both pullout and collaborative and integrated service delivery models. Her research has focused on using book reading at home and in classrooms to facilitate language learning. This includes using books within parent-implemented treatment at home to increase treatment intensity for children with language disorders, and teacher-led book reading teach the language needed to learn the academic curriculum. Her current recent research is on methods for building cultural competence in students to prepare them to provide services for a diverse patient population. Dr. Price joined the faculty at IUP in 2007 and currently serves as program director. She teaches courses in language development, augmentative and alternative communication, research design and evidence-based practice, pediatric speech and language disorders, and autism. She has received a number of awards including the International Reading Association's Dina Feitelson Research award, the Ray Coppler Disability Awareness Award, and the IUP Senate distinguished faculty award for teaching excellence in 2017.

## Policies & Procedures Regarding Student Complaints

If you have a complaint about an aspect of our undergraduate or graduate training programs, and you feel comfortable taking that complaint directly to a faculty member, please do so. You may schedule an appointment, stop by a faculty office during office hours, send an email, or drop a note in the student assignment box in Davis 203. We suggest that you take your complaint to the program director. If that is not possible, or if you do not feel comfortable in doing so, you may go to the clinic director or any faculty member.

If your complaint is not resolved to your satisfaction, you may then take it to the following administrators, starting with:

- Chair, Department of Allied & Public Health
- Dean, College of Health Sciences
- The University Provost
- The University President

If, for any reason, you believe you should contact our program's accrediting body, that contact information is:

Council on Academic Accreditation  
American Speech-Language-Hearing Association  
2200 Research Boulevard, #310  
Rockville, MD 20850  
Main switchboard: 301-897-5700  
Action center: 800-498-2071; Fax: 301-571-0457; [www.asha.org](http://www.asha.org)  
Email: [accreditation@asha.org](mailto:accreditation@asha.org)

## Admission

The IUP Master of Science (MS) degree program in Speech-Language Pathology is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

The MS curriculum combined with an undergraduate degree in communication disorders meets the academic and clinical requirements for the Certificate of Clinical Competence from ASHA, Pennsylvania Licensure in Speech-Language Pathology, and Educational Specialist Certification by the Pennsylvania Department of Education. Applicants who do not have an undergraduate degree in communication disorders must complete the necessary prerequisites before applying for graduate admission.

Graduate Admissions: [www.iup.edu/admissions/graduate/](http://www.iup.edu/admissions/graduate/)

For more information regarding Admission Classification and Provisional Admission for International Graduate Application, view the Graduate Catalog: <https://catalog.iup.edu/index.php>

## Admission Criteria

### Admission Policy

The Graduate Admissions Committee will review applicants for admission who provide 1) an undergraduate degree with a GPA of 3.0 or higher, 2) prerequisite coursework, 3) two letters of recommendation, 4) a written response to prompts, and 5) a video recording of oral communication in response to prompts. Applicants must also meet the program's technical standards and professional dispositions (included later in this handbook).

Essential undergraduate courses with a letter grade below a "C" will not be accepted as prerequisites for graduate study and considered as a course deficiency. Documentation of 25 hours of supervised observation and state and federal clearances must be completed prior to beginning the master's program.

In addition to the stated application requirements, applicants who are non-native English speakers must submit TOEFL or IELTS test scores taken within the past year. To demonstrate proficiency, applicants must submit a minimum score 100 on the TOEFL iBT, or 7.0 on the IELTS. International students with an undergraduate degree from an American university do not have to submit TOEFL or IELTS scores. Similarly, students from countries where English is a dominant language are not required to submit scores (see <https://www.iup.edu/admissions/international/undergraduate-requirements/countries-not-requiring-english-proficiency-test-scores/>). Observation hours and clinical practicum completed in another country will be accepted only if they have been supervised by a speech-language pathologist who holds the appropriate certification from ASHA.

- CSDCAS application platform: [CSDCAS.liaisoncas.org](https://www.csdcas.org/)
- Graduate Admissions: [www.iup.edu/admissions/graduate/](http://www.iup.edu/admissions/graduate/)
- For more information regarding Admission Classification and Provisional Admission for International Graduate Application, view the Graduate Catalog: [www.iup.edu/gradcatalog](http://www.iup.edu/gradcatalog)

## Financial Assistance

### Graduate Assistantships

The program typically has assistantships to offer to full time students during the first year of study. The number of assistantships available varies from year to year. See Appendix C for guidelines for performance review documents.

- <https://www.iup.edu/admissions/graduate/financialaid/index.html>
- Office of Financial Aid: [www.iup.edu/financialaid/](http://www.iup.edu/financialaid/)

### Scholarships

- QUOTA International – Every spring semester, the local QUOTA International organization gives out one or two scholarships to students who will be a senior or graduate student the following year. Criteria include strong academic performance and service and leadership experiences. Applications are sought during Spring semester each year.
- University and Foundation Scholarships – Students are automatically considered for a wide range of general scholarships and specific scholarships for speech-language pathology students. Students are automatically considered for all the scholarships for which you are eligible.
- Maude O. Brungard Speech-Language Pathology Fund – Students are automatically considered for the Brungard Scholarship. Program faculty select the student or students to receive this scholarship based on the criteria specified by Maude O. Brungard. The amount of funds varies each year.

## Academic Advisement

The advisor assigned to a cohort of students will assist students in meeting the academic and practicum requirements for the Certificate for Clinical Competence in Speech-Language Pathology awarded by the American Speech-Language-Hearing Association Council for Clinical Certification. Advising is provided every semester and includes the student's rotation through first year clinical courses and second year clinical externships. The IUP Speech, Language, and Hearing Clinic Director determines the specific clinic assignments most appropriate for each student after consulting with them on their career goals and geographic preferences.

Students are responsible for knowing the requirements of the program, keeping their own records, monitoring their own progress toward degree completion, initiating contact with their advisor, and seeking advice and/or assistance as needed. Students also assume responsibility for entering clinical hours into Typhon, checking that hours have been approved by supervisors, checking and rechecking clinical clock hours and monitoring progress toward completion of the required clinical hours for graduation and application for certification through ASHA. The advisor's role is to assist in this process and be available to answer questions so that students may successfully navigate the program. Students will find two documents helpful as they track progress throughout the program:

- Appendix A: M.S. SPLP Program Advising Sheet
- Knowledge and Skills Summary Form (KASA)

Answers to many student questions can be located on a D2L advisement site. On this site, students have access to a range of information including:

- Degree requirements,
- Certification and licensure requirements,
- Coursework and clinics,
- Program handbooks,
- Clinic policies and procedures,
- Templates for various clinic reports,
- Directions for obtaining clearances,
- Academic integrity policy,
- Ethics and privacy protection,
- Links to student support services and scholarship information, and
- Praxis exam preparation ideas.

Faculty advisors are responsible for providing advisement information to students through emails and the D2L advisement site. Students are responsible for accessing advisement information on the D2L site, completing assigned tasks, and uploading required documents. Students can access the D2L site with their electronic records at any time and request assistance when needed from their advisor.

The university Graduate Catalog contains information on students' rights to review educational records under the Family Educational Rights and Privacy Act (FERPA) (see the electronic catalog: [Students Rights under the Family Educational Rights and Privacy Act \(FERPA\) - Indiana University of Pennsylvania - Modern Campus Catalog™ \(iup.edu\)](#))

## Campus Resources & Student Support

The Office of Graduate Education and Academic Planning (formally the School of Graduate Studies and Research):

[www.iup.edu/graduatestudies/](http://www.iup.edu/graduatestudies/)

Graduate Catalog: <https://catalog.iup.edu/index.php>

Office of Student Billing: <https://www.iup.edu/student-billing/>

Office of the Registrar: [www.iup.edu/registrar/](http://www.iup.edu/registrar/)

Department for Disability Access and Advising: <https://www.iup.edu/disabilitysupport/>

Office of Social Equity: [www.iup.edu/social-equity/](http://www.iup.edu/social-equity/)

IUP Libraries: [www.iup.edu/library/](http://www.iup.edu/library/)

MyIUP: [www.iup.edu/myiup/](http://www.iup.edu/myiup/)

IUP Navigators: <https://www.iup.edu/life-at-iup/support/navigators.html>

IT Support: [www.iup.edu/itsupportcenter/](http://www.iup.edu/itsupportcenter/)

Veterans and Service Members: [www.iup.edu/veterans/resource-center/](http://www.iup.edu/veterans/resource-center/)

IUP Writing Center: [www.iup.edu/writingcenter/](http://www.iup.edu/writingcenter/)

IUP Scholarly Editing and Writing Service: <https://www.iup.edu/scholarlycommunication/index.html> Applied Research Lab: <https://www.iup.edu/arlab/index.html>

IUP Career and Professional Development Center: [www.iup.edu/career/](http://www.iup.edu/career/)

Parking Services: [www.iup.edu/parking/](http://www.iup.edu/parking/)

University Police: [www.iup.edu/police/](http://www.iup.edu/police/) 724-357-2141

Crisis Intervention 24/7 Hotline: 1-877-333-2470

Registration Resources: [www.iup.edu/registrar/students/registration-resources/index.html](http://www.iup.edu/registrar/students/registration-resources/index.html)

*Insert additional links and information as deemed necessary and helpful for your students.*

## IUP Email

IUP offers an email account to all active students. **Your IUP email address is the primary means by which the university will contact you with official information and you should use for all IUP official communications. It is your responsibility to check your IUP email regularly.** Visit <https://www.iup.edu/itsupportcenter/get-support/e-mail-and-calendar/index.html> to learn more about setting up this account. For more information regarding university policy on email communications, view the Graduate Catalog: <https://catalog.iup.edu/index.php>

## Graduate Student Assembly

The Graduate Student Assembly (GSA) represents the graduate student body's interests at IUP and within the Indiana community. The GSA makes recommendations related University-wide and graduate-specific policies and in areas of concern in the cultural, intellectual, and social life of the part- and full-time graduate student. Visit [www.iup.edu/graduatestudies/gsa](http://www.iup.edu/graduatestudies/gsa) for more information.

