



IUP Graduate Handbook

M.S. in Speech-Language Pathology

Department of Communication Disorders, Special Education,
and Disability Services

Handbook Updated Fall 2020

Speech-Language Pathology Program
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INTRODUCTION

Welcome to the clinically-oriented MS in Speech-Language Pathology at IUP! Our program provides basic training for all clinical practice settings. Our graduates are trained to work across the lifespan—working with neonatal patients, infants and toddlers, school-age children and adolescents, young and middle-aged adults, and seniors. The program is designed to teach you the best practices to help 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.

Affirmative Action

www.iup.edu/gradcatalog

Title IX Reporting Requirement

www.iup.edu/gradcatalog

Student Conduct and Student Rights

www.iup.edu/studentconduct/policies/

www.iup.edu/gradcatalog

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.

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

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

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

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

The mission of our program aligns with the mission of our institution. IUP's mission can be found on the following website: <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.”

Our vision and mission guide the goals included in our current strategic plan (2018-2021), which can be found on our website (<https://www.iup.edu/special-ed/grad/accreditation/>).

Program Objectives

The objectives of the MS program in Speech-Language Pathology are derived from the 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology and can be accessed at the following website: <https://www.asha.org/certification/2020-slp-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. Understand and demonstrate professional and ethical conduct in clinical practice.

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

Erin Keller Clark earned her B.S. and M.S. degrees from IUP. She joined the faculty at IUP in 2017 as the Speech, Language, and Hearing Clinic Director. She brings 7 years of experience as an SLP in the

hospital setting with expertise in adult aphasia, dysphagia, brain injury, and dementia, and she is a certified VitalStim provider. She built the program at Fulton County Medical Center and then expanded it to include home health and outpatient adult and pediatric services. In addition, Ms. Clark has supervised a number of early career SLPs through their clinical fellowship year. Her professional interests include neurogenic communication disorders, administration and supervision, and the effects of hearing loss on childhood speech and language development.

Kacey Cowburn earned her B.S. Degree in communication disorders from The Pennsylvania State University 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 also active in the local community. She is currently pursuing her doctorate from Rocky Mountain University of Health Professions.

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. Her recent research is on methods for building cultural competence in students to prepare them to provide services to a diverse patient population. 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 IUP Master of Science (MS) degree program in Speech-Language Pathology is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

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

Admission Criteria

- *Admission Policy:* 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, 4) two letters of recommendation, 5) a goal statement, and 6) an interview with the program's admissions committee. Applicants must also meet the program's technical standards and professional dispositions.
- Essential undergraduate courses with a letter grade of "C" or below will not be accepted as prerequisites for graduate study and considered as a course deficiency. Documentation of 25 hours of supervised observation and state and federal clearances must be completed prior to beginning the master's program.
- In addition to the stated application requirements, applicants who are non-native English speakers must submit TOEFL or IELTS test scores taken within the past year. To demonstrate proficiency, applicants must submit a minimum score 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/gradcatalog

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.
- www.iup.edu/admissions/graduate/financialaid/assistantships-and-scholarships/
- Office of Financial Aid: www.iup.edu/financialaid/

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 and Review of Records

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 Council for Clinical Certification. Advising is provided every semester and includes the student's rotation through first year clinical courses and second year clinical externships. The IUP Speech, Language, and Hearing Clinic Director determines the specific clinic assignments most appropriate for each student.

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

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

Students may access their records in the Department office through the administrative assistant or their advisor to assist in monitoring their progress toward their degree. The university Graduate Catalog also contains information on students' rights to review educational records under the Family Educational Rights and Privacy Act (FERPA) (see the electronic catalog: <https://catalog.iup.edu/content.php?catoid=4&navoid=217>)

Campus Resources & Student Support

The School of Graduate Studies and Research: www.iup.edu/graduatestudies/
Graduate Catalog: www.iup.edu/gradcatalog
Office of the Bursar: www.iup.edu/bursar/
Office of the Registrar: www.iup.edu/registrar/
Disability Support Services: www.iup.edu/disabilitysupport/
Office of Social Equity: www.iup.edu/social-equity/
IUP Campus Library www.iup.edu/library/
MyIUP: www.iup.edu/myiup/
IT Support Center: www.iup.edu/itsupportcenter/
Veterans and Service Members: www.iup.edu/veterans/resource-center/
IUP Writing Center: www.iup.edu/writingcenter/
IUP Career and Professional Development Center: 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
Student Registration: www.iup.edu/registrar/students/registration/

