

**Department of Audiology & Speech Sciences**  
**Unit Assessment System**  
**MS-SLP and \*AuD Program Evaluation**

**LICENSURE FOR SPEECH-LANGUAGE PATHOLOGISTS AND EDUCATIONAL  
AUDIOLOGISTS IN PUBLIC SCHOOLS**

The Department of Audiology & Speech Sciences (AUS) has one program that leads to teacher licensure. Students in the Master's degree program of Speech Language Pathology (MS-SLP) may elect to plan a program of study that meets the licensure requirements of the Indiana Professional Standards Board (IPSB). For many years, these programs were governed by Rules 46-47 and categorized as "Speech & Hearing Clinician" for speech-language pathologist who work in public schools and the license for school-based audiologist was "Educational Audiologist." Licensure for employment in Indiana schools was recently reformed. A proposal to have speech-language pathology as a separate license category was submitted to the Standards Committee of IPSB in spring of 2001. In January, 2002, the IPSB Executive Committee ruled that licensure for speech-language pathologists who work in the schools would be a stand-alone license, at the Master's degree level, and would be classified as a teaching license. The Indiana Professional Standards Board has now approved this reclassification and according to Indiana Professional Standards Board Rules, 2002 candidates in this program will be licensed with an instructional license under the category of "Communication Disorders." This reflects a change from the previous categorization of licensure under "School Services." Candidates who enter the Department of Audiology and Speech Sciences program of teacher education beginning Fall 2003 or later may be licensed under the 2002 rules. The Purdue University School of Education continues to recommend program completers under Rules 46-47 until the beginning of fall 2004.

Specific teacher licensure does not currently exist for Educational Audiology, however if it is licensed through IPSB in the future the AUS Unit Assessment System would also address Audiology. \*AuD program materials are included in this document for purposes of completeness, as the audiology clinical track is part of the ASHA accredited program.

**ACCREDITATION OF EDUCATION PROGRAMS IN  
SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY**

Education reforms in Indiana have reflected national changes that comply with the guidelines of the Council American Speech-Language-Hearing Association on Academic Accreditation (CAA) and the National Council for Accreditation of Teacher Education (NCATE). The Purdue University Speech-Language Pathology and Audiology clinical degree programs are accredited by the American Speech Language Hearing Association, which is an NCATE affiliated organization. In accordance with the standards set forth by each of these governing bodies, the Department of AUS has created a Unit Assessment System incorporating formative and summative forms of assessment.

**Principles of Formative Assessment**

As defined by the American Speech-Language Hearing Association (ASHA), formative assessment is a system of evaluations which demonstrate that an individual has met the educational program's requirements for demonstrating satisfactory performance in target areas of knowledge and skills via periodic assessment of knowledge and skills in such areas as critical thinking, decision making, and problem-solving skills. Measures include oral and written components as well as demonstrations of clinical proficiency. Documentation of

formative assessment results is to be maintained and verified by the ASHA program director and made available upon request.

Targets in the formative assessment process that are described by NCATE include:

- Implementation of an assessment system with the involvement of its professional community, that reflects the conceptual framework(s) and incorporates candidate proficiencies outlined in professional (ASHA) and state standards.
- Continuous examination of the validity and utility of the data produced through assessments.
- Modifications in assessment based on changes in assessment technology and in professional standards.
- Decisions about candidate performance based on multiple assessments made at multiple points before program completion.
- Program self-assessment to establish fairness, accuracy, and consistency of its performance assessment procedures with changes in procedures based on the results of the ongoing self-assessment.
- Implementation of the assessment system in a way that provides regular and comprehensive data on program quality, unit operations, and candidate performance by at least the completion of each year of the program involving multiple assessments from both internal and as appropriate, external sources.
- Systematic collection, compilation, summary and analysis of formative assessment data reported publicly for the purpose of improving candidate performance, program quality and program operation.
- Ongoing review of current information technologies that might be used to improve the assessment system.
- Fully developed evaluations that continually are reevaluated to establish optimum relationships in the evaluations.
- Systematic study of the effects of changes in evaluation procedures to assure that the intended program strengthening occurs and that there are no adverse consequences.
- Regular review by candidates and their faculty and supervisory staff, of performance data with a development of plans for performance improvement.

The Department of Audiology and Speech Sciences (AUS) Unit Assessment System addresses standards of the American Speech Language Hearing Association, which are the standards accepted by the Indiana Professional Standards Board for licensure in "Communication Disorders." The AUS Unit Assessment System incorporates 1) criteria for Unit Assessment Systems, Purdue University Criteria for Unit Assessment Systems, and the 21 standards of the American Speech-Language Hearing Association.

### **Criteria for Unit Assessment Systems:**

**Criterion 1:** UAS incorporates stakeholders in its development and management with an inclusion in the assessment document of the names of the stakeholders and their affiliations, structure for their involvement and a brief description of their continuous involvement in monitoring and modifying the formative evaluation system.

**Criterion 2:** UAS includes evidence that the conceptual framework(s) for the unit's programs incorporates all IPSB standards for the licensure area. The narrative should include: how and where the conceptual framework incorporates IPSB standards, how and

where the IPSB standards are incorporated into the program, and the mechanism(s) used by the unit to assure that all IPSB standards are included in all programs.

**Criterion 3:** UAS includes a coherent, sequential, assessment system for individual candidates that include performance assessments that are shared with candidates utilizing both formative and summative performance-based assessments throughout the program.

**Criterion 4:** UAS uses the collective presentation of candidate assessments and related data to document that the candidates meet the IPSB standards.

**Criterion 5:** UAS uses aggregated assessments from individual candidates and other sources to refine and revise the conceptual framework, and courses and curriculum in the program.

