



Indiana University of Pennsylvania

IUP Graduate Program Handbook: M. S. in Speech-Language Pathology

Department of Communication Disorders, Special Education, and Disability Services

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Handbook Updated Fall 2019

Speech-Language Pathology Program
Department of Communication Disorders, Special Education, and Disability Services
203 Davis Hall
Department: 724-357-2450
Clinic: 724-357-2451

Program Website: <http://www.iup.edu/special-ed/grad/speech-language-pathology-ms/>

TABLE OF CONTENTS

Welcome 1

- Indiana University of Pennsylvania 1
- IUP’s Civility Statement 1
- Speech-Language Pathology Program 1
- Mission Statement and Program Objectives..... 2
- Faculty and Staff..... 3
- Student Complaint Procedures 6

Admission 7

Financial Assistance..... 8

- Graduate Assistantships..... 8
- Scholarships..... 8
- Travel..... 9
- Research grants 9

Academic Advisement..... 9

Campus Resources & Student Support 10

IUP Email 10

Graduate Student Assembly..... 11

Program and Degree 11

- M.S..... 11
- Certification / Certificates / Licensure 12
- Course Descriptions..... 12
- Transfer of Credits..... 14
- Policies and Expectations for Nondiscrimination 14
- Expectations for Ethical Behavior 14

Evaluation of Students 15

- Knowledge and Skills Acquisition 15
- Technical Standards and Professional Dispositions 15
- Remediation Plans..... 19
- National Examination in Speech-Language Pathology..... 21
- Timeline for Evaluation 21
- Academic Standing and Retention in the Program..... 21
- Clinical Practicum Privileges and Policies..... 23

Degree Completion 26

Thesis Completion 26

Evaluation Outcome for Thesis 26

University Policy and Procedure (See Graduate Catalog www.iup.edu/graduatestudies/catalog/) 27

- Academic Calendar..... 27

Academic Grade Appeal Policy.....	27
Academic Integrity	27
Academic Status and Satisfactory Academic Progress	27
Affirmative Action	27
Bereavement-Related Class Absences	28
Continuous Graduate Registration for Dissertation and Thesis	28
Graduate Fresh Start Policy.....	29
Graduation Graduate Residency Requirement Policy.....	30
Program Level Exams Appeal Policy.....	30
Retention of Records.....	xx
Reexamination Policy: Candidacy/Comprehensive Examination.....	31
Registration	31
Social Equity	31
Student Conduct.....	31
Time Limitation	31
Time-to-Degree Masters/Doctoral Dismissal Appeal Policy	31
Title IX Reporting Requirement.....	32
Transfer of Credits.....	32
Research Support	34
Student Rights and Responsibility.....	34
Appendices	34
Appendix A: MS in SLP Academic Advising Sheet for CCC and PDE Certification	35
Appendix B: Technical Standards and Professional Dispositions.....	38
Appendix C: Remediation Plan Template	40
Appendix D: Graduate Assistant Guidelines and Performance Criteria	42
Signature Page.....	45

Welcome!

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 them 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, child care 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: <https://www.iup.edu/middlestates/>

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.

Speech-Language Pathology Program

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, and only a few pursued the graduate training that led to the American Speech-Language-Hearing Association's (ASHA's) 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 (hospitals, rehabilitation centers, 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.

The IUP Speech-Language Pathology Master of Science program seeks to ensure 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.

**ADD SOMETHING HERE ABOUT WHO AUTHORIZES US TO PROVIDE THE SLP PROGRAM

Vision & Mission Statements

The IUP Speech-Language Pathology and Audiology 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
- Impel 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: <https://www.iup.edu/about/iup/vision-mission/>. 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.”

Program Objectives

The objectives of the MS program in Speech-Language Pathology are derived from the 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology (including revisions in 2016) and can be accessed at the following website: <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>. 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. Demonstrate professional and ethical conduct in clinical practice.

Faculty and Staff

Jill Brady, PhD, CCC-SLP
Associate Professor
Office: Davis Hall, Room 211
E-mail: jill.brady@iup.edu
Office Phone: 724-357-5676

Erin Clark, M.S., CCC-SLP
Clinic Director
Office: Davis Hall, Room 264
E-mail: eclark@iup.edu
Office Phone: 724-357-2451
Kacey Cowburn, M.S., CCC-SLP

Clinical Instructor

Office: Davis Hall, Room 223

Email: K.B.Porter@iup.edu

Office Phone: 724-357-2451

Tamara Miller-Leeper, MS, CCC-SLP

Clinical Instructor

Office: Davis Hall, Room 205

Email: tmleeper@iup.edu

Office Phone: 724-357-2451

Lori Lombard, Ph.D., CCC-SLP

Professor

Office: Davis Hall, Room 437

E-mail: llombard@iup.edu

Office Phone: 724-357-1365

Lisa Hammett Price, PhD, CCC-SLP

Professor and Program Coordinator

Office: Davis Hall, Room 204

E-mail: lprice@iup.edu

Office Phone: 724-357-5687

Vickie E. Johnson

Department Administrative Assistant

203 Davis Hall

724-357-2450

Celia Barber

Clinic Secretary

263 Davis Hall

724-357-2451

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 and her M.S. degree in speech-language pathology from Indiana University of Pennsylvania in 2000. She has taught undergraduate speech-language clinic, graduate level diagnostic methods/clinic, and hearing clinic. She has also provided supervision to students while on internships. Ms. Cowburn brings 18 years of experience providing SLP services in school-based and private practice settings, and she brings expertise in the areas of language and literacy development, autism and developmental disabilities, and methods of clinical instruction for students in training. She holds both the CCC-SLP through ASHA as well as a PA State license in speech-language pathology. She is active in the local community

Tamara Miller-Leeper earned her B.S. Degree in communication disorders from The Pennsylvania State University and her M.S. degree in speech-language pathology from IUP. She joined the faculty in 2019 as a clinical supervisor. She holds a Commonwealth of Pennsylvania License, Pennsylvania Educational Specialist Certificate and a Certificate of Clinical Competency in speech-language pathology. Ms. Leeper has experience providing services in a variety of settings including acute care, outpatient rehab, skilled nursing, private practice and schools. She currently supervises advanced clinical practicum and teaches observation in communication disorders. Her areas of interest include pediatric articulation and language disorders, service delivery models in the school system and pragmatic language and executive functioning in clients with high functioning autism. She is currently pursuing her doctorate from Rocky Mountain University of Health Professions.