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/gradcatalog

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. See requirements and course descriptions at https://catalog.iup.edu/preview_program.php?catoid=4&poid=928&returnto=225

Required Courses:

GSR 615	Elements of Research	3 cr.
SPLP 610	Pediatric Speech & Language 1	3 cr.
SPLP 611	Pediatric Speech & Language 2	3 cr.
SPLP 614	Swallowing Disorders	3 cr.
SPLP 616	Fluency and Motor Speech Disorders	3 cr.
SPLP 618	Voice Disorders	3 cr.
SPLP 632	Neurogenic Communication Disorders	3 cr.
SPLP 635	Seminar in Communication	4 cr.
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SPLP 642	Cancer & Congenital Disorders	2 cr.
SPLP 643	Counseling for Communication Disorders	1 cr.
SPLP 644	Professional Issues	2 cr.
SPLP 661	Treatment Clinic (2 cr., repeat once)	2-6 cr.
SPLP 662	Diagnostic Clinic	3 cr.
SPLP 663	Hearing Clinic	1 cr.
SPLP 664	Simulation Clinic	1 cr.
SPLP 796	Internship: Adult Placement	6 cr.
SPLP 798	Internship: Pediatric Placement	6 cr.
SPLP 795	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 understanding 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

GSR 615 Elements of Research 3 cr.

Selection of a research problem, data collection, types of research, research reports, and use of the library and computer in connection with research problems are studied. Elements of statistics are introduced. This course provides background for preparation of the thesis and enables the student to become an intelligent consumer of products of academic research.

SPLP 610 Pediatric Speech & Language Disorders 1 3 cr.

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

clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability are addressed.

SPLP 611 Pediatric Speech & Language Disorders 2 3 cr.

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

SPLP 614 Swallowing Disorders 3 cr.

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

SPLP 616 Fluency and Motor Speech Disorders 3 cr.

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

SPLP 618 Voice Disorders 3 cr.

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

SPLP 632 Neurogenic Communication Disorders 3 cr.

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

SPLP 635 Seminar in Communication 4 cr.

Intensive study of one or more areas of speech science, speech and language pathology, or audiology.

Topics vary to meet the student's needs and interests. Course may be repeated for credit with a change in area considered. Prerequisites: Speech-Language Pathology major, admission to degree candidacy, and advisor approval.

SPLP 642 Cancer & Congenital Disorders

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

SPLP 643 Counseling for Communication Disorders 1 cr.

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

SPLP 644 Professional Issues 2 cr.

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

SPLP 661 Treatment Clinic 2 cr. (repeat once)

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

SPLP 662 Diagnostic Clinic 3 cr.

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

SPLP 663 Hearing Clinic 1 cr.

Provides experiences in hearing screening that are within the speech-language pathology scope of practice, including instrumental screening of pure tones, tympanometry, and otoacoustic emissions. Scaffolded experiences include opportunities for interpreting, integrating, and synthesizing core knowledge. Case history review, instrumentation, documentation, referrals, and interprofessional practice skills are developed. The relationship between hearing and the development, prevention, evaluation, and

treatment of communication disorders will be explored. Professional dispositions are identified and evaluated. The direct clinical contact hours are supervised by an ASHA certified speech-language pathologist or audiologist.

SPLP 664 Simulation Clinic 1 cr.

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

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

SPLP 796 Internship: Adult Placement 6 cr.

Provides full-time, full semester clinical practicum experience in a contracted healthcare facility with interprofessional practice opportunities. The clinical experience focuses on service delivery to a predominantly adult caseload. Professional dispositions are identified and evaluated. The direct clinical contact hours are supervised by an ASHA certified speech-language pathologist.

Prerequisite: Successful completion of all prior MS Speech-Language Pathology program academic and clinical coursework.

SPLP 798 Internship: Pediatric Placement 6 cr.

Provides a full-time, full-semester clinical practicum experience in a contracted school or healthcare facility interprofessional practice opportunities. The clinical experience focuses on service delivery to a predominantly pediatric caseload. Professional dispositions are identified and evaluated. The direct clinical contact hours are supervised by an ASHA certified speech-language pathologist.