## Programs and Degrees

### Master of Science Program

Students take a sequence of required coursework and local clinical experiences, followed by two full-time externships selected to meet various interests and career goals. A total of 52 credit hours is required for degree completion. See requirements and course descriptions at [IUP Academic Catalogs - Office of the Registrar - IUP](#)

#### Required Courses:

SPLP 610	Pediatric Speech & Language 1	3 cr.
SPLP 611	Pediatric Speech & Language 2	3 cr.
SPLP 614	Swallowing Disorders	3 cr.
SPLP 615	Evidence-Based Practice	3 cr.
SPLP 616	Fluency and Motor Speech Disorders	3 cr.
SPLP 618	Voice Disorders	3 cr.
SPLP 632	Neurogenic Communication Disorders	3 cr.
SPLP 635	Seminar in Communication (Autism, AAC) (AAC – online distance learning*)	4 cr.
SPLP 641	Pediatric Feeding & Swallowing	1 cr.
SPLP 642	Cancer & Congenital Disorders	2 cr.
SPLP 643	Counseling for Communication Disorders	1 cr.
SPLP 644	Professional Issues (online distance learning*)	2 cr.
SPLP 661	Treatment Clinic (2 cr., repeat once)	2-6 cr.

SPLP 662	Diagnostic Clinic	3 cr.
SPLP 663	Hearing Clinic	1 cr.
SPLP 664	Simulation Clinic	1 cr.
SPLP 796	Internship: Adult Placement	6 cr.
SPLP 798	Internship: Pediatric Placement	6 cr.
<i>SPLP 795</i>	Thesis (Optional, may substitute for 3 cr. of seminar)	3 cr.

\*Seminars in AAC and Professional Issues are delivered via online distance education that includes both synchronous sessions on Zoom and asynchronous learning tasks. Distance education fees apply. Providing some courses via distance education allows student to live elsewhere during the final 2 semesters of the program while completing full-time externships.

Students in this program will be enrolled on a full-time basis. Part-time study is allowed on rare occasions. Each case must be reviewed individually and will only be approved under special circumstances. The Graduation Coordinator, Program director, Clinic director and/or Chair of the department must consider and approve each case.

Students who have an undergraduate degree in communication disorders/speech-language pathology may complete degree requirements for the M.S. in 2 years of full-time enrollment (5 semesters; summer enrollment between the 2 years is required). However, some students may require more than 2 years to finish the degree (e.g., students who require a remediation plan to address deficiencies; students who are given a medical leave of absence).

## Certification and Licensure

Successful completion of all program requirements will enable students to apply for ASHA certification. Meeting the ASHA CCC-SLP requirements allows program graduates to obtain licensure from the Pennsylvania Board of Examiners in Speech-Language Pathology and Audiology, as well as the Educational Specialist certificate for School Speech-Language Pathologists awarded by the Pennsylvania Department of Education. Students who wish to practice speech-language pathology in another state need to review that state's requirements for licensure and school certification and determine whether you need any additional courses or clinical experiences. The graduate coordinator and clinic director can assist in helping students be prepared to practice in a different state.

## Course Descriptions

### **SPLP 610 Pediatric Speech & Language Disorders 1 3 cr.**

Examines speech and language differences, delays, and disorders in the birth to 5-year-old population. Population-specific anatomical, physiological, developmental, psychological, and cultural correlates related to speech sound production, phonology, and language disorders are discussed. Methods of prevention, evaluation, and treatment of these early childhood disorders are presented. Relationships between phonology, language, and early literacy skills are explored. Disorder-specific considerations for clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability are addressed.

### **SPLP 611 Pediatric Speech & Language Disorders 2 3 cr.**

Examines speech and language differences, delays, and disorders in the 5 to 18-year-old population. Population-specific anatomical, physiological, developmental, psychological, and environmental factors related to speech sound production, phonology, and language disorders are discussed. Methods of prevention, evaluation, and treatment of these school-age disorders are presented. Relationships between phonology, language, and literacy are explored. Disorder and population specific considerations for clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability are addressed.

**SPLP 614 Swallowing Disorders 3 cr.**

Examines the oral, pharyngeal, and esophageal function of the swallow across the lifespan, including feeding and orofacial myology. Anatomical, physiological, psychological, neurological, and environmental factors related to disorder etiology and presentation are discussed. Methods of prevention, evaluation, and treatment of swallowing and feeding disorders are presented. Relationships between swallowing, feeding, and health outcomes are explored. Disorder specific considerations for clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability are addressed.

**SPLP 615 Evidence-Based Practice in SLP 3 cr.**

Analyzes and synthesizes evidence from the literature to support clinical practice. Describes the various types of research questions, designs, levels of constraint and interpretation for clinical application.

**SPLP 616 Fluency and Motor Speech Disorders 3 cr.**

Examines the presentation and classification of speech dysfluencies and dysarthrias across the lifespan. Anatomical, physiological, psychological, neurological, and environmental factors related to disorder etiology and presentation are discussed for fluency and motor speech disorders. Methods of prevention, evaluation, and treatment are presented. Relationships between fluency disorders and psychosocial aspects of communication are explored. Disorder specific considerations for clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability are addressed.

**SPLP 618 Voice Disorders 3 cr.**

Examines the voice production differences and disorders across the lifespan. Anatomical, physiological, psychological, neurological, and environmental factors related to disorder etiology and presentation are discussed. Methods of acoustic, physiologic, and perceptual measurement of vocal function are demonstrated. Methods of prevention, evaluation, and treatment of voice disorders are presented. Disorder specific considerations for clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability are addressed.

**SPLP 632 Neurogenic Communication Disorders 3 cr.**

Examines the systemic nature of adult neurogenic disorders that affect language and cognition. Anatomical, physiological, psychological, neurological, and environmental factors related to disorder etiology and presentation are discussed. Methods of prevention, evaluation, and treatment of acquired neurogenic communication disorders of language and cognition, including aphasia, traumatic brain injury, and dementia are presented. Relationships between neurogenic communication disorders and functional outcomes are explored. Disorder specific considerations for clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability are addressed.

**SPLP 635 Seminar in Communication 4 cr.**

Intensive study of one or more areas of speech science, speech and language pathology, or audiology. Topics vary to meet the student's needs and interests. Course may be repeated for credit with a change in area considered. Prerequisites: Speech-Language Pathology major, admission to degree candidacy, and advisor approval.

**SPLP 641 Pediatric Feeding & Swallowing 1 cr.**



Examines feeding and swallowing differences and disorders in the pediatric population. Identifies anatomical, physiological, psychological, neurological, and environmental factors related to disorder etiology and presentation. Demonstrates methods of prevention, evaluation, treatment and management. Evaluates disorder specific considerations for clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability.

**SPLP 642 Cancer & Congenital Disorders**

Examines classification of various head and neck cancer diagnoses and congenital craniofacial anomalies. Anatomical, physiological, psychological, neurological, and environmental factors related to disorder etiology and presentation are discussed. Methods of prevention, evaluation, and treatment of cancer and congenital craniofacial related communication disorders are presented. Disorder specific considerations for clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability are addressed.

**SPLP 643 Counseling for Communication Disorders 1 cr.**

Examines counseling domains within the speech-language pathology scope of practice. Methods of counseling by providing education, guidance, and support to individuals, families and caregivers associated with communication and swallowing disorders are presented. Counseling on topics of acceptance, adaptation, and decision-making about communication and swallowing disorders are discussed. Cultural considerations, ethical conduct, accountability and referrals to other professionals are addressed.

**SPLP 644 Professional Issues 2 cr.**

Examines professional issues such as employment preparedness, professional competencies, ethics, quality of care, practice policies and laws, documentation, accountability, interprofessional education and practice, cultural competence, and certification.

**SPLP 661 Treatment Clinic 2 cr. (repeat once)**

Provides experiences in the treatment of communication and swallowing disorders. Scaffolded experiences include opportunities for interpreting, integrating, synthesizing and applying core knowledge. Treatment planning, clinical teaching, data collection, documentation, communication counseling, and interprofessional practice skills are developed. Professional dispositions are identified and evaluated. The direct clinical contact hours are supervised by a certified speech-language pathologist. Course can be repeated for credit.

**SPLP 662 Diagnostic Clinic 3 cr.**

Provides experiences in screening, evaluation and diagnosis of communication and swallowing disorders. Scaffolded clinical and simulation experiences include opportunities for interpreting, integrating, synthesizing and applying core knowledge. Skills are developed in evaluation planning, case history review, multicultural considerations, interviewing, data collection and analysis, differential diagnosis, documentation, communication counseling, report writing, and interprofessional practice. Professional dispositions are identified and evaluated. The direct clinical contact hours are supervised by an ASHA certified speech-language pathologist.