**Criterion 6:** The unit ensures that its assessment system is continuously managed.

**Criterion 7:** UAS provides for review and revision of the assessment system.

### **Unit Assessment System Standards**

The Purdue University teacher education programs have developed formative assessment protocols for Unit Assessment System (UAS) incorporating six UAS standards:

#### **Unit Assessment System Standard 1:**

Candidate Knowledge, Skills, and Dispositions. Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

The unit assesses candidate performance through a comprehensive set of assessments that includes state licensing examinations where they exist. Knowledge and skills are assessed through measures such as examinations, portfolios, papers, presentations, and case studies. Assessments of knowledge dispositions and teaching performance occur during field experiences and clinical practice and include candidate analysis of P-12 student learning. The unit supplements information about candidate performance with information about graduates derived from follow-up studies, employer evaluations, and job placement rates. If a program does not meet the state cut-off score on licensing exams, the unit must provide other convincing evidence that the unit meets the standard. The speech-language pathology Master's program in the Department of Audiology and Speech Sciences is accredited by the American Speech-Language Hearing Association. As is described in the "ASHA Standards" of this document, the AUS UAS assures that graduation candidates (known subsequently as "applicants" for ASHA Certification) fully demonstrate knowledge, skills, and dispositions.

#### **Unit Assessment System Standard 2:**

Assessment System and Unit Evaluation. The unit has an assessment system that collects and analyses data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs. This UAS document

describes procedures that are used to comply with ASHA standards to assure applicant qualification, performance of graduates, and on-going evaluation of the program.

### **Unit Assessment System Standard 3:**

Field Experiences and Clinical Practice The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills and dispositions necessary to help all students learn. Students in the MS-SLP program are required to complete courses that prepare them for work in public schools (AUS 544) and are placed in a field experience (Education Externship) for a full-time 8-week period of time. During the Education Externship the graduate student clinicians ("Student Teachers") are evaluated by the Cooperating Teacher (Public School Speech Language Pathologist) and by the University Supervisor. Evaluation forms and four years of aggregated data are found in Appendices 9, 10, and 11.

### **Unit Assessment System Standard 4:**

Diversity The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools. Planning to assure diversity throughout the academic program and field experiences is documented in the Annual Report to the American Speech-Language-Hearing Association which is maintained in the central office of the Department of Audiology and Speech Sciences.

### **Unit Assessment System Standard 5:**

Faculty Qualifications, Performance, and Development Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development. Faculty refers to both professional education faculty who are employed by higher education institutions and school faculty who supervise clinical practices. Performance evaluations are conducted annually for faculty and staff in the Department of AUS. Supervisors of clinical practica (field experiences on and off-campus) are assessed through anonymous evaluations. Curriculum vitae of AUS faculty are maintained in the Department of Audiology and Speech Sciences; electronic files are also available through the AUS department website.

### **Unit Assessment Standard 6:**

Unit Governance and Resources The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state and institutional standards. The ASHA annual reports and documentation of unit governance and resources are available in the central office of the Department of Audiology and Speech Sciences.

The Unit Assessment System of the Department of Audiology and Speech Sciences addresses criteria and standards for program evaluation that were developed by the National Council of Teacher Accreditation and by the American Association of Speech Language Hearing Association. An overview of the tools and procedures for assuring that formative and

summative assessment standards are met is contained in Appendix 1: "Algorithm and Documentation forms Purdue University's Department of Audiology and Speech Sciences Formative Assessment System for the ASHA 2005 (SLP) and 2007 (Audiology) Standards." This document is used as an organizational overview and timeline to be used by faculty and students.

## **Compliance with Unit Assessment System Criteria**

### **Components that address Unit Assessment System Criterion 1**

During the 2000-2001 academic year, faculty and staff in the Department of AUS reviewed the curriculum to identify whether newly revised ASHA standards would be met with the existing program. A Mapping Guide was developed as a tool for identifying where each of the ASHA standards was targeted within the curriculum. As a result of the review process, it was determined that all standards were addressed in the curriculum of the MS-SLP program. No curriculum modifications or additions were recommended. During the 2002-2003 academic year, the American Speech-Language Hearing Association (ASHA), Council for Academic Accreditation (CAA) provided all graduate programs with the "Knowledge and Skills Assessment" (KASA) form as a tool to be used for documentation of where all "knowledge outcomes," and "skills outcomes" are targeted by a program that is certified under the revised ASHA standards. Upon receiving the KASA from the ASHA Council for Academic Accreditation (CAA), this program's Unit Assessment System began use of the KASA in place of the original Mapping Guide (contained in the 2002 version of the AUS UAS). ASHA Standards for Speech-Language Pathology are to be implemented in Fall of 2003 and are described in the text of this document. ASHA Standards for Audiology are to be implemented in 2005. The SLP KASA is included in Appendix 2-A of this document and the Audiology KASA is Appendix 2-B.

### **External Review of Mapping Guide**

The **Department of AUS Clinical Education Advisory Council** is comprised of individuals who have expertise and/or interest in the clinical programs of speech-language pathology and audiology. Members include the following:

- ◆ Linda Charlebois M.S., CCC-A  
Educational Audiologist, Indiana School for the Deaf
- ◆ Carol Czaja, Early Intervention Specialist and Early Childhood Special  
Education Consultant, Greater Lafayette Area School Service
- ◆ Alan Diefendorf Ph.D., CCC-A  
IU Med Center, Dept of Otolaryngology, Head and Neck Surgery
- ◆ Susan Erler, Ph.D., Professor of Audiology, Northwestern University
- ◆ Linda Fain, State Officer of Psi Iota Xi Service Sorority  
Monticello, IN
- ◆ Macalyne Fristoe, Ph.D., CCC-SLP  
Professor Emeritus, Purdue Faculty Member
- ◆ Dr. Peter Hillsamer, M.D., Physician, Ear, Nose, & Throat, Lafayette, IN
- ◆ Sheila Klinker, Representative, District 27<sup>th</sup>/Indiana House of Representatives,  
Lafayette, IN
- ◆ Linda Mesalam Carroll, CCC-SLP, St. Vincent's Hospital, Indianapolis  
Carmel, IN