Prerequisite: Successful completion of all prior MS Speech-Language Pathology program academic and clinical coursework.

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.

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.

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/>). Complaints alleging violations of policies and procedures related to non-discrimination are taken seriously. Please see information above about filing complaints. Corrective action will be taken for any violations of compliance.

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

Americans with Disabilities Act: It is our desire that all students fully participate in the curriculum of the department. If you have a disability or condition that requires accommodations 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, we 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 us know if you have a name or set of pronouns that you would like us to use to refer to you that differs from your IUP records. In addition, we as a class will respect the diversity of viewpoints of all members of the class. We will engage in civil discourse even when sharing differing opinions and ideas. We will adhere to the IUP Civility Statement and “act honestly, take responsibility for my behavior and continuous learning, and respect the freedom of others to express their views” and “discourage intolerance, hatred, and injustice” (<https://www.iup.edu/student-conduct/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://catalog.iup.edu/content.php?catoid=4&navoid=229>) (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 classes are the same as those of your future employers. Consistent tardiness is

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

1. Students need to attend class in order to be successful. It is acceptable to miss 3 hours of class time for a 3-credit-hour course (or the equivalent for courses that are more or less than 3 credits). Absences beyond that will result in a decrease in the course grade. Furthermore, absences (excused or unexcused) above 20% of the course time will result in a grade of “F” in the course. Any university-related activity necessitating an absence from class may be excused but will still count as an absence when determining whether a student has attended at least 80% of class sessions. Just as in a job, it does not matter if you are sick or if the absence is seen as valid; you are not able to provide services to your patients and there are consequences for being excessively absent from work.
2. As a speech-language pathology and audiology student, you are basically expected to attend all classes. In the event you are unable to attend a class session, it is your responsibility to obtain (a) class notes and/or handouts from another student, and (b) any changes in the class schedule that were announced or discussed in class. Office hours are *not intended* to provide you with one-on-one instruction after an absence from class. Learning what you missed in class is your responsibility.
 - a. Excused absences: If you are unable to attend a class meeting, contact the course instructor prior to class via the method specified by that instructor. You are required to verify the nature of an absence before or after the class meeting that you missed (e.g., doctor’s note). Excused absences will be decided on a case-by-case basis by the instructor based on the documents and situational consideration.
 - b. Unexcused absences: Unexcused absences include undocumented absences, absences for attending weddings, vacations, or other special events. Unexcused absences are considered unprofessional behavior and are not tolerated in the 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. Courses and clinics include both formative and summative assessments. Formative assessments involve evaluating how well a student is learning in a course or clinic so that adaptations can be made to achieve the learning objectives. They include providing feedback to students that can then be used to improve. Summative assessments are used to evaluate student learning at the end of a course or clinic or upon completion of the program.

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

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 auditorily 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://catalog.iup.edu/content.php?catoid=4&navoid=229>
- 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://catalog.iup.edu/content.php?catoid=4&navoid=229>

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

Comprehensive Examinations

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

Prior to receiving their degree, students must 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 a comprehensive examination addressing the areas in which he or she scored below the average range on the National Examination. The comprehensive exam format will consist of computer-based simulations requiring decision-making and responses to questions. Student 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. Students will be allowed one attempt at re-examination if the first attempt is deemed insufficient.

Program Level Examination Appeals

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.

Reexamination Policy

No student is permitted a “third” examination without a recommendation to that effect from the degree program’s sponsoring department per their adopted written procedures and the approval of the 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. In the event a student does not successfully complete the comprehensive re-examination according to program requirements and the failure results in program dismissal, the program must notify the School of Graduate Studies and Research (SGSR) of the dismissal in writing. The SGSR will send an official notification of the dismissal to the student.

Timeline for Evaluations

Evaluation	When Evaluation is Completed
KASA for ASHA Standards	<ul style="list-style-type: none"> • 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, 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.

We value diversity in the profession and in our program; therefore, we welcome students who speak various dialects of English and languages other than English as well as students with disabilities. Dialects and accents are not considered to be disorders and they will not be treated as such by faculty. The primary requirement is that student clinicians can model targets appropriately for clients. Faculty will assist all students in developing oral and written communication abilities necessary for success in the profession. Faculty also will advocate for students in clinical placements to facilitate appropriate cultural sensitivity and will not tolerate discrimination. (Reference document: ASHA (1998). *Students and professionals who speak English with accents and nonstandard dialects: Issues and recommendations* [Technical Report]. Available from www.asha.org/policy.)