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 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 focuses 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. Dr. Price joined the faculty at IUP in 2007 and currently serves as program director. She has taught courses in language disorders, augmentative and alternative communication, research design and statistics, pediatric motor speech 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 in 2017, and a Senate award for teaching excellence in 2017.

Student Complaint Procedures

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 Communication Disorders, Special Education, & Disability Services
Dean, College of Education and Communication (if you are an undergraduate) or
Dean, School of Graduate Studies and Research (if you are a graduate student)
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

Email accreditation@asha.org

Admission

- The Graduate Admissions Committee will review applicants for admission who provide 1) GRE scores, 2) an undergraduate degree with a GPA of 3.0 or higher, 3) prerequisite coursework in speech-language pathology, 4) two letters of recommendation, 5) a written response to the provided prompt, and 6) either an interview with the program's admissions committee or an uploaded video demonstrating oral skills. Applicants must also meet the program's technical standards and professional dispositions (See details later in the handbook).
- Due to the competitive nature of graduate admissions, preference is given to applicants who have an undergraduate degree in communication disorders with a GPA of 3.6 or higher, Verbal and Quantitative GRE scores of 145 or higher and 3.5 or higher for Writing, strong letters of recommendation from academic faculty in communication disorders, and excellent communication skills during the interview or uploaded video.
- Applicants must have completed undergraduate pre-requisite courses or content equivalent to the courses listed on the advising sheet in Appendix A. Essential undergraduate courses with a letter grade of "C" or below will be considered as a content deficiency. Students entering with a grade of "C" in a course may begin their program with a remediation plan to ensure adequate knowledge and skills in the deficient content area. Applicants who are missing pre-requisite content may enroll in undergraduate courses before applying to the graduate program. The program director can assist in advising students regarding specific circumstances. Documentation of 25 hours of supervised observation and criminal history and medical clearances must also 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 of 600 paper-based TOEFL, 100 internet-based (iBT), or 6.5 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.

Graduate Admissions: 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/graduatestudies/catalog/

Financial Assistance

Graduate Assistantships

- The program currently provides up to eight half time assistantships to full time students during the first year of study. See Appendix D for guidelines for performance review documents.
<http://www.iup.edu/admissions/graduate/financialaid/assistantships-and-scholarships/>

Scholarships

- Maude O. Brungard Speech-Language Pathology Fund – The late Dr. Maude O. Brungard, a retired faculty member from the College of Education, bequeathed money to the Foundation for IUP to support an endowed scholarship for students in the speech-language pathology program. Applications are sought during Spring semester each year.
- 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.
- College of Education & Communications – The College has a number of general and specific scholarships that speech-language pathology students may be eligible for. Students should complete the general scholarship application on the COEC website (usually by March, however, check for deadlines). By filling that out, you are automatically submitted for all the scholarships for which you are eligible. Scholarships that appear as separate applications require additional materials, such as letters of recommendation or essays. For those, you must complete the additional requirements in order to be considered. Listed below are some scholarships you may be eligible for.
 - Marion B. Welsch Memorial Scholarship
 - APSCUF Scholarship
 - IUP Ambassadors Scholarship
 - Aramark Scholarship
 - Fitz Dixon Memorial Scholarship
 - Highmark Healthcare Scholarships for Rising Juniors
 - Momentum, Inc. Healthcare Scholarship
 - PSECU International Education Scholarship
 - Dr. Howard B. Buterbaugh Scholarship Fund
 - Margaret M. Patton Foundation Scholarship
 - Martha S. Scheeren Scholarship
 - Senior Class Scholarship Award

- Foundation for IUP Community Volunteer Service Award

Travel

Funds are available for graduate students presenting scholarly papers (all disciplines) or creative works (fine arts) at professional meetings. Doctoral and master's students may apply for up to \$750 in funding for the fiscal year and funds are distributed on a first-come, first-served basis. See the [application and instructions for doctoral students](#) or the [application and instructions for master's students](#).

Research Grants

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. The maximum amount of the grant that students may receive in support of their research project, creative project, thesis, or dissertation research is \$1,000 per year. Two grant competitions are held annually. See the SGSR website for competition due dates and guidelines.

Office of Financial Aid: www.iup.edu/financialaid/

Academic Advisement

The advisor assigned to a cohort of students will advise those students through graduation, assisting 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. Advising 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.

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 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; currently being revised to reflect 2017 ASHA standards revisions)

Campus Resources & Student Support

The School of Graduate Studies and Research: www.iup.edu/graduatestudies/

Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Office of the Bursar: www.iup.edu/bursar/

Office of the Registrar: www.iup.edu/registrar/
Disability Support Services: www.iup.edu/disabilitysupport/
IUP Campus Library: www.iup.edu/library/
MyIUP: www.iup.edu/myiup/
Applied Research Lab: www.iup.edu/arl/
IT Support Center: www.iup.edu/itsupportcenter/
Veterans and Service Members: www.iup.edu/itsupportcenter/
IUP Writing Center: www.iup.edu/writingcenter/
IUP Career and Professional Development Center <http://www.iup.edu/career/>
IUP Parking Services and Visitor Center <http://www.iup.edu/parking/>
University Police <http://www.iup.edu/police/> | 724-357-2141
Crisis Intervention 24/7 Hotline: 1-877-333-2470

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 www.iup.edu/itsupportcenter/howTo.aspx?id=23401 to learn more about setting up this account. For more information regarding University policy on email communication, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

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 for more information.

Program and Degree

Master's 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 51 credit hours is required for degree completion.

Required Courses:

GSR 615	Elements of Research	3 cr.
SPLP 604	Diagnostic Methods	3 cr.
SPLP 610	Speech Sound Disorders	3 cr.
SPLP 614	Neuropathologies of Speech and Swallowing	3 cr.
SPLP 616	Stuttering	3 cr.