- ◆ Richard Miyamoto M.D., ENT, Chair, ENT, IU Med Center, Department of Otolaryngology, Head & Neck Surgery, Riley Hospital for Children, Indianapolis, IN
- ◆ Mrs. Ruth Steer, West Lafayette, IN
- ◆ Mike Wynne Ph.D., CCC-A, IU Med Center, Indianapolis

#### Ex-officio Members from the Department of Audiology & Speech Sciences

- ◆ Anne Smith, Ph.D.
- ◆ Janet Harrison, Ph.D., CCC-SLP
- ◆ Barbara Solomon, M.A., CCC-SLP
- ◆ Lata Krishnan, M.A., CCC-A
- ◆ Robert Novak, Ph.D., CCC-A

The Advisory Council meets biannually. In the October meeting of 2001, members were asked to review the MS-SLP Mapping Guide and provide feedback. Results of the review are maintained in the main office of the Dept. of AUS.

An **Alumni Survey** is used to obtain information about 1) satisfaction of the graduates, 2) recommendations for program improvement, 3) current employment, and 4) areas of continuing education that graduates seek. This survey is mailed to alumni of the AUS programs at one, three, and six years after graduation. An example of the survey is included in Appendix 6.

A **“Teacher Education Program” Exit Survey** has been developed by the Office of Professional Preparation and Licensure (see Appendix 3). In the continuing program self-evaluation and further development process of the AUS Unit Assessment System the Exit Survey may be revised to more closely fit with skills and competencies of speech-language pathologist graduates. In the past there has been an extremely low return rate of survey responses. To address this concern the Dept. of AUS is attempting to identify procedure that may increase the number of responses.

**Evaluation of students/program** is accomplished through the following mechanisms:

1. Evaluation of program by students in program (survey tools in development).
2. Evaluation of program by Extern supervisors (Forms contained in “Education Externship Manual” and “Healthcare Externship Manual”.) The manuals for the Education Externship (“Student Teaching”) and the Healthcare externship will be made available to site visitors.
3. Evaluation of program by alumni (Appendix 6).
4. Evaluation of program by supervisors of the Clinical Fellowship experience, which is the first nine months of full-time employment after graduation with a MS-SLP degree. (Form is in revision).

#### **Components that address Unit Assessment System Criterion 2**

The Indiana Professional Standards Board recognizes the standards of professions that are NCATE affiliated. Therefore, since the American Speech Language Hearing Association (ASHA) is an NCATE affiliated organization, the ASHA standards for certification in speech

language pathology are the foundation for the Department of Audiology & Speech Sciences' speech-language pathology program and for this program's Unit Assessment System.

### **Standards and Implementation for the Certificate of Clinical Competence in Speech-Language Pathology**

Previous certification standards emphasized process measures of academic and clinical knowledge. The American Speech-Language-Hearing Associations Council on Professional Standards in Speech-Language Pathology and Audiology developed new standards in response to changes in the scope of practice, to protect consumers and to promote quality services. In January 2001 the Council For Clinical Certification (CFCC) was established and assumed both the standard-setting and implementation functions. Previous certification standards emphasized process measures of academic and clinical knowledge, the 2005 standards combine process and outcome measures of academic and clinical knowledge and skills. Process standards specify the experiences, such as course work or practicum hours; outcome standards require demonstration of specific knowledge and skills.

The 2005 standards utilize a combination of formative and summative assessments for the purpose of improving and measuring student learning. The American Speech Language Hearing Association provides implementation guidelines in the "Membership and Certification Handbook," and at the organization's web site at [www.ashaprofessional.org](http://www.ashaprofessional.org). The following section of the AUS Unit Assessment System lists each ASHA Standard for Certification in Speech Language Pathology and a condensed version of the implementation language that has been provided by ASHA.

#### **STANDARD I: DEGREE**

Effective January 1, 2005, the applicant for certification must have a master's or doctoral or other recognized post-baccalaureate degree. A minimum of 75 semester credit hours must be completed in a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology. Verification of the graduate degree is required of the applicant before the Certificate of Clinical Competence is awarded. Degree verification is accomplished by submitting (a) an application signed by the director of the graduate program indicating the degree date, and (b) an official transcript showing that the degree has been awarded. Individuals educated in foreign countries must submit official transcripts and evaluations of their degrees and courses to verify equivalency. Effective January 1, 2005, the applicant for certification must have a master's or doctoral or other recognized post-baccalaureate degree. All graduate course work and graduate clinical practicum required in the professional area for which the Certificate is sought, must have been initiated and completed at an institution whose program was accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association in the area for which the Certificate is sought. A minimum of 75 semester credit hours must be completed in a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology. Of the 75 semester credit hours, at least 36 must be earned at the post-baccalaureate level.

All graduate course work and graduate clinical practicum required in the professional area for which the Certificate is sought must have been initiated and completed at an institution whose program was accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association in the area for which the Certificate is sought.

## **STANDARD II: INSTITUTION OF HIGHER EDUCATION**

The graduate degree must be granted by a regionally accredited institution of higher education. The institution of higher education must be accredited by one of the following: Commission on Higher Education, Middle States Association of Colleges and Schools; Commission on Institutions of Higher Education, New England Association of Schools and Colleges; Commission on Institutions of Higher Education, North Central Association of Colleges and Schools; Commission on Colleges, Northwest Association Schools and Colleges; Commission on Colleges, Southern Association of Colleges and Schools; and Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges.