**SPLP 663 Hearing Clinic 1 cr.**

Provides experiences in hearing screening that are within the speech-language pathology scope of practice, including instrumental screening of pure tones, tympanometry, and otoacoustic emissions. Scaffolded experiences include opportunities for interpreting, integrating, and synthesizing core knowledge. Case history review, instrumentation, documentation, referrals, and interprofessional practice skills are developed. The relationship between hearing and the development, prevention, evaluation, and treatment of communication disorders will be explored. Professional dispositions are identified and evaluated. The direct clinical contact hours are supervised by an ASHA certified speech-language pathologist.

**SPLP 664 Simulation Clinic 1 cr.**

Provides simulated experiences in the evaluation and treatment of swallowing disorders. Computer-based and live simulation scenarios in a hospital simulation lab are paired to provide scaffolded task training and healthcare experiences that include case history review, standard precautions, instrumental evaluation, clinical decision-making, patient/caregiver counseling, electronic medical record documentation, multitasking, and interprofessional practice. Simulation scenarios are embedded with contemporary issues in religious, cultural, and linguistic diversity, psychosocial considerations, and ethical dilemmas. Professional dispositions are identified and evaluated. The direct clinical contact hours are supervised by an ASHA certified speech-language pathologist.

**SPLP 795 Thesis 3 cr. (optional, may substitute for 3 credits of seminar)**

**SPLP 796 Internship: Adult Placement 6 cr.**

Provides full-time, full semester clinical practicum experience in a contracted healthcare facility with interprofessional practice opportunities. The clinical experience focuses on service delivery to a predominantly adult caseload. Professional dispositions are identified and evaluated. The direct clinical contact hours are supervised by an ASHA certified speech-language pathologist. **Restriction:** Successful completion of all prior MS Speech-Language Pathology program academic and clinical coursework.

**SPLP 798 Internship: Pediatric Placement 6 cr.**

Provides a full-time, full-semester clinical practicum experience in a contracted school or healthcare facility with interprofessional practice opportunities. The clinical experience focuses on service delivery to a predominantly pediatric caseload. Professional dispositions are identified and evaluated. The direct clinical contact hours are supervised by an ASHA certified speech-language pathologist. **Restriction:** Successful completion of all prior MS Speech-Language Pathology program academic and clinical coursework.

## Distance Education Policies

Students may take courses within the program that are offered via distance education. ***These courses do incur additional distance education fees by the university.*** The identities of students enrolled in these courses are protected via the IUP distance education student verification policy:

IUP students who take distance education classes at IUP must use their official university identification number (Banner ID) to enroll in the class. Once enrolled, they must use their official IUP email address and their IUP network login and password to communicate with their teacher and submit their classwork throughout the class session. Students are strongly advised throughout their time at IUP to never give out or share their personal identification data (Banner ID, network login, etc.) because the information could be used to view their grades, financial records, network folder contents and other confidential data. Different versions of this warning are posted prominently in the university catalog, in several places on the university website (IT Services, Office of Financial Aid, Student Affairs) and on the IUP email main screen.

In order to register for distance education courses at IUP, a non-IUP student must first formally apply to the university. This registration application includes the same personal identification data as a normal on-campus student registration (birthdate, social security number, residence, contact information, high-school graduation and other confidential personal data). Students enrolled at other PASSHE institutions must fill out a Visiting Student Form which contains similar information. Once registered, non-IUP students are given a unique and confidential personal identification number (Banner ID), an official IUP email address and an IUP network login ID and password. The same warnings about sharing confidential usernames and

usernames are given to non-IUP students as well.

All distance education coursework must be submitted either through the official IUP email system or through the university's official learning management software system (currently D2L) using the student's confidential network login ID and password. Although this system of required password verification for all distance work does not preclude the registered student receiving assistance as he/she completes their online work, distance education instructors at IUP routinely use a list of Best Practices for Online Academic Integrity to prevent cheating, plagiarism and another student's work being turned in as the registered student's own work.

## Transfer of Credits into the IUP Speech-Language Pathology Program

Our program follows [Transfer Credit Policy - Indiana University of Pennsylvania - Modern Campus Catalog™ \(iup.edu\)](#). We cannot guarantee acceptance of graduate academic credit taken at other universities to fulfill requirements in our program. All transfer credits will be reviewed by the course instructor, graduate admissions committee, and program director and/or department chair to determine whether they can fulfill program requirements.

Because the program must verify the knowledge and skills fundamental to the practice of speech-language pathology, students in the SPLP-MS program must pass a variety of clinical skills demonstrations; students who transfer in credits from another institution still must pass these clinical skills assessments in order for the Graduate Coordinator and/or Chair to sign the document students submit for certification upon completion of their program.

For example, students who transfer coursework in research methods must demonstrate through face-to-face discussions that they understand the tenants of evidence-based practice. These discussions will be with the instructor for the evidence-based practices course as well as with clinical supervisors during clinical practicums. Students who transfer in a course on a particular disorder will be expected to participate in the lab sessions for those classes during which students demonstrate the laboratory skills in that disorder area. If the student fails the competency demonstration, he or she would participate in a remediation plan just as any other student would to remediate the deficient skills. The process would then follow procedures for remediation plans outlined in this handbook (see Remediation Plans). Upon admission, the student and appropriate faculty members will discuss what tasks, labs or meetings will be required to satisfy the knowledge and skills areas, and materials the student can use to prepare will be identified.

IUP Transfer Credit Policy: [Transfer Credit Policy - Indiana University of Pennsylvania - Modern Campus Catalog™ \(iup.edu\)](#)

## Policies and Expectations for Nondiscrimination

The speech-language pathology program at IUP seeks to be an inclusive environment and to protect the rights of all individuals in the educational setting. We expect all faculty, staff, and students to adhere to IUP's policy on nondiscrimination (see the statement of nondiscrimination in English on the following webpage: <https://www.iup.edu/socialequity/policies/>). Complaints alleging violations of policies and procedures related to non-discrimination are taken seriously. Please see information above about filing complaints. Corrective action will be taken for any violations of compliance.

We include statements in syllabi on the following topics related to nondiscrimination.

**Americans with Disabilities Act:** It is our desire that all students fully participate in the curriculum of the department. If you have a disability or condition that requires accommodations to complete the requirements of your coursework

successfully, please notify your instructor. You will need the Department of Disability Access and Advising Office (D<sup>2</sup>A<sup>2</sup>; 246 Stouffer Hall; [Department for Disability Access and Advising - IUP](#)) to provide appropriate paperwork prior to the semester starting. All reasonable efforts will be made to accommodate your needs.

**Title IX:** Indiana University of Pennsylvania and its faculty are committed to assuring a safe and productive educational environment for all students. In order to comply with the requirements of Title IX of the Education Amendments of 1972 and the university's commitment to offering supportive measures in accordance with the new regulations issued under Title IX, the university requires faculty members to report incidents of sexual violence shared by students to the university's Title IX Coordinator. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University Protection of Minors Policy. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [Sexual Discrimination and Sexual Misconduct Resources - IUP: Policies and Title IX Information - IUP](#)

**Our Program Diversity & Inclusion Statement.** IUP has policies prohibiting discrimination based upon (including but not limited to) “race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, pregnancy, genetic information, disability, status as a veteran, or any other characteristic prohibited under applicable federal or state law (each a “protected category”)” (IUP Non-Discrimination Policy, p. 2, [nondiscrimination-policy-2022-07-26.pdf \(iup.edu\)](#)). See IUP’s non-discrimination statement ([Statement of Nondiscrimination: English - IUP](#)). Faculty, staff, and students are expected to be inclusive and treat all individuals equitably and without discrimination. In our program, we strive for fair representation of all groups of people, the inclusion of minority perspectives and voices, and the appreciation of various cultural group practices. As professionals in speech-language pathology and audiology, we must develop a high level of cultural competence in order to provide effective and appropriate services to clients and their families, and to function effectively on multidisciplinary teams in various education and healthcare settings. Therefore, the faculty are committed to fostering an inclusive environment for all students, and to encouraging and supporting students’ development of cultural competence and humility.

In our courses, we strive to create a learning environment that supports diversity of thoughts, perspectives and experiences, and that honors your identities. To help achieve this, please let us know if you have a name or set of pronouns that you would like us to use to refer to you that differs from your IUP records. In addition, we as a class will respect the diversity of viewpoints of all members of the class. We will engage in civil discourse even when sharing differing opinions and ideas. We will adhere to the IUP Civility Statement and “act honestly, take responsibility for my behavior and continuous learning, and respect the freedom of others to express their views” and “discourage intolerance, hatred, and injustice” ([IUP Civility Statement - Office of Student Support and Community Standards - IUP](#)). When events occur on campus or in the world that provide an opportunity to discuss diversity and inclusion issues, we may discuss them in class to learn and grow in our cultural competence. We (like all of you) are still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to your instructor about it or write it anonymously. We you are open to engaging in dialogue, improving ourselves, and promoting a positive climate within our classes and community.

**Passport to Culture – Cultural Competence Activities & Assignments:** To promote development of cultural competence, the speech-language pathology faculty have designed a Passport to Culture program. We include instruction on a variety of topics throughout your undergraduate and graduate coursework relevant to each course topic. In addition, we want students to engage in a variety of activities on and/or off campus that broaden your exposure to diverse populations. To this end, we have identified content embedded within each course that will help you learn more about diverse populations.