SPLP 618 Voice	3 cr.
SPLP 630 Language Disorders of Children	3 cr.
SPLP 632 Neurological Communication Disorders	3 cr.
SPLP 635 Seminar in Communication (1-3 cr. each):	9 cr.
- Augmentative & Alternative Communication	
- Cleft Palate – Head & Neck Surgery	
- Audiology	
- Counseling	
- Professional Issues	
SPLP 661 Advanced Clinical Practicum (2 cr., repeat once)	4 cr.
SPLP 662 Diagnostic Clinic	1 cr.
SPLP 663 Hearing Testing Clinic	1 cr.
SPLP 681 Special Topics: Simulation (elective)	1 cr.
SPLP 796 Internship in Healthcare Organizations	6 cr.
SPLP 798 Internship in Schools	6 cr.
<i>SPLP 795</i> Thesis (Optional, may substitute for 3 cr. of seminar)	3 cr.

It is assumed that students in this program will be enrolled on a full-time basis; part-time study is not recommended. Expanding one's knowledge involves more than the accumulation of credits or the learning of isolated facts. It includes the development of a coherent understanding of an area. Although an area of knowledge may be divided into courses to provide efficient means of teaching, it is important for each student to tie together these artificially separated units to develop an understanding of how the parts are related. It is generally recognized that a good portion of learning and understand is gained outside the classroom in informal interactions with mentors, peers, and others. This especially applies to graduate learning. Taking these factors into account, the program strongly recommends that students plan to attend on a full-time basis.

Part-time study is rarely allowed, but to achieve part-time status each case must be reviewed individually and only approved under special circumstances. The Graduation Coordinator, Program 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 full years of 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 must complete a missing prerequisite course, a physical science or math required by ASHA; students who require a remediation plan to address deficiencies; students who experience a medical issue).

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 604 Diagnostic Methods 3 cr.

Evaluation of tests and techniques of diagnosis of speech and language disorders; interpretation of results and planning appropriate, subsequent case management. Interviewing techniques appropriate to case history taking. Writing of diagnostic and case-history reports.

SPLP 610 Speech Sound Disorders 3 cr.

Linguistic approach to articulatory process and analysis of misarticulation as symptoms of language dysfunction; variables related to articulatory mastery; programmed, traditional, and sensory-motor methods of modifying articulatory behavior.

SPLP 614 Neuropathologies of Speech and Swallowing 3 cr.

The evaluation, treatment, and prevention of disability in oropharyngeal dysphagia and motor speech disorders, both developmental and acquired. The team approach to management is emphasized.

SPLP 616 Stuttering 3 cr.

Nature and causes of stuttering. Emphasis on diagnosis and management. Counseling and learning theory application as two main approaches to treatment. Consideration of the person as a stutterer. Review of pertinent and recent research topics.

SPLP 618 Voice 3 cr.

Scientific principles of voice production and modification with emphasis on physiology, pathologies, or malfunctioning which produce voice defects; relationship between disorders of voice and personality; diagnostic and therapeutic considerations for both organic and psychogenic disorders.

SPLP 630 Language Disorders of Children 3 cr.

Anatomical, physiological, psychological, neurological, and environmental factors related to language delay or disordered language acquisition. An inventory of language skills and means of fostering their development or compensating for inadequacies; a holistic versus specific approach to programs of remediation.

SPLP 632 Neurological Communication Disorders 3 cr.

Consideration of language, speech, and related problems resulting from neurological insult. Neurological dysfunction will be highlighted. Diagnosis and management of persons with aphasia,

agnosias, apraxias, and dysarthrias will be emphasized, as well as the role of the family in rehabilitation and family counseling.

SPLP 635 Seminar in Communication 1-3 cr. (6 credits required)

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 661 Advanced Clinical Practicum 2 cr.

Supervised practicum experience in the University Speech and Hearing Clinic with individuals exhibiting speech, language, and/or hearing dysfunction. Planning and administration of programs of therapy plus interviewing, diagnosing, counseling, and report writing.

SPLP 662 Diagnostic Clinic 1 cr.

Supervised practicum experience in performing in-depth diagnostic evaluations with individuals exhibiting any type of speech, hearing, or language dysfunction. Experience in taking case histories, conferring with patients, and report writing.

SPLP 663 Hearing Testing Clinic 1 cr.

Supervised practicum experience in performing audiological screening evaluations and other procedures.

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

SPLP 796 Internship in Healthcare Organizations 6 cr.

Supervised clinical experience in off-campus hospital settings with individuals exhibiting speech, language, and/or hearing dysfunction. Planning and implementing programs of therapy plus interviewing, diagnosing, counseling, and report writing. Prerequisites: Methodology and on-campus practicum courses, permission of graduate coordinator.

SPLP 798 Internship in Schools 6 cr.

Supervised clinical experience in school settings with individuals exhibiting speech, language, and/or hearing dysfunction. Planning and implementing programs of therapy plus interviewing, diagnosing, counseling, and report writing. Prerequisites: Graduate methodology, on-campus practicum courses, permission of graduate coordinator, and undergraduate Professional Education Sequence.

Transfer of Credits into the IUP Speech-Language Pathology Program

A maximum of 10 graduate credits taken at IUP prior to beginning a graduate program can be counted toward a graduate degree. Taking courses for graduate credit as an undergraduate or non-degree student does not ensure admission to the graduate program. In addition, non-degree students are not eligible to complete clinical practicum. The department will not guarantee acceptance of graduate academic credit taken at other universities to fulfill requirements in our program. Consistent with IUP policy, however, up to 16 graduate semester credits may be allowable for transfer if the course instructor, graduate admissions committee, and program director and/or

department chair approve them. 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.

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/social-equity/policies/>). We include statements in syllabi on the following topics.

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 in order to complete the requirements of your coursework successfully, please notify your instructor. You will need the Department of Disability Access and Advising Office (D²A²; 216 Pratt Hall; <http://www.iup.edu/disabilitysupport/>) 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 meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. 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 Department of Human Services (1-800-932-0313) and University Police (724-357-2141). Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: <http://www.iup.edu/social-equity/policies/title-ix/>

Our Program Diversity & Inclusion Statement. IUP has policies prohibiting discrimination based upon (including but not limited to) race, color, sex, religion, national origin, age, disability, sexual orientation or veteran's status. See IUP's non-discrimination statement (<https://www.iup.edu/social-equity/policies/statement-of-nondiscrimination-english/>). Faculty, staff, and students are expected to 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.