## **STANDARD III: PROGRAM OF STUDY—KNOWLEDGE OUTCOMES**

The applicant for certification must complete a program of study (a minimum of 75 credit hours overall, including at least 36 at the graduate level) that includes academic course work sufficient in depth and breadth to achieve the specified knowledge outcomes. The program of study must address the knowledge and skills pertinent to the field of speech-language pathology. The applicant must demonstrate, through completion of the Knowledge and Skills Assessment (KASA) form and supporting documentation, that the requirements in this standard have been met. The applicant must maintain documentation of course work at both undergraduate and graduate levels. The minimum 75 semester credit hours may include credit earned for course work, clinical practicum, research, and/or thesis/dissertation.

### **Standard III-A: The applicant must demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and the social/behavioral sciences.**

The applicant must have transcript credit (which could include course work, advanced placement, CLEP, or examination of equivalency) for each of the following areas: biological sciences, physical sciences, social/behavioral sciences, and mathematics. Appropriate course work may include human anatomy and physiology, neuroanatomy and neurophysiology, genetics, physics, inorganic and organic chemistry, psychology, sociology, anthropology, and non-remedial mathematics. In addition to transcript credit, applicants may be required by their graduate program to provide further evidence of meeting this requirement.

### **Standard III-B: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.**

This standard emphasizes the basic human communication processes. The applicant must demonstrate, through completion of the KASA form with supporting documentation, the ability to analyze, synthesize, and evaluate information pertaining to normal and abnormal human development across the life span, including basic communication processes and the impact of cultural and linguistic diversity on communication. Similar knowledge must also be obtained in swallowing processes and new emerging areas of practice. Program documentation may include transcript credit and information obtained by the applicant through clinical experiences, independent studies, and research projects.

**Standard III-C: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/ physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:**

- **Articulation**
- **Fluency**
- **voice and resonance, including respiration and phonation**
- **receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities**
- **hearing, including the impact on speech and language**
- **swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)**
- **cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)**
- **social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)**
- **communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies)**

The applicant must demonstrate, through completion of the KASA form with supporting documentation, the ability to analyze, synthesize, and evaluate information delineated in this standard. Program documentation may include transcript credit and information obtained by the applicant through clinical experiences, independent studies, and research projects. It is expected that course work addressing the professional knowledge specified in Standard III-C will occur primarily at the graduate level. The knowledge gained from the graduate program should include an effective balance between traditional parameters of communication (articulation/phonology, voice, fluency, language, and hearing) and additional recognized and emerging areas of practice (e.g., swallowing, upper aerodigestive functions).

**Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.**

The applicant must demonstrate, through completion of the KASA form with supporting documentation, the ability to analyze, synthesize, and evaluate information about prevention, assessment, and intervention over the range of differences and disorders specified in Standard III C above. Program documentation may include transcript credit and information obtained by the applicant through clinical experiences, independent studies, and research projects.

**Standard III-E: The applicant must demonstrate knowledge of standards of ethical conduct.**

The applicant must demonstrate, through completion of the KASA form with supporting documentation, knowledge of, appreciation for, and ability to interpret the ASHA Code of Ethics. Program documentation may reflect

coursework, workshop participation, instructional module, clinical experiences, and independent projects.

**Standard III-F: The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.**

The applicant must demonstrate, through completion of the KASA form with supporting documentation, comprehension of the principles of basic and applied research and research design. In addition the applicant should know how to access sources of research information and have experience relating research to clinical practice. Program documentation could include information obtained through class projects, clinical experiences, independent studies, and research projects.

**Standard III-G: The applicant must demonstrate knowledge of contemporary professional issues.**

The applicant must demonstrate, through completion of the KASA form with supporting documentation, knowledge of professional issues that affect speech-language pathology as a profession. Issues typically include professional practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures. Documentation could include information obtained through clinical experiences, workshops, and independent studies.

**Standard III-H: The applicant must demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.**

The applicant must demonstrate, through completion of the KASA form and supporting documentation, knowledge of state and federal regulations and policies related to the practice of speech-language pathology and credentials for professional practice. Documentation could include course modules and instructional workshops.

**Standard IV: Program of Study-Skills Outcomes**

**Standard IV-A: The applicant must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in Standard IV-G.**

The applicant's program of study should follow a systematic knowledge- and skill-building sequence in which basic course work and practicum precede, insofar as possible, more advanced course work and practicum.

**Standard IV-B: The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.**

The applicant must demonstrate communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. For oral communication, the applicant 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 applicant must be able to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence.

**Standard IV-C: The applicant for certification in speech-language pathology 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, and 375 hours must be spent in direct client/patient contact.**

Observation hours generally precede direct contact with clients/patients. However, completion of all 25 observation hours is not a prerequisite to begin direct client/patient contact. The observation and direct client/patient contact hours must be within the scope of practice of speech-language pathology. Observation experiences must be under the direction of a qualified clinical supervisor who holds current ASHA certification in the appropriate practice area. Such direction may occur simultaneously with the student's observation or may be through review and approval of written reports or summaries submitted by the student. Students may use videotapes of the provision of client services for observation purposes. The applicant must maintain documentation of time spent in supervised observation, verified by the program in accordance with Standards III and IV.

Applicants should be assigned practicum only after they have acquired a sufficient knowledge base to qualify for such experience. Only direct contact with the client or the client's family in assessment, management, and/or counseling can be counted toward practicum. Although several students may observe a clinical session at one time, clinical practicum hours should be assigned only to the student who provides direct services to the client or client's family. Typically, only one student should be working with a given client. In rare circumstances, it is possible for several students working as a team to receive credit for the same session depending on the specific responsibilities each student is assigned. For example, in a diagnostic session, if one student evaluates the client and another interviews the parents, both students may receive credit for the time each spent in providing the service. However, if one student works with the client for 30 minutes and another student works with the client for the next 45 minutes, each student receives credit for the time he/she actually provided services— that is, 30 and 45 minutes, not 75 minutes. The applicant must maintain documentation of time spent in supervised practicum, verified by the program in accordance with Standards III and IV.