## Expectations for Ethical Behavior

Our expectations in classes and clinics are the same as those of your future employers and are based on those outlined in the ASHA Code of Ethics: [Code of Ethics \(asha.org\)](https://www.asha.org/ethics). You are going to be professionals in a field in which you are held to the highest of ethical standards. All violations of the IUP academic integrity policy will be reported to the IUP Provost's Office right away throughout the semester and will follow the student through their entire time at the university. **Please guard your ethical reputation beginning now.** Faculty will specify the degree to which collaboration is acceptable on specific assignments.

*Cheating, plagiarism, or academic dishonesty of any kind on any assignment, test, quiz, or online task will be cause for at least a zero on that assignment and also a lower grade in the course. In addition, the violation will be reported to the Provost's Office and/or the Office of Student Conduct and the student may receive additional disciplinary procedures/sanctions.*

Review the following two sources of information to guide your ethical behavior:

1. **IUP Policies and Procedures about academic integrity** ([Academic Integrity Policy - Indiana University of Pennsylvania - Acalog ACMS™ \(iup.edu\)](https://www.iup.edu/academic-integrity-policy)). Violations of academic integrity include, but are not limited to cheating, facilitating acts of academic dishonesty by others, unauthorized prior possession of an examination, giving or receiving unauthorized assistance on any assignment including those online, using the same paper or work more than once without authorization of the faculty members to whom the work is being submitted (e.g., submitting the same paper in 2 different classes without asking permission to do that), fabrication of information or data on an assignment. There is a special category called "technological misconduct" that includes unauthorized use of a computer account, using another person's computing account, sharing access codes, using the network to gain unauthorized access to remote computers, or receiving unauthorized assistance on online quizzes/tests. Plagiarism includes "stealing someone else's work and lying about it. Using someone else's words, ideas, or data as if it were one's own work" (quoted from the IUP Academic Integrity Policy website above). Copying someone else's answers or allowing someone else to copy your answers is plagiarism. A good rule of thumb is that if you are using 3 or more exact words from someone else, you should cite where those words came from. Avoid plagiarism by learning to cite your sources using APA style and to write using your own words (even if the author's words sound better!).
2. **ASHA Code of Ethics revised March 1, 2023.** Everyone in our profession is expected to "demonstrate knowledge of, appreciation for, and ability to interpret the ASHA Code of Ethics." Please read the ASHA Code of Ethics [Code of Ethics \(asha.org\)](https://www.asha.org/ethics). This is the code you are expected to uphold now as a student and in the future when you are a certified SLP or audiologist. The principles include items such as not misrepresenting your own competence, not misrepresenting research or scholarly activities, not making false statements, completing documents honestly, referencing sources when using other people's ideas, and reporting violations of the Code when observed. (American Speech-Language-Hearing Association. (2023). *Code of ethics* [Ethics]. Available from [www.asha.org/policy/](https://www.asha.org/policy/).)

## Expectations for Attendance

The expectations for classes are the same as those of your future employers. Consistent tardiness is unacceptable. If you must miss a class for any reason, it is your responsibility to notify us directly (email is fine) and it is your responsibility to find out what you missed from a classmate. Here are the expectations in our program for attendance:

1. Students need to attend class in order to be successful. It is acceptable to miss 3 hours of class time for a 3-credit-hour course (or the equivalent for courses that are more or less than 3 credits). Absences beyond that will result in a decrease in the course grade. Furthermore, absences (excused or unexcused) above 20% of the

course time will result in a grade of “F” in the course. Any university-related activity necessitating an absence from class may be excused but will still count as an absence when determining whether a student has attended at least 80% of class sessions. Just as in a job, it does not matter if you are sick or if the absence is seen as valid; you are not able to provide services to your patients and there are consequences for being excessively absent from work.

2. As a speech-language pathology and audiology student, you are basically expected to attend all classes. In the event you are unable to attend a class session, it is your responsibility to obtain (a) class notes and/or handouts from another student, and (b) any changes in the class schedule that were announced or discussed in class. Office hours are not intended to provide you with one-on-one instruction after an absence from class. Learning what you missed in class is your responsibility.
  - a. Excused absences: If you are unable to attend a class meeting, contact the course instructor prior to class via the method specified by that instructor. You are required to verify the nature of an absence before or after the class meeting that you missed (e.g., doctor’s note). Excused absences will be decided on a case-by-case basis by the instructor based on the documents and situational consideration.
  - b. Unexcused absences: Unexcused absences include undocumented absences, absences for attending weddings, vacations, or other special events. Unexcused absences are considered unprofessional behavior and are not tolerated in the workplace. Similarly, they are not tolerated in graduate school and may result in a remediation plan, failing the course, or other consequences.
  - c. Quizzes or tests: You are also expected to take tests and quizzes on time. If you are ill, it is your responsibility to notify the instructor prior to the time of the test. If you miss a quiz/test without approval from your instructor, you will receive a zero for the test. When returning from the illness, it is the student’s responsibility to take the makeup exam within 3 days or the student will automatically receive a zero for the test.

## Providing Services Requires a License

What services, if any, can a speech-language pathology student provide to help people with communication or swallowing disorders? Our profession is different from education professionals, in that students cannot provide ‘tutoring’ or give any type of clinical advice to persons with health care needs in communication or swallowing. Speech-language pathology and audiology services can only be provided by someone with a license or by someone under the supervision of a clinician with a license. There is a licensure law that mandates that restriction to protect the public and ultimately, you.

Here is the language from Section 19 of the Speech-Language Pathologists and Audiologists Licensure Act 238 of 1984.

*It shall be unlawful for any person to practice or attempt to offer to practice audiology or speech-language pathology without holding a valid unrevoked and unsuspended license issued under this act. The unlawful practice of audiology or speech-language pathology may be enjoined by the courts on petition of the board or its agents. In any proceeding it shall not be necessary to show that any person is individually injured by the complained of actions. If the respondent is found guilty of the unlawful practice, the court shall enjoin him from practicing until he has been duly licensed. Procedure in these cases shall be the same as in any other injunction suit. The remedy by injunction is in addition to criminal prosecution and punishment. (19 amended July 2, 2014, P.L.971, No.106).*

If you are approached by a family asking if you will help their loved one, you should say “no” and you should seek advice from one of your faculty members. You could be in trouble with the licensure board of PA if you provide such a service.



## Evaluation of Students

For information regarding graduate policies on grading, view the Graduate Catalog: <https://catalog.iup.edu/index.php>

Throughout the program, students will be evaluated on their knowledge and skills and their ability to meet important non-academic technical standards and professional dispositions (sometimes referred to as essential functions in the workplace). In addition, students must adhere to the ASHA Code of Ethics, and pass the National Examination in Speech-Language Pathology in order to qualify for ASHA certification and state licensing. Students are advised to be fully aware of the procedures and requirements of the Graduate School regarding grading, continuation in a program, disciplinary regulations, and academic honesty.

### Knowledge and Skills Assessment (KASA)

ASHA requires that academic programs evaluate students on a wide range of knowledge and skills in speech-language pathology. All courses and clinics that students complete during the program are designed to help students achieve adequate knowledge and skills required for certification as a speech-language pathologist by ASHA. Faculty grading in courses and clinics represent the individual faculty member's evaluation of each student in various content areas. Syllabi for each course and clinic outline the KASA standards that are satisfied when a student successfully completes that course or clinic. Courses and clinics include both formative and summative assessments. Formative assessments involve evaluating how well a student is learning in a course or clinic so that adaptations can be made to achieve the learning objectives. They include providing feedback to students that can then be used to improve. Summative assessments are used to evaluate student learning at the end of a course or clinic or upon completion of the program.

At the end of the program, students who have successfully completed all coursework and clinics, and who meet the Technical Standards and Professional Dispositions required for the profession, will have met the KASA requirements such that the program coordinator is able to indicate successful completion ("target" and "acceptable" designation) on the KASA summary form.

### Technical Standards and Professional Dispositions (Core Functions)

**\*\*Source:** Adapted from the following document: Council of Academic Programs in Communication Sciences and Disorders (2023). *A guide for future practitioners in audiology and speech-language pathology: Core functions*. <https://www.capcsd.org/academic-and-clinical-resources/>

Students seeking a career as a speech-language pathologist typically are expected to employ certain core functions in didactic and clinical experiences to acquire the knowledge and demonstrate the competencies that will lead to graduation and successful entry into professional practice. Core functions here are differentiated from SLP program requirements and are inclusive of differences in behavioral and learning preferences associated with race, ethnicity, culture, sexual orientation, gender identity, language, and sensory, physical, or neurological status.

The term "core functions" refers to physical, sensory, behavioral, social and cognitive functions that an individual must be able to perform with or without accommodations necessary to ensure equitable access. There are multiple ways an individual can successfully meet the demands of clinical education and practice. The degree to which accommodations

are determined is under the governance of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973. Our program and the individual student work together to identify possible services and accommodations.

We recognize that degrees of ability vary widely among individuals and that abilities are not static, they are variable. We are committed to using the Technical Standards and Professional Dispositions to help students develop a clear understanding of their own strengths and challenges, whether those are related to a documented disability or not, and to become proactive on their own behalf to develop these skills and/or identify successful accommodations. Candidates for admission or current students in the program who are concerned about their ability to acquire these technical standards and professional dispositions are encouraged to contact the Program Director to ask questions about their individual situations. A candidate who requires academic accommodations to fulfill these technical standards and professional dispositions due to a disability also is encouraged to contact the [IUP Department of Disability Access and Advising](#) (D<sup>2</sup>A<sup>2</sup>). The IUP speech-language pathology program seeks to ensure that qualified persons with disabilities are not denied access or subjected to discrimination. We are committed to enabling students by any reasonable means or accommodations to complete the course of study leading to the M.S. degree in speech-language pathology.