In our courses, I would like to create a learning environment that supports diversity of thoughts, perspectives and experiences, and that honors your identities (including but not limited to race, ethnicity, religion, national origin, gender, class, sexual identity, ability, age, language). To help achieve this, please let me know if you have a name or set of pronouns that you would like me 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" (<https://www.iup.edu/studentconduct/policies/iup-civility-statement/>). 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 something and get it to them anonymously. We want to be a resource for you and promote a positive climate within our classes and community.

Cultural Competence Activities Assignments: In order to promote development of cultural competence, the speech-language pathology and audiology faculty 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 one major course each semester during which you will be expected to complete/participate in two (2) activities that will help you learn more about various populations. Search for opportunities at IUP, near your home, or elsewhere (e.g., studies abroad, alternative spring break) that can help you broaden your knowledge about and comfort level with people who are different from you. Opportunities could involve volunteer activities, participation in clubs, attendance at cultural events, traveling, talking with residents at a nursing home, interviewing someone from a diverse background, anything that helps you gain experience. Seek to expand the variety of your experiences.

You will also turn in a reflection on the experience (no more than 1 page single-spaced). In that reflection, *briefly* describe the experience (what you did) but spend more time reflecting on what you learned, how it challenged you, what was uncomfortable, what surprised you, how the event helped you to be critical of ideas you grew up with, and how the experience helps prepare you to work as an SLP in education or healthcare settings.

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 (<https://www.asha.org/Code-of-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

(<https://www.iup.edu/graduatestudies/catalog/university-policies/academic-policies/academic-integrity-policy-and-procedures/>) (undergraduates see the policy outlined in the undergraduate catalog). 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 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, 2016.** 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 (<http://www.asha.org/code-of-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. (2016). *Code of ethics* [Ethics]. Available from www.asha.org/policy/.)

Expectations for Attendance

The expectations for this class 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 me 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 work place. 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

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 course of 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. 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.

Successful completion of courses and clinics is defined in the following ways. Clinical 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. No person will be granted a degree who has more

than one “C” grade in graduate courses in Speech-Language Pathology or Audiology, regardless of the number of credits for the course. In addition, only one course or clinic may be repeated (and only one time). Students who exhibit marginal/questionable performance or who are identified by faculty members as demonstrating weaknesses in any content/competency area will be asked to meet with their faculty advisor to develop a remediation plan. See below for more information on remediation plans.

Technical Standards and Professional Dispositions

In addition to mastery of academic content and clinical skills, students must also be able to perform the technical standards of a speech-language pathologist and demonstrate appropriate professional dispositions (see Appendix B) both during the graduate program and in the employment setting. Technical standards (also referred to as essential functions in the workplace) refer to physical, behavioral and social, and cognitive and intellectual abilities that are considered necessary for graduate students and professionals in the fields of audiology and speech-language pathology. The technical standards and professional dispositions also are rooted in the ASHA Code of Ethics (www.asha.org/code-of-ethics/), the Pennsylvania Speech-Language-Hearing Association Code of Ethics (<http://www.asha.org/code-of-ethics/>), the PA Code of Professional Practice and Conduct for Educators (<http://www.pacode.com/secure/data/022/chapter235/chap235toc.html>), and the Code of Ethics for the Speech-Language-Hearing Licensure Act for the State of PA (<http://www.pacode.com/secure/data/049/chapter45/chap45toc.html>). Therefore, students must be familiar with the contents of these documents. Everyone in our profession is expected to demonstrate “knowledge of standards of ethical conduct” (Standard IV-E). The ASHA Code of Ethics outlines 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. (2016). *Code of ethics* [Ethics]. Available from www.asha.org/policy/.)

The Technical Standards and Professional Dispositions include a range of abilities necessary for performing the job. It is recognized 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 challenges, whether those are related to a documented disability or not, and to become proactive on their own behalf in order 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 (D²A²; 216 Pratt Hall, 724-357-4067). 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 Speech-Language Pathology (SLP) Program expects all students to possess and be able to demonstrate the skills, attributes, and qualities set forth below, with reasonable accommodations for disabilities and without unreasonable dependence on technology and/or intermediaries (effective use of assistive technology may be used to meet these standards). The following technical standards and professional dispositions are consistent with ASHA's clinical knowledge and skill performance guidelines and the ASHA Code of Ethics:

Physical and Sensory Abilities:

- Participate in professional responsibilities and activities for up to four-hour blocks of time with reasonable accommodations for breaks.
- Move independently to, from, and within the work setting.
- Manipulate evaluation and intervention materials and laboratory equipment.
- Complete academic and client-related forms and paperwork (e.g., lesson plans, data collection forms, SOAP notes, reports).
- Provide a safe environment for others in responding quickly to emergency situations including fire, medical, or environmental emergencies and in application of universal precautions (e.g., standardized approach to infection control).
- Provide appropriate models of speech, language, and voice depending on the needs of various clients.
- Visually and auditorally monitor patient responses and materials. Possess the ability to observe both close at hand and at a distance.
- Make accurate judgments about speech and acoustic signals.
- Access transportation to all clinical and academic placements.
- Speech fluency and articulation, language production and processing skill, and the quality of voice and resonance must be adequately within functional limits (or can be accommodated) in order to provide professional services.

Behavioral and Social Attributes:

- Maintain composure and emotional objectivity in demanding situations.
- Be adaptable, possessing sufficient flexibility to function in new and stressful environments.
- Critically evaluate one's own performance, be forthright about errors, accept constructive criticism, and look for ways to improve academic and clinical performance.
- Communicate effectively and appropriately in person, by phone, and in written form by considering the communication needs and cultural values of the listener or reader.
- Understand and respect faculty and supervisory authority.
- Maintain appropriate professional behavior including punctuality, regular attendance, and prompt completion of responsibilities.
- Demonstrate compassion, integrity, and motivation in delivering professional services.