**Standard IV-D: At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.**

A minimum of 325 hours of clinical practicum must be completed at the graduate level. The remaining required hours may have been completed at the undergraduate level, at the discretion of the graduate program.

**Standard IV-E: Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate area of practice. The amount of supervision must be appropriate to the student's level of knowledge, experience, and competence. Supervision must be sufficient to ensure the welfare of the client/patient.**

Direct supervision must be in real time and must never be less than 25% of the student's total contact with each client/patient and must take place periodically throughout the practicum. These are minimum requirements that should be adjusted upward if the student's level of knowledge, experience, and competence warrants. A supervisor must be available to consult as appropriate for the client's/patient's disorder with a student providing clinical services as part of the student's clinical education. Supervision of clinical practicum must include direct observation, guidance, and feedback to permit the student to monitor, evaluate, and improve performance and to develop clinical competence.

All observation and clinical practicum hours used to meet Standard IV-C must be supervised by individuals who hold a current CCC in the professional area in which the observation and practicum hours are being obtained. Only the supervisor who actually observes the student in a clinical session is permitted to verify the credit given to the student for the clinical practicum hours.

**Standard IV-F: Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.**

The applicant must demonstrate through the KASA form and other documentation direct client/patient clinical experiences in both diagnosis and treatment with both children and adults from the range of disorders and differences named in Standard III-C.

**Standard IV-G: The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:**

**1. Evaluation:**

- a. conduct screening and prevention procedures (including prevention activities)**
- b. collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals**
- c. select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures**
- d. adapt evaluation procedures to meet client/patient needs**
- e. interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention**
- f. complete administrative and reporting functions necessary to support evaluation**
- g. refer clients/patients for appropriate services**

## **2. Intervention:**

- a. develop setting -appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process**
- b. implement intervention plans (Involve clients/patients and relevant others in the intervention process)**
- c. select or develop and use appropriate materials and instrumentation for prevention and intervention**
- d. measure and evaluate clients'/patients' performance and progress**
- e. modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients**
- f. complete administrative and reporting functions necessary to support intervention**
- g. identify and refer clients/patients for services as appropriate**

## **3. Interaction and Personal Qualities:**

- a. communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others**
- b. collaborate with other professionals in case management**
- c. provide counseling regarding communication and swallowing disorders to clients /patients, family, caregivers, and relevant others**
- d. adhere to the ASHA Code of Ethics and behave professionally**

The applicant must demonstrate, through completion of the KASA form with supporting documentation, the acquisition of the skills referred to in this Standard. It is expected that these skills will be demonstrated for each of the nine major areas outlined in Standard III-C. This documentation must be maintained and verified by the program director or official designee. In addition to direct client/patient contact, clinical skills may be developed and demonstrated through successful performance on academic course work and examinations, application of information obtained through clinical experiences, and completion of independent projects. In instances where applicants have not had direct patient contact with disorder and difference categories, appropriate alternative methods for skills development must be demonstrated. However, only direct clinical contact may be counted toward the required minimum of 400 clock hours of supervised clinical experience.

## **STANDARD V: ASSESSMENT**

**The applicant for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard III and Standard IV by means of both formative and summative assessment.**

## **Standard V-A: Formative Assessment**

**The applicant must meet the education program's requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills.**

Formative assessment yields critical information for monitoring an individual's acquisition of knowledge and skills. Therefore, to ensure that the applicant pursues the outcomes stipulated in Standard III and Standard IV in a systematic manner, academic and clinical educators must have assessed developing knowledge and skills throughout the applicant's program of graduate study. Applicants may also be part of the process through self-assessment. Applicants and program faculties should use the ongoing assessment to help the applicant achieve requisite knowledge and skills. Thus, assessments should be followed by implementation of strategies for acquisition of knowledge and skills. The applicant must adhere to the academic program's formative assessment process and must maintain records verifying ongoing formative assessment. The applicant shall make these records available to the Council For Clinical Certification upon its request and may take a variety of other forms, such as checklists of skills, records of progress in clinical skill development, portfolios, statements of achievement of academic and practicum course objectives, among others.

## **Standard V-B: Summative Assessment**

**The applicant must pass the national examination adopted by ASHA for purposes of certification in speech-language pathology.**

Summative assessment is a comprehensive examination of learning outcomes at the culmination of professional preparation. Evidence of a passing score on the ASHA-approved national examination in speech-language pathology must be submitted by the testing agency administering the examination.

The remaining standards apply after completion of the Master's degree; monitoring of these standards is not covered by the program's Unit Assessment System.

## **STANDARD VI: SPEECH-LANGUAGE PATHOLOGY CLINICAL FELLOWSHIP**

**After completion of academic course work and practicum (Standard VI), the applicant then must successfully complete a Speech-Language Pathology Clinical Fellowship (SLPCF).**

## **STANDARD VII: MAINTENANCE OF CERTIFICATION**

Demonstration of continued professional development is mandated for maintenance of the Certificate of Clinical Competence in Speech-Language Pathology. This standard will take effect on January 1, 2005. The renewal period will be 3 years. This standard will apply to all certificate holders, regardless of the date of initial certification.

All aspects of the Department of Audiology & Speech Sciences' MS-SLP program meet the ASHA standards for certification in speech-language pathology. The following excerpts describe the curriculum for the MS-SLP. Sample plans of study and further information about the curriculum is available in the Graduate Handbook.