The Technical Standards and Professional Dispositions include the following and can be met with or without accommodations:

**Physical and Sensory Functions:**

- Engage in physical activities at a level required to accurately implement classroom and clinical responsibilities (e.g., manipulating testing and therapeutic equipment and technology, client/patient equipment, and practice management technology) while retaining the integrity of the process
- Respond in a manner that ensures the safety of clients and others
- Access sensory information to differentiate functional and disordered auditory, oral, written, and visual communication
- Access sensory information to correctly differentiate anatomical structures and diagnostic imaging findings
- Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests
- Provide appropriate instruction of speech, language, and voice depending on the needs of various clients

**Communication and Sociocultural Functions:**

- Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies
- Adapt communication style to effectively interact with colleagues, clients, patients, caregivers, and other invested parties of diverse backgrounds in various modes such as in person, over the phone, and in electronic format.
- Display compassion, respect, and concern for others during all academic and clinical interactions
- Adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies
- Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities
- Engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provision of services
- Demonstrate the application of culturally responsive evidence-based decisions to guide clinical practice
- Uphold the Codes of Ethics of the American-Speech-Language-Hearing Association, the Pennsylvania Speech-Language-Hearing Association, and the Pennsylvania Board of Speech, Language and Hearing Examiners, as well as Pennsylvania's Code of Professional Practice and Conduct for Educators.



**Intellectual and Cognitive Abilities:**

- Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies
- Employ informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the client/patient's needs
- Maintain attention and concentration needed to complete clinical activities
- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills
- Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care
- Effectively manage the use of time and be able to systematize actions in order to complete professional and technical tasks with realistic constraints.

Feedback on students' Technical Standards and Professional Dispositions will be provided:

- During every clinical practicum experience as part of the clinic grading form, midterm and final grade meetings with the faculty supervisor or externship supervisor.
- During the second semester in the graduate program to inform clinical externship placement options.
- At the end of the student's final semester in the program to inform completion of the "2020 Standards for Clinical Certification in Speech-Language Pathology Verification by Program Director" form, which is necessary for application for ASHA certification.

The student and supervisor will use the feedback on Technical Standards and Professional Dispositions to identify strategies to improve areas of challenge and determine accommodations that ensure equitable access to student success.

## Remediation Plans for Deficiencies

Every student's progress is reviewed regularly by program faculty (see timeline for evaluations below). If an issue is identified, the student will be directed to meet with the Student Review Committee, which is a sub-committee of program faculty, and a remediation plan will be developed. All faculty involved will receive a copy of the remediation plan. This is so faculty can provide encouragement and feedback. A designated faculty member will monitor progress according to an agreed upon timeline, and a faculty review will determine the next course of action, if needed. A Remediation Plan Template can be found in Appendix B.

Problematic behaviors of students also arise throughout the year, outside the formal student review process. These concerns also will be handled by the Student Review Committee. Students will be asked to meet with the Student Review Committee to develop a remediation plan if for example they (a) earn a grade of C or below, (b) are identified by faculty members as demonstrating weaknesses in any content area (even if they earn a grade of A or B in the course), (c) are dismissed from or fail an externship placement, or (d) are not meeting technical standards and professional dispositions.

The Student Review Committee will work with the student to identify the areas of concern and develop a plan to remediate the concerns. The plan will identify specific remediation activities as well as a timeline for completing them. The plan will be signed by members of the Student Review Committee, the student, and the advisor (when appropriate). Success of the plan will be evaluated within six weeks after the plan is implemented (sooner if specified in the remediation plan) and feedback given to the student. A designated member of the committee will monitor progress according to this plan and determine the next course of action, if needed.

A student clinician who has successfully completed a Remediation Plan must maintain the skills acquired during the remediation. If they are not maintained, the student clinician will be returned to the Student Review Committee and another Remediation Plan may be developed, if appropriate.

A student clinician who has not successfully completed a Remediation Plan will again meet with the Student Review Committee for further decision-making and recommendations. If deficiencies are not successfully remediated, the Program Director (or designee) may not be able to verify that the student has met the standards required for ASHA certification and membership.

Some examples of challenges that could have implications for students include:

- Chronic tardiness or absenteeism
- Lack of participation in class
- Unprofessional or unethical conduct that violates the ASHA Code of Ethics
- Academic weaknesses (e.g., failure to turn in assignments, weak performance on assignments or tests, cheating or plagiarism)
- Poor clinical or academic writing skills
- Difficulty accepting and using feedback
- Inability to handle conflict or respond to challenges with appropriate and professional behavior
- Poor ability to translate academic knowledge into appropriate clinical intervention or assessment strategies
- Weak interpersonal skills that negatively affect professional relationships and/or interactions with clients and families

Examples of remediation activities:

- Additional readings in a particular area
- Additional writing exercises, assignments, or practice modules
- Referral to the writing center or career development center
- Completion of an online webinar on a topic (e.g., swallowing assessment; ethics)
- Increased supervision in a clinic
- Completion of additional quizzes or assessments to demonstrate improved knowledge
- Taking an incomplete in a course and attending it a 2<sup>nd</sup> time
- Receiving additional feedback and/or assistance from a faculty member
- Recommendation that the student seek counseling services or disability support services

## Comprehensive Examinations

Students will complete various summative assessments as part of specific courses and clinics during the program. These assessments are administered and graded by various faculty members and clinical supervisors, including internship supervisors. These assessments will be documented on each student's Knowledge and Skills Assessment (KASA) form showing progress toward achieving competencies and degree completion. Students who fail to achieve the benchmark on a summative assessment will be required to complete a remediation supervised by the faculty member for the course or clinic and monitored by the Student Review Committee.

Prior to receiving their degree, students must take the National Examination in Speech-Language Pathology and provide evidence of the attempt to the graduate coordinator. The examination should be taken during the last semester of enrollment.

All students also must pass a cumulative summative exam. This examination is given upon the candidate's completion of coursework and clinics to determine the student's likelihood of success in the profession. The comprehensive exam will

be administered during the student's final semester in the program and must be completed by 60 calendar days prior to their graduation date. The format will be a multiple-choice mastery exam with questions from all faculty across all content areas covered during the master's program. Students must achieve 80% or higher. For students who do not pass the cumulative summative examination by the deadline, the Student Review Committee will develop a remediation plan with actions to address deficit areas and the format for re-examination (oral, written, both). Feedback on the re-examination will be provided by program faculty within one week of completion.

## Program Level Examination Appeals

Appeals for Program Level Exams such as, candidacy, comprehensive, or qualifying examinations, are made to the Associate Provost of the Office of Graduate Education and Academic Planning based on policy and/or procedural violations. The appeal can be based only on policy and/or procedural violations, and not simply on the outcome of the examination. Procedural violations would be cases in which the program/department failed to follow program/department and/or University policies and/or procedures relating to the administration and/or evaluation of the exam.

The appeal must be made in writing to the Associate Provost of the Office of Graduate Education and Academic Planning. Documentation of the policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violation(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the Associate Provost in the Office of Graduate Education and Academic Planning within 30 days of receipt of the outcome of the examination. Upon receipt of the written appeal the Associate Provost, will conduct an investigation of the allegation, review the documentation and render a final decision which completes the appeal process. The final decision rendered by the Associate Provost may not be appealed.

If it is found that policy/and/or procedure has been violated, the Associate Provost will instruct the program/department to allow the student to retake the exam, fully adhering to policy and procedures. In the event of a finding in support of the student allegation, the reexamination may not be counted as one of the attempts permitted under the University or Department's Reexamination Policy.

## Reexamination Policy

No student is permitted a "third" examination without a recommendation to that effect from the degree program's sponsoring department per their adopted written procedures and the approval of the Associate Provost of the Office of Graduate Education and Academic Planning. Exceptions to this policy for programs can be made only with the approval of the Office of Graduate Education and Academic Planning. In the event a student does not successfully complete the comprehensive re-examination according to program requirements and the failure results in program dismissal, the program must notify the Office of Graduate Education and Academic Planning of the dismissal in writing. The Associate Provost of the Office of Graduate Education and Academic Planning will send an official notification of the dismissal to the student.