- Collaborate with other professionals.
- Comply with administrative, ethical, legal, and regulatory policies in various clinical and educational settings.
- Show sensitivity and respect for individuals from different sociocultural backgrounds (including differences in age, ability/disability status, racial and ethnic background, religion, SES, sexual orientation/gender identity).
- Conform to appropriate standards of dress, appearance, language and public behavior.
- 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:

- Demonstrate the mental capacity to learn and assimilate professional information, including the ability to comprehend oral and written professional literature and reports.
- Solve academic and clinical problems through critical analysis.
- Seek relevant case information, synthesize, and apply concepts and information from various sources and disciplines.
- Write discipline-specific papers and clinical reports in Standard American English at an appropriate level.
- Maintain attention and concentration necessary to complete clinical activities for up to four-hour blocks of time with one short break.
- Effectively manage the use of time and be able to systematize actions in order to complete professional and technical tasks with realistic constraints.

****Source:** These Technical Standards and Professional Dispositions were adapted and used with permission from the Missouri State University Communication Disorders Department document *Essential Functions of Speech-Language Pathologists*.

To this end, students' ability to meet the technical standards and professional dispositions will be evaluated at the following time points:

- 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.
- 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 "2014 Standards for Clinical Certification in Speech-Language Pathology Verification by Program Director" form, which is necessary for application for ASHA certification.

If deficits are identified, the faculty member observing the deficit will initiate the development of a remediation plan (see remediation process below). Students' performance on the technical

standards and professional dispositions will be used to guide decisions on (a) clinical externship placement options, and (b) the Graduate Coordinator or Program Director's ability to verify successful completion of all standards for clinical certification in speech-language pathology (specifically, answers to the questions on the form entitled "2014 Standards for Clinical Certification for Clinical Certification in Speech-Language Pathology Verification by Program Director"). Students must submit this form with their application for their Certificate of Clinical Competence from ASHA.

Violations of university policies will be referred to the appropriate university entity as follows:

- Academic integrity violations will be handled based on University Policies and Procedures, see <https://www.iup.edu/graduatestudies/catalog/university-policies/academic-policies/academic-integrity-policy-and-procedures/>
- Student conduct violations will be handled based on University Policies and Procedures, see <https://www.iup.edu/studentconduct/>
- HIPAA violations are considered an Academic Integrity issue and will be dealt with based on those University Policies and Procedures, see <https://www.iup.edu/graduatestudies/catalog/university-policies/academic-policies/academic-integrity-policy-and-procedures/>

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 C.

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 problematic behaviors that could have significant 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
- Unwillingness and/or inability to accept and use 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 2nd time
- Receiving additional feedback and/or assistance from a faculty member
- Recommendation that the student seek counseling services or disability support services

National Examination in Speech-Language Pathology

Prior to receiving their degree, students must pass 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. If a student does not attain a passing score prior to graduation, the student must pass comprehensive examination questions addressing the areas in which he or she scored below the average range on the National Examination. Comprehensive exam questions will be written by the faculty member whose expertise is most appropriate to that area of practice, and the student will compose a response to the question(s) and submit said responses to that faculty member. Responses will be evaluated by at least two faculty members to determine adequacy. Feedback will be provided to the student by email or other appropriate means within one week of submission.

Timeline for Evaluations

Evaluation	When Evaluation is Completed
KASA for ASHA Standards	<ul style="list-style-type: none"> • Every course and clinic every semester in the program
Technical Standards and Professional Dispositions	<ul style="list-style-type: none"> • 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. • 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 “2014 Standards for Clinical Certification in Speech-Language Pathology Verification by Program Director” form, which is necessary for application for ASHA certification.
National Exam in Speech-Language Pathology	<ul style="list-style-type: none"> • Taken during final semester in the program

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.
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 SGSR Repeat Policy will be enforced. 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. Only one course or clinic may be repeated, and only one time.
6. No person will be granted a degree who has more than one “C” grade in graduate courses in Speech-Language Pathology or Audiology, regardless of the number of credits for the 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 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 English speech production and English language skills and knowledge at the level necessary to provide appropriate clinical services to their clients/patients. ASHA Standards require communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others.**

It is necessary for student clinicians to model communicative behaviors that they are trying to help their clients/patients to develop. All entering students will be screened for use of English speech and language before they can be given clinical assignments. For oral communication, the student must demonstrate speech and language skills in English, which, at a minimum, are consistent with ASHA's most current position statement on students and professionals who speak English with accents and nonstandard dialects. For written communication, the student must be able to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence. Inadequate performance will result in a delay in clinical participation until adequate performance can be demonstrated. The staff of the appropriate clinic will make the decision about adequacy of demonstrated proficiency in English speech and language (spoken and written) for participation in clinical practicum.

- 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 is also considered a **privilege not a right**. To be eligible to participate in an 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 coursework and clinical practicum. Students must have grades of B or better in SPLP 661 (2 times), 662, and 663 in order to be approved for 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 one course or 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 4 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.

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, or 663.

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 more information regarding School of Graduate Studies and Research Policy on grading, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Degree Completion

SPLP-MS students must meet the 51 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: May 1
- August Graduation: August 1
- December Graduation: December 1

For more information, view the view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: <http://www.iup.edu/graduatestudies/>

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 or faculty from the program.

Evaluation Outcome for 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). Effective fall 2017 for students admitted and students admitted after, 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 more information, view the view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: <http://www.iup.edu/graduatestudies/>

University Policy and Procedure

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 Dr. Lori Lombard, Dr. Lisa Price, or the School of Graduate Studies and Research.

Academic Calendar:

View the IUP Academic Calendar: www.iup.edu/news-events/calendar/academic/

Academic Grade Appeal Policy

For Information regarding the Grade Appeal policy, view the Graduate Catalog:

www.iup.edu/graduatestudies/catalog/

Academic Integrity

For more information, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

The Source: A Student Policy Guide: www.iup.edu/studentconduct/thefsource/

Academic Status and Satisfactory Academic Progress

For information, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Affirmative Action:

Indiana University of Pennsylvania is committed to providing leadership in taking affirmative action to attain equal educational and employment rights for all persons, without regard to race, religion, national origin, ancestry, sex, physical handicap, or affectional or lifestyle orientation. This policy is placed in this document in accordance with state and federal laws including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 as well as federal and state executive orders. This policy extends to disabled veterans and veterans of the Vietnam era. Please direct inquiries concerning equal opportunity to: Office of the Provost, 205 Sutton Hall, 1011 South Drive, IUP, Indiana, PA 15705-1046 U.S.A.