## MS-SLP CURRICULUM COMPONENTS

<b>Core Disorders Courses (Required)</b>		
<i>Course Number</i>	<i>Title</i>	<i>Credit</i>
AUS 521	Phonological Disorders	2
AUS 523	Language Disorders in Children	3
AUS 529	Stuttering	3
AUS 531	Language Disorders in Adults	3
AUS 532	Voice Disorders	3
<i>AUS 549 – Clinical Practicum taken each semester prior to Education &amp; Healthcare Externships</i>		
<b>Core Normal Processes Courses (Required)</b>		
<i>Course Number</i>	<i>Title</i>	<i>Credit</i>
AUS 501	Neural Bases of Speech & Hearing	3
AUS 502	Fundamentals of Speech Production & Perception	3

<b>Special Emphasis Disorders Courses</b>		
<i>Course Number</i>	<i>Title</i>	<i>Credits</i>
AUS 540	Augment. & Alternative Communication	3
AUS 518	Counseling in SLP & AUD	2
AUS 519D	Speech Motor & Feeding Development	2
AUS 519	Communication Disorders in Infancy	2
AUS 519	Advanced AAC	2
AUS 536	Traumatic Brain Injury	2
AUS 538	Motor Speech Disorders	2
AUS 539	Dysphagia	2
AUS 544	School Clinical Methods	3
<i>Students choose a minimum of 12 credits from this list or other communication disorder courses, as offered</i>		

### **Plan of Study**

The **Plan of Study** (POS), a requirement of the graduate school of Purdue University, is an individualized list of each student's academic requirements for completing the graduate degree. Students are required to develop a POS by midterm of the second semester of the graduate program. The POS represents a cohesive program of graduate study and coursework appropriate to the specific professional and academic needs of the student. Academic advisors are assigned to new students at the beginning of the program and students then meet with advisors to develop their individual POS.

## REQUIRED COURSES

Clinical MS-SLP students who pursue the thesis option complete the core (required) courses. They also complete 12 credits of Special Emphasis Disorders coursework and 3 credits of Other Normal Processes courses, with the following variation:

*Thesis research credits (698) may be used to satisfy up to 6 hours of Special Emphasis Disorders courses and 3 hours of Other Normal Processes courses, if approved by the graduate committee and the student's advisory committee.*

Thesis option students submit a letter, signed by the major professor and advisory committee, to the graduate committee. The letter describes the content of the research enrollments to show why they should be considered as fulfilling requirements in either area.

Beginning in the fall of 2003, speech language pathology clinical master's degree students will use the KASA to record coursework and clinical practicum experiences. As previously described in this document, course instructors provide outcome information to the graduate secretary each semester and students review the KASA with their advisor during advising meetings. Therefore, use of the KASA form serves as a mechanism for monitoring progress towards meeting knowledge and skills outcome requirements delineated in ASHA standards. During the 2002-2003 academic year, the Academic and Practica Record (APR form) was used, but is replaced by the KASA for those SLP students beginning the MS-SLP program in fall semester of 2003.

### **Mechanisms to assure that AUS Curriculum addresses Unit Assessment System Criteria 3 & 4 (ASHA/IPSB Standards):**

The Department of AUS maintains a committee to oversee curriculum changes and to assure that ASHA standards are met by the curriculum. The **SLP Standards and Curriculum committee** includes the Director of Clinical Education in Speech-Language Pathology, as well as representatives from the department faculty and professional staff. This committee meets several times each year to review courses, the clinical program, and any revisions of ASHA standards that may need to be addressed. Members of this committee developed the MS-SLP Mapping Guide and have spearheaded the development of the program's UAS. The KASA is one mechanism that is used to compile evidence of knowledge and skills outcomes in accordance with ASHA standards. During the initial phase of formative assessment development, faculty and staff were asked to identify artifacts (ex., projects, papers, exams, experiences) that serve as evidence that a student is developing competence in either knowledge or skills area as identified in ASHA Standards III

(Knowledge Outcomes) and IV (Skills Outcomes). Formative Assessment (ASHA Standard V) is addressed by the SLP Curriculum Committee (until fall 2002) and by the Committee for UAS and ASHA Standards Implementation (this replaced the SLP Curriculum Committee). The ad hoc committee was appointed by the Head of AUS to facilitate the following: 1) identification of the key performance indicators (e.g., documentation, artifacts, or progress points) within the MS-SLP program that will be compiled to demonstrate formative and summative assessment, 2) oversee implementation of tools and procedures based on the KASA, and 3) develop procedures to assure that student progress is monitored and notification of satisfactory progress through Gates is provided to the Office of Field Experiences, and to the Office of Professional Preparation and Licensure (Purdue University office that interfaces with the Department of Audiology and Speech Sciences for the placement of Education Externs).

During Spring Semester, 2003, all faculty and staff reviewed the ASHA Standards to assure that the preliminary information that had been identified on the Mapping Guide was accurate. Faculty and staff confirmed the courses and experiences within the program that address each of the knowledge or skills outcomes. To assist faculty with the development of objectives to be included in course syllabi, each faculty or staff member was provided with an outline indicating the skills and/or knowledge outcomes to be addressed in each course. The Course Syllabus "Boilerplate" is an outline to provide format and style for developing a course syllabus to include knowledge and skills outcomes linked to ASHA Standards. An example of the "Boilerplate" Syllabus is found in Appendix 7A. Appendix 7B is an example with instructions that was provided to course instructors.