## Timeline for Evaluations

Evaluation	When Evaluation is Completed
------------	------------------------------

KASA for ASHA Standards	<ul style="list-style-type: none"> <li>• Every course and clinic every semester in the program</li> </ul>
Technical Standards and Professional Dispositions	<ul style="list-style-type: none"> <li>• During every clinical practicum experience as part of the clinic grading form, with feedback given during midterm and final grade meetings with the faculty supervisor or externship supervisor.</li> <li>• Faculty conduct a review during the second semester in the graduate program to inform clinical externship placement options.</li> <li>• At the end of the student's final semester in the program to inform completion of the "2020 Standards for Clinical Certification in Speech-Language Pathology Verification by Program Director" form, which is necessary for application for ASHA certification.</li> </ul>
Cumulative Summative Exam	<ul style="list-style-type: none"> <li>• During the final semester in the program</li> </ul>
National Exam in Speech-Language Pathology	<ul style="list-style-type: none"> <li>• During final semester in the program</li> </ul>

### Academic Standing and Retention in the Program

In order to remain in good standing, students in the SPLP program must meet the following criteria:

1. A grade point average (GPA) of 3.25 is considered the minimum level of academic performance for all SPLP graduate students. Students with below a 3.25 GPA will be placed on probation.
2. Clinical practicum courses must be completed with a grade of "B" or higher to meet the requirements for graduation. Furthermore, the practicum hours in clinical courses with a grade of "C" or lower will not apply to ASHA certification or state licensure requirements.
3. 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 "C" or lower is earned in any of these semesters, it will delay and may preclude an externship placement.
4. The SLP-MS program requires that students repeat any course that resulted in a final grade of F, because all coursework is required for certification and licensure in the field. The IUP Office of Graduate Education and Academic Planning Repeat Policy will be enforced. See the IUP Graduate School policy here: [Course Repeat Policy - Indiana University of Pennsylvania - Modern Campus Catalog™ \(iup.edu\)](#). Students with a grade of F in a course will not be approved for externship placement until they repeat the course and achieve a C or better grade. See below for policies regarding externship placement.
5. As per IUP Office of Graduate Education and Academic Planning course repeat policy, only two courses may be repeated, and only one time. In the SLP program, only one of the repeated courses may be a clinical course.
6. No person will be granted a degree who has more than one "C" grade in graduate courses in Speech-Language Pathology, regardless of the number of credits for the course. No person will be granted a degree who has a "C" grade in a clinical course.
7. Students must demonstrate all the Technical Standards and Professional Dispositions.

Students who fail to meet these criteria will be placed on academic and/or clinical probation and will have a remediation plan to address deficiencies. The graduate faculty will review the status of each student on probation at the end of each semester or on the timeline outlined in the remediation plan. A student who fails to obtain at least a 3.25 cumulative average by the end of the probationary semester will be dismissed from the program.

## Clinical Practicum Privileges and Policies

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 (prior to entering the graduate program), and 375 hours must be spent in direct client/patient contact; however, up to 75 hours may be accrued via directed and approved simulation hours. In addition to specific numbers of hours, ASHA requires that students achieve specific clinical skills through their clinical education. The IUP clinical program in speech-language pathology requires practicum experiences in diagnosis and intervention across the lifespan. Students must meet all the clinical KASA requirements during clinical experiences to be eligible for ASHA certification.

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 and at externship sites, as well as the training needs of students. We are ethically bound to protect the welfare of the clients/patients, so special policies apply to these educational opportunities. Admission to graduate study in the speech-language pathology program at IUP does not guarantee participation in clinical practicum. The following prerequisites must be met:

- 1. Student clinicians must demonstrate the linguistic abilities to provide quality services to clients/patients. Therefore, students must successfully approach the clinical process and carry out service tasks in clinical contexts, including practica and internships. In addition, students must demonstrate the ability to successfully navigate interprofessional practices in those clinical contexts.**

We value diversity in the profession and in our program; therefore, we welcome students who speak various dialects of English and languages other than English as well as students with disabilities. Dialects and accents are not considered to be disorders and they will not be treated as such by faculty. We recognize bilingualism to be a dynamic process, with multiple languages working as a unified system. Therefore, students who speak multiple languages will be evaluated based on their "dynamic and strategic engagement of their rich linguistic repertoire across linguistic and social contexts" (Reference document: Danzak, R.L. [Aug 2022]. What's new in bilingualism? An invitation to reconsider. *ASHA Journals Academy*. Available from <https://tinyurl.com/4kfmbusk>). The primary requirement is that student clinicians can model targets for clients and engage in interprofessional practice. Faculty will assist all students in developing oral and written communication abilities necessary for success in the profession. Faculty also will advocate for students in clinical placements to facilitate appropriate cultural sensitivity and will not tolerate discrimination. (Reference document: ASHA (1998). *Students and professionals who speak English with accents and nonstandard dialects: Issues and recommendations* [Technical Report]. Available from [www.asha.org/policy](http://www.asha.org/policy).)

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

Speech-language pathology clinical faculty and supervisors, hereafter referred to as clinical faculty, are Speech-Language Pathologists and Audiologists who hold the Certificate of Clinical Competence and either a Master 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 "Clinic Rating Scale" (see Speech-Language Clinic Handbook for rating scales for each clinic including diagnostic, treatment, and hearing) to evaluate each student's performance. Evaluations will be made with reference to expected skills at each semester of practicum. The expected ratings for each skill at each practicum level are included on rating scale form for clinician reference. Individual evaluation meetings are then 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. These student clinicians will also receive a specific list of recommendations for improvement of their clinical skills. The 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.

If a student clinician demonstrates skills below minimum expectations for their current practicum level (i.e., earns a final grade of C or lower in the clinical practicum), the following procedures will be taken:

- a) The clock hours for that specific clinical assignment will not be counted toward the required 400 hours (as per ASHA regulations),
- b) A Remediation Plan will be developed (see above),
- c) Privileges of participating in further clinical practicum may be suspended until the student completes remediation plan activities.

Obtaining a final semester grade of C or lower in clinical practicum for two semesters is considered to be evidence of inadequate performance and results in ineligibility to continue in the program. If the student fails to meet any of the Technical Standards and Professional Dispositions (see above) during clinical practicum, including any threat to the welfare of the clients/patients (See the ASHA Code of Ethics), the student is referred to the Student Review Committee. The Clinic Director, in consultation with the clinical faculty, may terminate participation in practicum at any time that client/patient welfare is considered to be jeopardized. The student is given specific written recommendations for remediation of all skill areas, along with a timeline by which they must be accomplished (see Remediation Plans above).

## Participation in Externship Placements

Participation in Externship Placements is also considered a **privilege not a right**. To be eligible to participate in an externship, students in the traditional 2-year program must be currently enrolled in the SLP graduate program and must meet the following requirements:

1. Students must have successfully completed all didactic coursework and clinical practicum. Students must have grades of B or better in SPLP 661 (2 times), 662, 663, and 664 in order to be approved for externship placement. Students with a grade of "C" in didactic coursework will need approval of the Clinic Director and Graduate Coordinator prior to being approved for externship placement. Students with a grade of "F" in didactic coursework will need to repeat the course and achieve a better grade before being approved for an externship placement. Remember that only two courses and only one clinic may be repeated (and only one time) during the program.
2. Students must have a cumulative GPA of 3.25 or higher before beginning the externship, and they must have completed five clinical practicum courses (SPLP 661 two times, 662, 663, 664) with a grade of B or higher.
3. Students must have passing scores on the Technical Standards and Professional Dispositions Assessment.
4. Students must have successfully completed any remediation plans put into place to address deficiencies.

Moving from the first externship placement to the second externship placement is a **privilege not a right**. Successful completion of the first externship is required before the student may begin the second externship. If the first externship is not completed successfully, the student may be required to complete some or all of the following before being placed in a second externship:

1. Complete a remediation plan under the supervision of the IUP faculty. This may include the requirement that the student complete an additional semester of on-campus SPLP 661, 662, 663, or 664.
2. Repeat an externship experience similar to that of the first externship.

If the second externship is not completed successfully, the student may be required to complete some or all of the following before graduating with a clinical MS-SLP degree:

1. Spend a semester or more in the IUP clinic until a remediation plan has been successfully completed.



2. Repeat an externship experience similar to that of the second externship.

For students in the Early Admission Graduate Program, the first externship occurs in a pediatric setting in their second full semester in graduate school. For students in the early admission program to be eligible to participate in the **first externship**, students must be currently enrolled in the SLP graduate program and must meet the following requirements:

1. Students must have successfully completed all didactic graduate coursework and clinical practicum taken as an undergraduate and during the first semester in graduate school. Students must have grades of B or better in SPLP 661 (2 times), 662, and 663 in order to be approved for the first externship placement. Students with a grade of "C" in coursework will need approval of the Clinic Director and Graduate Coordinator prior to being approved for externship placement. Students with a grade of "F" in coursework will need to repeat the course and achieve a better grade before being approved for an externship placement. Remember that only two courses and only one clinic may be repeated (and only one time) during the program.
2. Students must have a cumulative GPA of 3.25 or higher before beginning the externship, and they must have completed four clinical practicum courses (SPLP 661 two times, 662, 663) with a grade of B or higher.
3. Students must have passing scores on the Technical Standards and Professional Dispositions Assessment.
4. Students must have successfully completed any remediation plans put into place to address deficiencies.

For students in the early admission program to be eligible to participate in the **second externship**, students must be currently enrolled in the SLP graduate program and must meet the following requirements:

1. Students must have successfully completed all additional didactic graduate coursework. Students must have a grade of B or better in SPLP 664. Students with a grade of "C" in coursework will need approval of the Clinic Director and Graduate Coordinator prior to being approved for externship placement. Students with a grade of "F" in coursework will need to repeat the course and achieve a better grade before being approved for an externship placement. Remember that only two courses and only one clinic may be repeated (and only one time) during the program.
2. Students must have a cumulative GPA of 3.25 or higher before beginning the second externship, and they must have completed all five clinical practicum courses (SPLP 661 two times, 662, 663, 664) with a grade of B or higher.
3. Students must have passing scores on the Technical Standards and Professional Dispositions Assessment.
4. Students must have successfully completed any remediation plans put into place to address deficiencies.