Bereavement-Related Class Absences

For Information regarding the Bereavement-Related Class Absences policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Continuous Graduate Registration for Thesis

Effective fall 2017: Masters thesis students must adhere to the following Continuous Graduate Registration policy for Dissertation and Thesis:

*Following completion of course work, including internship or practicum; (excluding comprehensive exam or qualifiers) **all** doctoral and master's thesis students must be continuously enrolled for at least one credit of dissertation or thesis each semester (Fall and Spring) annually, through the graduation of the student or until the time limit is exceeded. There is no separation between completions of course work, internship or practicum and initiation of dissertation or thesis credit registration.*

Once the student has registered for the number of dissertation credits required by the program of study (typically nine or twelve), or the number of thesis credits required by their program of study (typically three to six), she or he must register for one dissertation or one thesis credit each semester (Fall and Spring) annually through the graduation of the student or until the time limit is exceeded (See Time Limitation Policy for doctoral or master's students). For this period, the student will be considered a full-time doctoral or masters student.

All dissertation and thesis credits will be pass/fail credits. Students must complete the minimum number of dissertation or master's thesis credits required by their program, but may take additional dissertation or thesis credits as is necessary to comply with the Continuous Graduate Registration for Dissertation and Thesis policy.

Until the dissertation or thesis is successfully defended, a grade of "R" will be assigned to each registered credit. Upon successful completion of the dissertation or thesis, the grade assigned by the dissertation or thesis director will apply to all registered dissertation or thesis credits.

Students must pay tuition and mandatory university fees for all credits (equal to the part-time mandatory fees), and may choose to pay the Wellness Fee.

For more information regarding School of Graduate Studies and Research policy on registration, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: <http://www.iup.edu/graduatestudies/>

Graduate Fresh Start Policy

A graduate student who has been separated from the university as a result of academic dismissal, including time-to-degree dismissal, may only apply for readmission to the University if the student has been separated from the university, for a minimum of two calendar years (24 consecutive months) from the date of dismissal. The request to be considered for readmission to the University must be into a graduate program, and readmission to the program from which the student was dismissed may not be sought. A student dismissed as a result of an academic integrity violation is barred from utilizing the Graduate Fresh Start Policy to request readmission.

Conditions for a Graduate Fresh Start Application

A graduate student may apply for a Graduate Fresh Start only if he/she meets all of the following conditions:

- he/she was academically dismissed, including time-to-degree dismissal from an IUP graduate program;
- he/she has been separated from the university for a minimum of two calendar years (24 consecutive months);
- he/she applies for readmission consideration to a graduate program at IUP, excluding the program from which the student was academically dismissed.

The graduate student must apply to the desired program through the standard Admissions process. Having reviewed the prior and intervening factors for evidence of potential for improved academic success, the program coordinator, after departmental review, may recommend to the Dean of Graduate Studies and Research that the student be readmitted to the University and admitted to the program. The Dean's decision is final and is not subject to appeal.

Conditions for a Graduate Fresh Start Record

All credits and grades for IUP course work taken before readmission under this Graduate Fresh Start Policy shall remain on the transcript. Upon readmission, a new cumulative (GPA) is established based on credits and grades earned from the date of readmission. Individuals may seek readmission to the University through the provisions of this policy only once.

Prior Record

The student's graduate record will be identified as a Graduate Fresh Start. No graduate credits earned from the program in which the student was dismissed are permitted to be transferred to the Graduate Fresh Start sought degree. Any other transfer credits must meet the IUP Transfer Credit Policy.

Students seeking a degree under the Graduate Fresh Start are not permitted to repeat a previously taken course from the program in which the student was dismissed and have it count towards improving the previous CGPA that was prior to readmission. Any course repeat(s) will be counted as a course taken under the Graduate Fresh Start and applied solely to the new degree sought and new cumulative GPA.

Academic Standards

A student who is readmitted under the provisions of the Graduate Fresh Start Policy shall be required to meet current degree requirements. He/she shall be academically reviewed under the policies published in the academic catalog at the time of re-matriculation. Students readmitted to the University under this policy and who were dismissed initially by exceeded time-to-degree requirements may not be granted extensions of time-to-degree requirements.

Graduation Graduate Residency Requirement Policy

For master's students, at least 2/3 of the credits meeting program requirements must be taken from the University offering the degree.

Note that these set the minimum number of credits that must be taken "in residence" and that universities can limit the number of hours that will be allowed to transfer into a graduate program.-

Active-duty service members who are graduate students will be handled on a case-by-case basis.

Exceptions are to be approved by the Office of the Chancellor's Division of Academic and Student Affairs.

Program Level Exams Appeal Policy

Appeals for Program Level Exams such as, candidacy, comprehensive, or qualifying examinations, are made to the Dean of the School of Graduate Studies and Research (SGSR) 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 Dean of the School of Graduate Studies and Research. Documentation of the

policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violations(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the Dean of the SGSR within 30 days of receipt of the outcome of the examination.

*Upon receipt of the written appeal to the Dean of the SGSR, the Dean 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 Dean of the SGSR may not be appealed.***

If it is found that policy/and/or procedure has been violated, the Dean of the SGSR 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.

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 most records within our department for 5 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. Our program will not retain physical records beyond the IUP requirement. Those documents will be shredded.

Reexamination Policy: Candidacy/Comprehensive Examination

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 School of Graduate Studies and Research Dean (or designee). Exceptions to this policy for programs can be made only with the approval of the School of Graduate Studies and Research.

Registration

<http://www.iup.edu/registrar/students/registration/>

For more information regarding registration and tuition billing, please contact the Office of the Bursar: www.iup.edu/bursar/

Social Equity

The Office of Social Equity: www.iup.edu/socialequity/

For more information regarding University policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Student Conduct

Policies from the Office of Student Conduct: www.iup.edu/studentconduct/policies/

(*IUP Email Communication Policy, Student Behavior Regulations, The Source, Student Rights and Responsibilities, etc.*)

Time Limitations

Masters students must complete degree requirements no later than five years from the date of earning or transferring credit, unless the period is extended through student petition.