- 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, 663, and 664 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 five clinical practicum courses (SPLP 661 two times, 662, 663, 664) with a grade of B or higher.
3. Students must have passing scores on the Technical Standards and Professional Dispositions Assessment.
4. Students must have successfully completed any remediation plans put into place to address deficiencies.

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

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

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

1. Spend a semester or more in the IUP clinic until a remediation plan has been successfully completed.
2. Repeat an externship experience similar to that of the second externship.

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

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 Graduate Catalog: www.iup.edu/gradcatalog

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/gradcatalog

University Policies and Procedures

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

Academic Calendar

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

The following University and SGSR policies can be found at www.iup.edu/gradcatalog

Academic Good Standing

www.iup.edu/gradcatalog

Academic Integrity

www.iup.edu/gradcatalog

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

Bereavement-Related Class Absences

www.iup.edu/gradcatalog

Continuous Graduate Registration for Dissertation and Thesis

www.iup.edu/gradcatalog

Grade Appeal Policy

www.iup.edu/gradcatalog

Graduate Fresh Start Policy

www.iup.edu/gradcatalog

Graduate Residency Requirement

www.iup.edu/gradcatalog

Leave of Absence Policy

www.iup.edu/gradcatalog

Time Limitations

www.iup.edu/gradcatalog

Time-to-Degree Masters/Doctoral Dismissal Appeal Policy

www.iup.edu/gradcatalog

Time-to-Degree Extension for Master's Thesis and Doctoral Dissertation

www.iup.edu/gradcatalog

Transfer of Credits Policy

www.iup.edu/gradcatalog

University Policy and Procedure

Retention of Records

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

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

The speech-language pathology program currently retains records within our department for 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 (usually several years after graduation). Our program will not retain physical records beyond the IUP requirement. Those documents will be shredded.

Research Support

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/

For additional information:

www.iup.edu/gradcatalog

www.iup.edu/research/

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 ASHA CCC & PDE Certification**

IUP REQUIREMENT (write in equivalent course if taken elsewhere)	Min./ actual cr.	When taken?	Grade
BASIC MATH & SCIENCE COURSES			
BIOL104 General Biology II (C or better)	3		
CHEM _____, PHYS _____ (C or better):	3		
MATH217 Probability & Statistics	3		
PSYC101 General Psychology (or other social sciences)	3		
PSYC215 Developmental Psychology	3		
SOC _____, ANTH _____, PSYC _____, PLSC _____ (or other social sciences)			
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		
Basic Human Communication and Swallowing Subtotal:			18
DISORDERS AND DIFFERENCES: NATURE, PREVENTION, ASSESSMENT, & INTERVENTION			
Undergraduate			
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	3		
Disorders and Differences/Undergraduate Subtotal:			17
Graduate			
SPLP610 Pediatric Speech & Language Disorders 1	3		
SPLP611 Pediatric Speech & Language Disorders 2	3		
SPLP614 Swallowing Disorders	3		
SPLP616 Fluency and Motor Speech Disorders	3		
SPLP618 Voice Disorders	3		
SPLP632 Neurogenic Communication Disorders	3		
SPLP635 Seminar in AAC	3		
SPLP642 Cancer & Congenital Disorders	2		
SPLP643 Counseling in CSD	1		
SPLP661 Treatment Clinic	2		
SPLP661 Treatment Clinic (repeats)	2		
SPLP662 Diagnostic Clinic	3		
SPLP663 Hearing Clinic	1		
SPLP664 Simulation Clinic	1		
SPLP796 Internship: Pediatric	6		
SPLP798 Internship: Adult	6		
Disorders and Differences /Graduate Subtotal:			46
PROFESSIONAL ISSUES, CREDENTIALS, AND ETHICS			
SPLP644 Professional Issues	2		
Professional Issues Subtotal:			2
RESEARCH PRINCIPLES			
GSR615 Elements of Research	3		
SPLP795 Thesis (optional)	3		
Research Subtotal:			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: _____

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. This includes information in the embedded links to outside sources.

_____ [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.