For more information regarding Office of Graduate Education and Academic Planning Policy on grading, view the Graduate Catalog: [www.iup.edu/gradcatalog](http://www.iup.edu/gradcatalog)

## Policies and Procedures for External Placements

All external clinical placements for graduate students in speech-language pathology must meet the following requirements:

- Be governed by a valid affiliation agreement.
- Have the clinical population and personnel to provide an appropriate clinical educational experience,
- Meet the educational needs of each student assigned to that site.

The IUP SLP program uses the following procedures to ensure that we meet these requirements.

### Student and Clinic Director Roles in External Clinical Site Assignments

Between the Fall and Spring Semesters, the clinic director will e-mail all first-year graduate students who are eligible for internships the following fall. Attached to the e-mail will be the "Internship in Healthcare Organizations" and the "Internship in Schools" documents, which outline the expectations of the intern, as well as specific restrictions with

respect to placements. Students also will receive the Internship Placement Preference Form. This form is used to gather information regarding each student's desired experience. By signing the bottom of the Internship Placement Preference Form, the student attests that they have read the "Internship in Healthcare Organizations" and the "Internship in Schools" documents and agree to comply with the information contained therein upon placement. Once a student's placement has been confirmed, the student will sign and upload a copy of the "Internship in Healthcare Organizations" and the "Internship in Schools" documents to Typhon and will attest that they have read the affiliation agreement for their assigned site.

While efforts will be made to accommodate individual preferences for location (general or specific), supervisor, etc., the priority is providing the student with high-quality internship placements, tailored to the student's desired experiences. The Internship Placement Preference Form **MUST** be returned to the Internship Coordinator by the date specified within the e-mail.

### **Clinic Director Process for Selecting External Sites**

The clinic director collects information regarding the sites/supervisors following each semester that the site/supervisor accepts an intern. Information is obtained from a variety of sources to include (but not limited to) the following:

- Site surveys (completed by interns placed at that site),
- Faculty supervisors who interact with the site supervisors throughout the semester for internship visits and follow-ups,
- Typhon data regarding types of experiences and hours obtained,
- Direct interaction with supervisors.

The clinic director reviews this information to determine appropriateness for continued use of the site and/or supervisor. If concerns are identified through any mechanism for obtaining data, the clinic director and faculty supervisors will work with the site and site supervisor to improve areas of concerns. If areas of concern persist, the clinic director will make note of concerns on the confidential section of Typhon and move the site to 'Hidden' or 'Inactive' so that it is no longer visible to students.

### **Clinic Director Process for Seeking New External Sites**

For students interested in completing internships at a location for which there is not already a current affiliation agreement in place through the program or university, students should provide the name of the health system, organization, district, etc. to the clinic director. The clinic director will review the site for suitability for student placements, which will include requesting information from potential site supervisors, i.e., are they eligible to supervise, have they supervised previously, how long it has been seen they have supervised, have they completed required supervisor training, etc. Additionally, the clinic director will research information regarding the facility to determine suitability for student internships. Data will include but not be limited to:

- The number of Centers for Medicare and Medicaid Services (CMS) claims against the facility,
- The number of founded claims,
- The CMS Quality Rating.

If deemed to be a suitable location, the clinic director will request to initiate an affiliation agreement with the entity. Final determination for placing a student at a new site will be dependent on obtaining an affiliation agreement with the location. Students requesting placements outside of PA are strongly encouraged to communicate with the clinic director early in the internship process.

Internship placements are made at the availability and discretion of the clinic director and as dictated by availability. Any and all questions or concerns should be directed to the clinic director/internship coordinator.



## Degree Completion

*SPLP-MS students must meet the 52 credit degree requirements as outlined above, including the clinical practicum requirements for the Certificate of Clinical Competence in Speech-Language Pathology.* Students must complete their degree within five years of their first enrollment in classes. Students are responsible for knowing the requirements of the program, keeping their own records, monitoring their own progress toward degree completion, initiating contact with their advisor, and seeking advice and/or assistance as needed. Students will assume responsibility for checking and rechecking clinical clock hours and be knowledgeable regarding their progress toward completion of the required clinical hours for graduation and application for certification through ASHA.

Graduate students apply for graduation through [MyIUP](#). Graduate students are required to apply for graduation by the established deadline dates:

- May Graduation: April 1
- August Graduation: April 1
- December Graduation: November 1

For more information:

- View the Graduate Catalog: [Indiana University of Pennsylvania - Modern Campus Catalog™ \(iup.edu\)](#)
- [Graduate Students: How to Apply for Graduation - University Commencement Ceremonies - IUP](#)

## Thesis Completion

The speech-language pathology program has an optional thesis for any student pursuing the M.S. degree. Students electing the thesis option will consult with program faculty as early in the program as possible to identify an appropriate thesis advisor (i.e., faculty member with the needed expertise and time to devote to the student). Selecting the thesis option early in the program will increase the likelihood of completing the thesis in a timely manner. After identifying a thesis advisor, the student will request the participation of two additional program faculty willing to serve on the thesis committee. IUP faculty from outside of the program, if appropriate, may also be requested to join the committee. Students should review the IUP guidelines and timelines for completing various thesis components. Upon completion of the thesis, students must complete an oral defense. Thesis defenses are open to students and faculty from the program.

## Evaluation Outcome for a Thesis

Upon completion of the thesis defense, the committee members will meet privately and decide whether the student passes the defense or passes with designated revisions (in both situations the committee will sign off on the thesis at that time). If the student must revise and resubmit the thesis, the committee members requiring the revisions will sign off on the thesis following successful revision. If the student fails the defense, he or she may withdraw from the thesis process and graduate if all other program requirements have been met. Otherwise, the student must either redo the thesis and resubmit or otherwise complete the degree requirements (typically, completing the seminar credits for which the thesis was to substitute)

**For students admitted after Fall 2017** – Dissertation and thesis credits will be assigned Pass or Fail as the final evaluation outcome for the taken credits and carry no quality points weighted towards a student's CGPA.

**For students admitted prior to Fall 2017** – Dissertation and thesis credits will be assigned a letter grade as the final evaluation outcome for the credits taken and carry quality points weighted towards a student's CGPA for the number of dissertation credits required for the program. "Extended" dissertation credits are not calculated into a student's CGPA.

For more information, view the Graduate Catalog: <https://catalog.iup.edu/index.php>

## University Policies and Procedures

**University policy is the baseline policy.** Programs may have policy that is more stringent than the University baseline policy; however, not less stringent than the University baseline policy. For questions regarding this statement, please contact [Program Coordinator] or the Office of Graduate Education and Academic Planning.

### Academic Calendar

View the IUP Academic Calendar: [www.iup.edu/news-events/calendar/academic/](http://www.iup.edu/news-events/calendar/academic/)

**The following university and graduate policies can be found at** <https://catalog.iup.edu/index.php>

- Academic Good Standing
- Academic Integrity
- Bereavement-Related Class Absences
- Continuous Graduate Registration for Dissertation and Thesis
- Grade Appeal Policy
- Graduate Fresh Start Policy
- Graduate Residency Requirement
- Leave of Absence Policy
- Time Limitations
- Time-to-Degree Masters/Doctoral Dismissal Appeal Policy
- Time-to-Degree Extensions for Master's Thesis and Doctoral Dissertation
- Transfer of Credits Policy

### Retention of Records

IUP's policy on retention of records requires that different types of records be retained for certain periods of time. Specific information on how long records will be retained at the university can be found on the following IUP website by downloading the "Retention of University Records Policy": <https://www.iup.edu/humanresources/policies/right-to-know-policy/>

The university retains students' academic records permanently. Most types of student records related to enrollment, disciplinary actions, financial aid, and graduation are retained for 5 years from last date of enrollment. Medical records are retained for 7 years from last date of enrollment. See the full document for all the different types of records.

The speech-language pathology program currently retains records within our department for 3 years from last date of enrollment. Students can access and download documentation of their clinical clock hours on the Typhon system before their subscription expires (usually several years after graduation). Our program will not retain physical records beyond the IUP requirement.

## Research

Research grants are available to encourage and support graduate students as they undertake research and creative projects that will contribute new insights in their chosen academic field. Two grant competitions are held annually. Funds are also available for graduate students presenting scholarly papers (all disciplines) or creative works (fine arts) at professional meetings. Funding is distributed on a first-come, first-served basis.