### **Mechanisms & Components That Address Unit Assessment System Criteria 2, 3, & 4**

The "Knowledge and Skills Assessment" (KASA) is a document that serves as the foundation for a process to assure that all ASHA Standards are met. At the beginning of the first semester of the graduate program, all speech-language pathology students are provided with a copy of the ASHA Standards and the process and tools of formative assessment are explained:

- The KASA serves as a record of the courses, practicum experiences, and formative assessments that comprise the program for each MS-SLP and AUD student.
- Updated information for all students is maintained on the KASA each semester:
  - Course instructors document whether a skill or knowledge outcome has been met, and submit this record to the Graduate Secretary each semester. If an outcome is not met the course instructor identifies methods of remediation.
  - The Graduate Secretary enters data into each student's KASA.
  - KASA information becomes a component of the graduate student's department file. The student and their academic advisor review program progress each semester.
- Formative Assessment for Clinical Skills Outcomes is recorded on a "Clinical Skills Competency Form" for each clinical assignment (see Appendix 4).
  - Student-clinicians and their supervisors discuss clinical skills development during weekly meetings throughout practicum experiences.
  - Student clinicians self-evaluate skills development.
  - Supervisors provide formative evaluation at mid-semester and at the end of each clinical assignment.
  - Students evaluate supervisors at the end of each semester.
- Clinical Competency Evaluations are submitted to students' departmental graduate files at the end of each semester.
- Students record clinical clock hours on "Log Cards" that are verified by clinical supervisors each semester.
- Graduate Secretary enters clinical clock hours into departmental database each semester.
- Director of Clinical Education in Speech Language Pathology and the Clinic Director monitor students' progress in the clinical program by reviewing:

- Clinical assignments: age and disorder type of clients (to assure experiences across the lifespan, and diversity of clinical work with various disorder types).
- Number of clinical hours accrued in each assignment.
- Grades earned in clinical assignments/relative areas of strengths and weaknesses in clinical skills.

**Indicator for Compliance With ASHA Standard I:**

Graduate students meet with advisor to determine if all prerequisite course requirements are met, and to form a Plan of Study as is described in the Graduate Program Handbook. To assist in forming the Plan of Study a list of Purdue University courses is provided that include identification of those courses that include information about normal and abnormal human development and behavior across the life span (LS) or in culturally diverse populations (CD).

**Indicator for ASHA Standard II:**

The North Central Association of Colleges and Schools accredit Purdue University.

**Indicator for ASHA Standards III-IV:**

The applicant must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in Standard IV-V. The KASA form is used as a tool for students and their supervisors to document progress towards meeting each of the knowledge and skills outcomes. The department of AUS Graduate secretary enters hours into a database at end of each semester. Student progress in acquiring experience with clients of diverse disorders and with patients across the lifespan is monitored by clinic staff, as student's experiences/hours for each semester are reviewed to determine upcoming assignments. The program maintains records of ASHA certification for all supervisors. Each supervisor provides appropriate levels of supervision; signature of supervisor on "Clinical Competence Evaluation Form" indicates that required supervision has been provided. To assure compliance with this standard Purdue University requires students to have significant experiences in the following categories:

- ◆ Evaluation of children's speech
- ◆ Evaluation of children's language
- ◆ Evaluation of adult's speech
- ◆ Evaluation of adult's language
- ◆ Treatment of children's speech
- ◆ Treatment of children's language
- ◆ Treatment of adult's speech
- ◆ Treatment of adult's language
- ◆ Audiological assessment
- ◆ Aural habilitation/rehabilitation
- ◆ swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)

- ◆ cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
- ◆ social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)
- ◆ communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies)

An evaluation of Clinical Skills Competence is made for each clinical assignment that a student completes. The "PURDUE UNIVERSITY - CLINICAL SKILLS COMPETENCE FORM" is used throughout the clinical assignment for formative assessment. These documents are maintained in the graduate student's department file. All skill areas identified in the ASHA standards are targeted within the CSCF and a numerical evaluation system is used to indicate progress in skills acquisition (see Appendix 4).

An example tool for assessment of audiology knowledge and skills outcomes is found in Appendix 8, "Clinical Skills Competency Form" for audiology clinical practicum.

### **Indicators for ASHA STANDARD V: ASSESSMENT**

The applicant for certification must successfully complete formative and summative assessments of the knowledge and skills delineated in Standard III and Standard IV.

#### **Formative Assessment**

The applicant must meet the educational program's requirements for demonstrating satisfactory performance through periodic assessment of knowledge and skills. The Knowledge and Skills Acquisition Summary Form (KASA-Summary) for Speech-Language Pathology Certification is found in Appendix 5-A; the KASA Summary form for Audiology Certification is in Appendix 5-B. The ASHA program director reviews students' KASA forms and records results on the appropriate area form (speech-language pathology or audiology) to verify that all requirements for certification have been met.

#### **Summative Assessment**

The applicant must pass the national examination adopted by ASHA for purposes of certification in speech-language pathology.

#### **Summative Assessment Procedures:**

For those MS-SLP students who entered the program prior to Fall semester, 2003, the Academic and Practica Record (APR) form was used by the students and their advisor to record progress through the clinical program. The KASA form and related procedure will be used in accordance with the newly implemented ASHA Standards for speech-language pathology program for MS-SLP students who enter the program in Fall semester, 2003, or later.

- Administrative review of the KASA to determine those areas in which a student has failed to achieve either knowledge or skills outcomes.

- ◆ Students demonstrate remediation of relatively weak areas by producing work (eg., paper, project, report) that is assigned and reviewed by professor, instructor, or clinical supervisor who made original assignment.
- ☐ NESPA examination for ASHA certification requirements. Students take PRAXIS examination for Speech-Language Pathology.
  - ◆ ASHA requirements for exam are met.
    - If requirements are not met, student engages in further study and retakes examination.