Petitions are approved by the student's department and the dean of the School of Graduate Studies and Research.

For more information regarding School of Graduate Studies and Research policy on registration, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Time-to-Degree Masters Dismissal Appeal Policy

A student dismissed from a program because of time-to-degree expiration (see Time Limitations policy) can appeal the decision to the Dean of the School of Graduate Studies and Research (SGSR), based on policy and/or procedural violations. The appeal can be based only on policy/procedural violations.

*The appeal must be made in writing to the Dean of the School of Graduate Studies and Research. 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 Dean of the SGSR **within 30 days** of receipt of the dismissal letter.*

*Upon receipt of the written appeal to the Dean of the SGSR 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 Dean of the SGSR may not be appealed.***

If it is found that policy/and/or procedure has been violated, the Dean of the SGSR will rescind the dismissal.

- a. *Masters student time limitation (see Time Limitations policy) may be extended through student petition to the Assistant Dean of the SGSR. The program coordinator on behalf of the student, no later than the first day of the month of the student's time-to-degree expiration date, makes the request to the Dean (or designee) of the SGSR. The request must include justification for the extension. Official documentation to justify the request for the extension and the amount of time will be required by the Dean (or designee) of SGSR to support the request.*

Title IX Reporting Requirement

For more information regarding Title IX Reporting Requirement policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Transfer of Credits (Effective fall 2017) Policy

A student may transfer graduate credits from another institution, with Department approval, up to one third (1/3) of the required credits for the graduate student's program at IUP. These graduate courses must have been taken from a regionally accredited institution, within the past five years, and the grade earned must be a "B" or its equivalent or better. The time limitation rule and residency requirements pertain without modification to transfer credits.

Up to one third (1/3) graduate credits originally earned in one graduate program at IUP may be applied toward a different graduate program if: 1) the receiving department and 2) the School of Graduate Studies and Research both approve the credits as meeting degree requirements. These courses must have been completed within the past five years, and the grade earned must be a "B" or its equivalent or better.

The combination of transfer graduate credits earned at another institution and those earned at IUP may not exceed one third (1/3) of the total required graduate credits for the program.

To request transfer credits, the student must complete the Request for Graduate Transfer Credit Review form and follow the instructions listed on the form. A catalog course description or course syllabus must accompany the request. An official graduate transcript showing the

earned graduate credits must be provided by the school at which the credits were taken. To be considered official, the transcript must arrive in a sealed envelope bearing the official seal of the issuing institution. The request is reviewed in the School of Graduate Studies and Research and the academic department. After review, the student's program coordinator and the student are notified of the transfer decision.

It is strongly recommended that students seeking to transfer graduate credits from another institution while enrolled at IUP receive advance written authorization for credit acceptance from the School of Graduate Studies and Research and the academic department prior to enrolling in that course.

If graduate credits earned at another institution are approved for transfer, only the credit, not the grade or accompanying quality points, will appear on the student's IUP transcript.

Graduate credits earned at IUP that are approved for transfer to a second program will not be posted to the transcript a second time.

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. For example, students who transfer in 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 Elements of Research 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 in order to remediate the deficient skills. The process would then follow procedures for remediation plans outlined above (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.

For more information regarding School of Graduate Studies and Research policy on transfer credits, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/
Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: <http://www.iup.edu/graduatestudies/>

Research Support

Applied Research Lab: www.iup.edu/arl/

For more information, visit the website of the School of Graduate Studies and Research, click on *Research*: www.iup.edu/graduatestudies/

Student Rights and Responsibilities

For more information regarding student rights and responsibilities, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Appendices

Appendix A: MS in SLP Academic Advising Sheet for CCC and PDE Certification

Appendix B: Assessment of Technical Standards and Professional Dispositions of Speech-Language Pathologists and Audiologists

Appendix C: Remediation Plan Template

Appendix D: Graduate Assistantship Guidelines & Performance Review Criteria

**Appendix A: MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY ACADEMIC ADVISING SHEET FOR
CCC AND PDE CERTIFICATION**

<i>IUP REQUIREMENT (write in equivalent course if taken elsewhere)</i>	<i>Min./ actual cr.</i>	<i>When taken?</i>	<i>Grade</i>
BASIC MATH & SCIENCE COURSES			
BIOL104 General Biology II (C or better)	3		
CHEM _____, PHYS _____ or other physical science course (C or better):	3		
MATH217 Probability & Statistics	3		
PSYC101 General Psychology (or other social sciences)	3		
PSYC310 Developmental Psychology	3		
SOC _____, ANTH _____, PSYC _____, PLSC _____ (or other social sciences)			
BASIC HUMAN COMMUNICATION AND SWALLOWING			
SPLP222 Introduction to Audiology	3		
SPLP251 Anatomy & Physiology of Speech and Swallowing	3		
SPLP122 Clinical Phonology	3		
SPLP242 Speech Science: Theory and Measurement	3		
SPLP334 Language Development	3		
SPLP342 Neuroscience	3		
<i>Basic Human Communication and Swallowing Subtotal:</i>		18	
DISORDERS AND DIFFERENCES: NATURE, PREVENTION, ASSESSMENT, & INTERVENTION			
<i>Undergraduate</i>			
SPLP111 Introduction to Communication Disorders	3		
SPLP310 Observation in Communication Disorders I	1		
SPLP311 Aural Rehabilitation	3		
SPLP406 Articulation and Language Disorders	3		
SPLP408 Organic Disorders	3		
SPLP410 Observation in Communication Disorders II	1		
SPLP412 Organization and Administration of Speech and Hearing Programs (also for PDE cert.)	3		
<i>Disorders and Differences/Undergraduate Subtotal:</i>		17	
<i>Graduate</i>			
SPLP604 Diagnostic Methods	3		
SPLP610 Articulation	3		
SPLP614 Neuropathologies of Speech and Swallowing	3		
SPLP616 Stuttering	3		
SPLP618 Voice	3		
SPLP630 Language Disorders of Children	3		
SPLP632 Neurological Communication Disorders	3		
SPLP635 Seminar in Cleft Palate-Head and Neck	2		
SPLP635 Seminar: Audiology for the S-LP	1		
SPLP635 Seminar in Counseling	1		
SPLP635 Seminar in AAC	3		
SPLP661 Advanced Clinical Practicum	2		
SPLP661 Advanced Clinical Practicum (repeats)	2		
SPLP662 Diagnostic Clinic	1		
SPLP663 Hearing Clinic	1		
SPLP796 Internship in Healthcare Organizations	6		
SPLP798 Internship in Schools	6		
<i>Disorders and Differences /Graduate Subtotal:</i>		46	
PROFESSIONAL ISSUES, CREDENTIALS, AND ETHICS			
SPLP635 Seminar in Professional Issues	2		
<i>Professional Issues Subtotal:</i>		2	