Graduate Catalog: <https://catalog.iup.edu/index.php>

Research and Innovation: [www.iup.edu/research/](http://www.iup.edu/research/)

Applied Research Lab (ARL): <https://www.iup.edu/arل/index.html>

## Appendices

### Appendix A: MS in SLP Advising Sheet

#### Master of Science in Speech-Language Pathology Academic Advising Sheet for ASHA CCC & PDE Certification

<b>IUP REQUIREMENT (write in equivalent course if taken elsewhere)</b>	<b>Min./ actual cr.</b>	<b>When taken?</b>	<b>Grade</b>
<b>BASIC MATH &amp; SCIENCE COURSES</b> (C or better required)			
BIOL104 <u>Human</u> Biology	3		
CHEM____, PHYS____	3		
MATH217 Probability & Statistics	3		
PSYC101 General Psychology (or other social sciences)	3		
PSYC215 Developmental Psychology	3		
SOC____, ANTH____, PSYC____, PLSC____ (or other social sciences)			
<b>BASIC HUMAN COMMUNICATION AND SWALLOWING</b>			
SPLP311 Audiology & Aural Rehabilitation	4		
SPLP251 Anatomy & Physiology of Speech and Swallowing	4		
SPLP123 Phonetics & Language	4		
SPLP242 Speech & Hearing Science	3		
ECED 250 <u>or SPLP 334</u> Language Development	3		
SPLP342 Neuroscience	3		
<b>Basic Human Communication and Swallowing Subtotal:</b>	<b>18</b>		
<b>DISORDERS AND DIFFERENCES: NATURE, PREVENTION, ASSESSMENT, &amp; INTERVENTION</b>			
<b>Undergraduate</b>			
SPLP111 Introduction to Communication Disorders	3		
SPLP310 Observation in Communication Disorders	2		
SPLP345 Articulation and Language Disorders	3		
SPLP408 Organic Disorders	3		
SPLP412 Professional Practices	3		
<b>Disorders and Differences/Undergraduate Subtotal:</b>	<b>17</b>		
<b>Graduate</b>			
SPLP610 Pediatric Speech & Language Disorders 1	3		
SPLP611 Pediatric Speech & Language Disorders 2	3		
SPLP614 Swallowing Disorders	3		
SPLP616 Fluency and Motor Speech Disorders	3		
SPLP618 Voice Disorders	3		
SPLP632 Neurogenic Communication Disorders	3		
SPLP635 Seminar in Communication (AAC)	3		
SPLP635 Seminar in Communication (Autism)	1		
SPLP641 Pediatric Feeding and Swallowing	3		
SPLP642 Cancer & Congenital Disorders	2		

SPLP643 Counseling in CSD	1		
SPLP661 Treatment Clinic	2		
SPLP661 Treatment Clinic (repeats)	2		
SPLP662 Diagnostic Clinic	3		
SPLP663 Hearing Clinic	1		
SPLP664 Simulation Clinic	1		
SPLP796 Internship: Pediatric	6		
SPLP798 Internship: Adult	6		
<b>Disorders and Differences /Graduate Subtotal:</b>		<b>47</b>	
<b>PROFESSIONAL ISSUES, CREDENTIALS, AND ETHICS</b>			
SPLP644 Professional Issues	2		
<b>Professional Issues Subtotal:</b>		<b>2</b>	
<b>RESEARCH PRINCIPLES</b>			
SPLP 615 Evidence-based Practice in SLP	3		
SPLP795 Thesis (optional)	3		
<b>Research Subtotal:</b>		<b>3</b>	
<b>PRAXIS II EXAM FOR CCC, PA LICENSE, &amp; PDE (TEST CODE)</b>	<b>Passing Score</b>	<b>Actual Score</b>	
Speech-Language Pathology (5331)	162		
Program Comprehensive Exam	80%		

## Appendix B: Remediation Plan Template

### IUP Speech-Language Pathology Program

\_\_\_ Initial Plan

\_\_\_ Follow-up

\_\_\_ Final Review

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty Member: \_\_\_\_\_

Banner ID: \_\_\_\_\_

#### Identified Areas of Concern:

1.
2.
3.

#### Remediation Plan and Schedule:

Specific Behavioral Objectives	Method of Remediation	Target Date	Met? Yes/No (and date)
1.			
2.			
3.			
4.			

Faculty Responsible for Monitoring Remediation Plan: \_\_\_\_\_

Date of Next Review (if applicable): \_\_\_\_\_

Progress since last review (if applicable): \_\_\_ Sufficient \_\_\_ Insufficient

Other steps taken to remediate concerns:

Student Review Committee Comments and Recommendations:

Student Comments:

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Committee Member Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Committee Member Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Committee Member Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Department Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Source: Used with permission from IUP Counseling Program)

## Appendix C: Graduate Assistantship Guidelines & Performance Review Criteria

### GRADUATE ASSISTANTSHIP ELIGIBILITY:

To be eligible for a graduate assistantship, students must:

- Be fully matriculated into a degree-seeking IUP graduate program.
- Maintain full-time enrollment as agreed upon at the time of graduate assistantship agreement signature.
- Achieve and remain in good academic standing as per the Good Academic Standing Policy per the Graduate Catalog. This is a baseline requirement.

### GRADUATE ASSISTANTSHIP OFFERS:

The graduate coordinator will contact you if you are being offered a graduate assistantship. After this initial contact, you can expect the Office of Graduate Education and Academic Planning to begin the awarding process—please check your IUP e-mail account regularly.

**Office of Graduate Education and Academic Planning E-mail 1:** The Office of Graduate Education and Academic Planning will e-mail your offer in the form of a Graduate Assistantship Agreement and position overview. The agreement will outline terms and conditions and will state a deadline by which you must return your agreement with your signature. The position overview will outline the tasks and duties of the position.

**Office of Graduate Education and Academic Planning E-mail 2:** The Office of Graduate Education and Academic Planning will confirm receipt of your signed Graduate Assistantship Agreement. You will receive an e-mail from [donotreply@neogov.com](mailto:donotreply@neogov.com) to your campus email address with a subject of "Activate Your NeoGov PE user account." This e-mail contains an activation link valid only for five days. Follow the link to activate your account to begin the process of obtaining three background clearances. The required clearances related to PA Act 135 and IUP's background investigation checking policy are:

- Act 34 - Pennsylvania State Police Criminal Background Check (SP4-164)
- Act 151 - Pennsylvania Child Abuse History Clearance Form (CY-113)
- Act 114 - Federal (FBI) Fingerprint Criminal Background Check (Criminal History Report)

**Office of Graduate Education and Academic Planning E-mail 3:** The Office of Graduate Education and Academic Planning will send a final e-mail clearing you to begin working as a graduate assistant (GA). This e-mail will include a checklist of tasks to complete before your first day of work as a GA.

All e-mail correspondence will go to your IUP e-mail account from [graduate-assistantships@iup.edu](mailto:graduate-assistantships@iup.edu). Please make sure your IUP e-mail account is active, and that you are frequently checking your e-mail immediately after admission into a graduate program.

### GRADUATE ASSISTANTSHIP RESPONSIBILITIES:

You can expect opportunities to advance your professional preparation while enhancing your academic experience. Academics and scholarly achievement are the top priority. As such, graduate assistantships are rewarding and beneficial educational experiences that include prospects for supporting instruction, research, networking, programming, providing valuable university services and resources, as well as learning new skills and improving others.

Graduate assistants are guided and supervised by scholarly faculty and university staff dedicated to providing a valuable learning experience. At the same time, graduate assistants are beneficial to the functioning of academic and student service units.

#### **GRADUATE ASSISTANTSHIP SCHEDULES:**

Graduate assistants will be oriented to their roles during the first week of classes. Each GA is expected to establish a weekly meeting time with their assigned supervisor, track and complete assigned tasks, report to their supervisor when each task is completed, and request additional work to reach their 10-hours each week. The program has a GA schedule to staff the GA office so that faculty can avail themselves of your services and undergraduate students can reach out for study support.

Your Graduate Assistantship is a job; you will be expected to establish regular work hours, report to work on time, and complete work assignments effectively. Graduate assistants are not required to work during university authorized breaks/days off or during final exam days.

#### **GRADUATE ASSISTANTSHIP PERFORMANCE REVIEW:**

Assessment of GA's performance will be completed two times during each semester. It is expected that the GA will meet or exceed expectations on 90% of the areas outlined below. In the event that the GA fails to maintain these high standards, remediation will be initiated by the assigned faculty/staff member with the expectation that the target level of performance will be achieved upon next review. In the event that the expected level of performance is NOT achieved following remediation/upon second review, the department faculty will consider ramifications, including revocation of the graduate assistantship. Similarly, a graduate assistantship may be lost in the event that the GA does not maintain good academic standing as per the Good Academic Standing Policy outlined in the Graduate Catalog.

0 = Below Expectation		1 = Meets Expectations		2 = Exceeds Expectations		N/A – Not Applicable	
During completion of all graduate assistant duties, the individual:							
1.	Exhibits respect/professionalism during interactions with faculty, staff, peers, and visitors.	0	1	2	NA		
2.	Communicates effectively and appropriately in person, by telephone, and in written form.	0	1	2	NA		
3.	Conforms to expected standards of dress, appearance, and public behavior.	0	1	2	NA		
4.	Demonstrates punctuality.	0	1	2	NA		
5.	Demonstrates personal and professional integrity.	0	1	2	NA		
6.	Completes all assigned tasks professionally and in a timely manner.	0	1	2	NA		
7.	Solicits feedback when necessary and acts on that feedback appropriately.	0	1	2	NA		
8.	Handles tasks and responsibilities assigned independently.	0	1	2	NA		
9.	Takes initiative – seeks/requests additional tasks when previously assigned ones are completed.	0	1	2	NA		



10.	Manages multiple tasks well and is organized.	0	1	2	NA
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Please add any additional comments relevant to assessment of the Graduate Assistant with respect to performance and disposition in the space below.

\_\_\_\_\_  
Faculty/Staff Signature

\_\_\_\_\_  
Graduate Assistant Signature

\_\_\_\_\_  
Date

\_\_\_\_\_

## Signature Page

My signature below indicates that I am responsible for reading and understanding the information provided and referenced in this department/program student handbook.

\_\_\_\_\_[please initial] I understand my program coordinator may share this document with the Office of Graduate Education and Academic Planning.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Submit to Dr. Lori Lombard by uploading on the D2L Advisement site within 10 days of enrollment in the SLP MS Program**

**The Speech-Language Pathology Program will keep this signed document on file.**