*[Criterion 4: UAS uses the collective presentation of candidate assessments and related data to document that the candidates meet the ASHA/IPSB standards.]*

#### **Mechanism for Accomplishing Unit Assessment System Criterion 4:**

- ☐ Course instructors address knowledge outcomes by developing learning objectives that link to ASHA standards (See Appendix 7A).
- ☐ Course instructors identify artifacts or evidence of experiences that contribute to skills and knowledge development. Examples of artifacts may include:
  - ◆ Assignments/Projects from core courses
  - ◆ Exam questions/answers that demonstrate knowledge and written communication competency
  - ◆ Course activities that demonstrate knowledge and oral communication competency
  - ◆ Clinical competency evaluations for clinical assignments
  - ◆ Clinical hours completed with a diversity of disorders and with clients/patients across the lifespan
- ☐ Review of KASA by Major Professor (Advisor) occurs regularly and serves as the mechanism for assuring that students understand their progress within the program.
  - Areas of remediation will be addressed through coursework or clinical experiences.
  - Comprehensive exams will serve as a form of individualized summative assessment.
- ☐ Clinical experiences are assigned to provide students experience in working with a diversity of communication disorders and with clients/patients across the lifespan. The Director of Clinical Education in Speech Language Pathology and the S/L Clinic Director regularly review assignments and clinic clock hours.
- ☐ Comprehensive Exam results
- ☐ Application for ASHA certification
  - ◆ Review by ASHA program director (AUS- R. Novak)

*[Criterion 5: UAS uses aggregated assessments from individual candidates and Other sources to refine and revise the conceptual framework, and courses and curriculum in the program.]*

### **Mechanism for Addressing Unit Assessment System Criterion 5:**

Annual tasks of appointed committees of the Department of Audiology & Speech Sciences:

1. Curriculum/SLP Standards Committee reviews assessment data to determine how ASHA standards are met.
2. Director of Clinical Education in SLP or designee, monitors progress through Gates & serves as liaison with Office of Professional Preparation & Licensure (OPPL).
3. Graduate Program Chair and ASHA program director review aggregated data:
  - a. Results of program surveys
  - b. Results of comprehensive & NESPA exams
4. The following tools are used to evaluate Education Externs (Student Teachers) during Field Placement in public schools. Data from four academic years (1999, 2000, 2001, 2002) has been aggregated and is used to improve public school placements of MS-SLP Education Externs (Student Teachers). These tools are questionnaires, so categories are rated numerically and frequently occurring comments are also listed:
  - a. Co-operating Teacher (School SLP during Education Externship) evaluations of Externs (student teachers) is included in Appendix 10.
  - b. University Supervisor evaluations of Externs (student teachers) is included Appendix 11.
  - c. Evaluation of school SLP clinical experience (see APPENDIX 9).

*[Criterion 6: The unit ensures that its assessment system is continuously managed.]*

### **Mechanism for Accomplishing Criterion 6:**

The Chair of the Graduate Program, the Directors of Clinical Education in Speech-Language Pathology and Audiology, and the ASHA Program Director monitor to assure compliance with ASHA standards. A comprehensive annual report is submitted to the American Speech Language Hearing Association and periodic site visits are conducted by ASHA to assure compliance in order to retain certification of the programs.

*[Criterion 7: UAS provides for review and revision of the assessment system.]*

### **Mechanism for Accomplishing Criterion 7:**

The ASHA Program Director, Graduate Committee & SLP Curriculum/Standards Committee review and revise UAS based on results of Criterion 5 & 6, as well as any changes in ASHA standards. Each year the American Speech Language Hearing Association provides feedback to the programs in response to annual reports. The Department of AUS makes any changes that are required by ASHA.

# Overview of AUS Teacher Education Program Requirements Gate System

## AUS GATES FOR MS-SLP STUDENTS

### **Student Name:** \_\_\_\_\_

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

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

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

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

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

\_\_\_\_\_ Accepted into MS-SLP Program of Department of Audiology and Speech Sciences

\_\_\_\_\_ Assigned an AUS advisor

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

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

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

\_\_\_\_\_ Get password and complete Office of Field Experience Application.

\_\_\_\_\_ Submit application on-line <http://www.soe.purdue.edu/sta/>

**Procedure:** During the first semester of the MS-SLP Program each student must determine whether they will elect to attain Indiana Teacher Certification. Those students who elect to complete an Education Externship and meet all requirements for Indiana Teacher Certification will complete an online application to the Office of Field Experience. When you register for AUS 648 an additional fee of approximately \$125 will be included in your registration invoice. Those students who do not wish to follow this program of study will sign a "Declination of Education Externship" form that will be filed in their Audiology & Speech Sciences Graduate Program file.

#### **Gate B: Must be complete prior to placement in Education Externship (AUS 648)**

Complete the following Core Courses the MS-SLP Program:

All normal processes courses: AUS 501 \_\_\_\_ and AUS 502 \_\_\_\_

A minimum of 12 hours of Core Disorder Courses:

AUS 521 Phonological Disorders (3) \_\_\_\_\_  
AUS 523 Language Disorders in Children (3) \_\_\_\_\_  
AUS 529 Stuttering (3) \_\_\_\_\_  
AUS 531 Language Disorders in Adults (3) \_\_\_\_\_  
AUS 532 Voice Disorders (3) \_\_\_\_\_

Complete 3 credit hours of AUS 549 with a grade of “B” or better \_\_\_\_\_

Complete AUS 544 “School Methods” with a grade of “B” or better \_\_\_\_\_

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

**Gate C: Must be completed prior to applying for Indiana Teacher License in Communication Disorders**

\_\_\_\_\_ Complete AUS 648 “Education Externship” placement  
\_\_\_\_\_ Meet graduation requirements for MS-SLP  
\_\_\_\_\_ Apply for IPSB license

**Procedure:** Office of Field Experience maintains records of students completing Education Externships (Field Placements) and Department of Audiology & Speech Sciences Department submits grades for completion of AUS 648. Department of AUS submits notification to Graduate School of those students who have met graduation requirements. Students independently apply for IPSB license (applications are distributed in AUS 544) and submit a completed application to the Office of Professional Preparation and Licensure.

**APPENDIX 1**

**Algorithm and Documentation Forms for Purdue's Department of Audiology and Speech Sciences Formative Assessment System for the ASHA 2005 (SLP) & 2007 (AuD) Standards August 2003**