RESEARCH PRINCIPLES			
GSR615 Elements of Research		3	
SPLP795 Thesis (optional)		3	
<i>Research Subtotal:</i>		3	
PRAXIS II EXAM FOR CCC, PA LICENSE, & PDE (TEST CODE)	Passing Score	Actual Score	
Speech-Language Pathology (5331)	162		

If SLP PRAXIS II exam not passed, date passed comprehensive exam: _____

8-26-16

Appendix B: ASSESSMENT OF TECHNICAL STANDARDS & DISPOSITIONS IN SPEECH-LANGUAGE PATHOLOGY & AUDIOLOGY

Student's Name _____ Date _____

0 = Below Expectations 1 = Meets Expectations 2 = Exceeds Expectations		A = Meets with Accommodations N = No opportunities for commentary				
Physical and Sensory Abilities						
1.	Physically able to manage essential functions with or without reasonable accommodations (i.e., participate in 4-hour blocks with a short break, move independently around the work setting, manipulate materials/equipment, complete required paperwork, provide safe environment in emergencies, apply universal precautions, access transportation to clinical and academic placements).	0	1	2	A	N
2.	Visual and auditory skills sufficient for monitoring patient responses and materials. Make accurate judgments about speech and acoustic signals.	0	1	2	A	N
3.	Speech, language, fluency, hearing, voice, and resonance are within functional limits or can be accommodated.	0	1	2	A	N
Behavioral and Social Abilities						
4.	Reflects on one's own learning and identifies areas for growth.	0	1	2	A	N
5.	Demonstrates attempts to improve from session to session, or assignment to assignment.	0	1	2	A	N
6.	Solicits feedback and acts upon feedback provided.	0	1	2	A	N
7.	Responds appropriately to criticism/feedback and uses it to improve skills.	0	1	2	A	N
8.	Demonstrates ability to maintain confidence, composure and maturity and be adaptable/flexible in classroom and clinical environments.	0	1	2	A	N
9.	Communicates effectively and appropriately in person, by phone, and in written form considering the needs and cultural values of the listener/reader.	0	1	2	A	N
10.	Exhibits appropriate facial responses. Has appropriate affect with instructors, supervisor and/or clients.	0	1	2	A	N
11.	Regularly attends class, clinic, and meetings; arrives on time and is well-prepared.	0	1	2	A	N
12.	Shows sensitivity and respect for individuals from different cultural backgrounds (including differences in age, ability/disability status, racial and ethnic background, religion, SES, sexual orientation/gender identity)	0	1	2	A	N
13.	Conforms to expected standards of clinical dress, appearance, and/or public behavior.	0	1	2	A	N
14.	Uses diplomacy with and exhibits respect for peers, instructors, and supervisors.	0	1	2	A	N
15.	Refrains from inappropriate use of electronic devices in or during clinic/class.	0	1	2	A	N
16.	Adheres to professional Codes of Ethics, including those of ASHA, PSHA, the Pennsylvania Codes for state licensure, and HIPAA.	0	1	2	A	N
Intellectual and Cognitive Abilities						
17.	Learns and assimilates information from a variety of sources.	0	1	2	A	N
18.	Solves academic and/or clinical problems through critical analysis.	0	1	2	A	N

19.	Takes initiative to find solutions and solve problems. Seeks guidance when needed.	0	1	2	A	N
20.	Seeks relevant information and is able to synthesize and apply it appropriately.	0	1	2	A	N
21.	Writes using Standard American English at an appropriate level.	0	1	2	A	N
22.	Maintains concentration and attention necessary for the profession (i.e., up to 4-hour blocks with a short break).	0	1	2	A	N
23.	Manages multiple tasks well; is organized.	0	1	2	A	N
24.	Works and handles responsibilities independently.	0	1	2	A	N
Total Technical Standards & Dispositions points and percentage:		/48		%		

Expectations for undergraduate students: Meets or exceeds expectations on 20 out of 24 items.

Expectations for graduate students: Meets or exceeds expectations on all 24 items AND achieves an overall percent of 85 or above on an average of scored items.

Add any additional comments or feedback related to the student's essential functions and professional dispositions assessment:

Appendix C: 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.
4.

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 D: 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 School of Graduate Studies and Research to begin the awarding process—please check your IUP e-mail account regularly.

SGSR E-mail 1: The School of Graduate Studies and Research 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.

SGSR E-mail 2: The School of Graduate Studies and Research will confirm receipt of your signed Graduate Assistantship Agreement. You will receive an e-mail from 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)

SGSR E-mail 3: The School of Graduate Studies and Research 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. Please make sure your IUP e-mail account is active and 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, GAs are beneficial to the functioning of academic and student service units.

GRADUATE ASSISTANTSHIP SCHEDULES:

Graduate assistants and their assigned faculty and university staff will establish a schedule for completing the ten-hour work commitment. Graduate assistants are not required to work during university authorized breaks/days off or during finals week.

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.

Graduate Assistant Performance Review

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 all 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 all 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

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 the Speech-Language Pathology student handbook.

_____ [please initial] I understand my program coordinator may share this document with the School of Graduate Studies and Research.

Print Name

Signature

Date

Submit to Dr. Lori Lombard by September 15 (students admitted in the Fall semester)

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