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Acknowledgment

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

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

A BRIEF HISTORY OF THE DEPARTMENT

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

THE ORGANIZATIONAL STRUCTURE OF THE DEPARTMENT

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

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

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

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

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

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

SLHS Department Ombudsmen
Purdue Office of the Dean of Students
Purdue Graduate School
Sexual Harassment Advisors’ Network
Purdue Committee on the Use of Human Subjects
ASHA Council on Academic Accreditation

SCHL 207 (765) 494-1747
YONG 170 (765) 494-2600
http://www.cla.purdue.edu/resources/shan/
ENAD 328 (765) 494-5942
10801 Rockville Pike (301) 897-5700 x4142
Rockville, MD 20852
I. Mission Statement for the Clinical M.S. in Speech-Language Pathology

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

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

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

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

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

For many students, the Master of Science is a terminal degree in that they do not plan to pursue further graduate work as Ph.D. students. Usually, the students are seeking a graduate degree that will prepare them to provide independent clinical services in speech-language pathology. The clinical M.S. programs in speech-language pathology at Purdue are designed so that students can meet all academic, clinical certification, licensure, and credentialing requirements of the American Speech-Language-Hearing Association (ASHA), the Indiana Professional Licensing Agency (IPLA), and the Indiana Department of Education (IDOE). Students are admitted to the Audiology program in audiology or to the M.S. program in speech-language pathology and may not transfer between programs without re-applying.

III. Clinical M.S. Prerequisites

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

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

Graduate students typically do not participate in clinical practicum until they have completed 25 clock hours of ASHA certified, supervised observation. These observation hours must be accumulated through observation of evaluation and treatment of children and adults with disorders of speech, language or hearing. The observation experience must be coordinated by a University program and signed by a Speech-Language Pathologist with current certification (CCC-SLP) status.
Graduate students must demonstrate proficiency in English speech production and English language skills and knowledge, before beginning clinical practicum.

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

**SLHS 30200 – Hearing Science**
An introduction to the scientific foundations of auditory sensation and perception. The course covers those aspects of acoustics most pertinent to understanding auditory processing of simple and complex sounds (e.g., speech and music), the anatomy and physiology of the peripheral and central auditory systems, and a range of auditory perceptual phenomena and their physiological correlates. (Spring Only)

**SLHS 30300 – Anatomy and Physiology of the Speech and Hearing Mechanism**
An introduction to the anatomical and physiological bases of voice, articulation, and hearing. Laboratory includes Demonstrations to support lecture materials. (Fall Only)

**SLHS 30600 – Introduction to Phonetics**
An introduction to articulatory phonetics, speech sounds in languages of the world, and principles and symbols of the International Phonetic Alphabet. Extensive practice in phonetic transcription.

**SLHS 30900 – Language Development**
Specific nature, sequence, and pattern of oral language development from birth through adolescence. Numerous examples illustrating the nature of language acquisition and approaches to the study of children’s language are presented. Linguistic and psychological explanations of the sequence of development are discussed.

**OR**
**SLHS 50900 – Language Acquisition (Admission by consent of instructor)**
An examination of research and theory dealing with first language acquisition in children. A linguistic framework is used to describe developing language. Topics considered include speech perception, grammatical development, meaning, and language in non-modal populations. (Fall only)

**SLHS 46000 – Introduction to Assessment Audiology (Prerequisites: SLHS 30200 and 30400 or equivalents)**
History of audiology, normal and abnormal processes of hearing, basic methods of audiology assessments, and introduction to the development and management of hearing conservation programs.

**SLHS 45000 – Introduction to Aural Rehabilitation across the Lifespan (Prerequisites: SLHS 46000 or equivalent)** The effects of hearing disorders on communication, psychosocial development, academic achievement and employment will be explored. The roles of residual hearing, vision, signing, and technology in achieving communication will be discussed and models of assessment and intervention will be examined. (Fall Only)

**OR**
**SLHS 55000 – Rehabilitative Audiology for Adults**
This course will provide an overview/survey of the issues a clinician is likely to encounter when addressing the needs of the adult patient who has acquired hearing loss in adulthood. Focus will be to identify the options available to helping this type of patient maximize communication effectively and minimize disability associated with the hearing loss. This course is designed to be a service learning course in which material presented will be applied in a senior retirement living community. (Spring only)

**IV. Essential Functions**

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

It is recognized that degrees of ability vary widely among individuals. Candidates for admission who believe they may not have or be able to acquire essential functions set forth in this document are encouraged to contact the Department of Speech, Language and Hearing Sciences if they have questions about their individual situations. Any admission candidate who anticipates requiring academic accommodations to fulfill essential functions due to a disability is encouraged to contact
Purdue’s Office of Disability Resource Center at (765) 494-1247, www.purdue.edu/drc. The Department of Speech, Language and Hearing Sciences at Purdue University seeks to ensure that qualified persons with disabilities are not denied admission or are subject to discrimination in admissions. The Department is committed to enabling students by reasonable means or accommodations to complete their course of study.

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

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

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

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

The Essential Functions Policy is adapted with permission from the following source:
V. The Non-Clinical Master's Degree Program

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

VI. Thesis and Non-Thesis Options

The M.S. student may choose either a non-thesis or thesis option. Students selecting the non-thesis option are required to complete the Evidence-based Capstone Project. Students selecting the thesis option will not complete the Evidence-based Capstone Project, but they will complete and orally defend an acceptable thesis. They will replace some non-required coursework with academic credits earned for thesis preparation. Students who are considering doctoral work are strongly encouraged to select the thesis option.

M.S. STUDENT ADVISING

I. The Major Professor

Before entering the program students are assigned a temporary advisor. During their first semester in the SLHS graduate program, students are expected to choose a major professor. The major professor should represent the student’s major area of study (speech-language pathology, speech/hearing science, or linguistics).

The major professor has several functions:
1) chairing the student's graduate advisory committee
2) consulting with the student regarding the overall program
3) advising the student in matters pertaining to the Plan of Study
4) monitoring the student's academic progress in accordance with the ASHA standards

II. The Advisory Committee, Non-Thesis Option

The advisory committee for students pursuing the non-thesis master's degree consists of one member, the student’s major professor/advisor. A temporary advisor is assigned when the student enters the program. But the student may change their advisor/major professor at any point by obtaining permission from the current and new major professor and filing paperwork with the Graduate Secretary. The major professor/advisor must be an Academic faculty member.

III. The Advisory Committee, Thesis Option

The advisory committee for students pursuing the thesis-option master's degree consists of at least three faculty members:
1) the major professor;
2) faculty representation from at least two of the designated areas within the department (speech-language pathology, audiology, speech/hearing science, and linguistics).

Committee members other than the major professor have the following duties:
1) this committee approves the plan of study and the thesis proposal;
2) conducts an oral examination of the thesis.
THE PLAN OF STUDY

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

I. Statistics Background

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

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

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

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

II. Required Courses

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

Clinical MS-SLP students who pursue the thesis option will complete the Core Disorders (required) courses. They will also complete 13 credits of Special Emphasis Disorders coursework (see appendix) and 6 credits of Core Normal Processes (required) courses, with the following variation: Thesis research credits may be used to satisfy up to 6 hours of Special Emphasis Disorders courses and 3 hours of Core Normal Processes courses, if approved by the student’s advisory committee.

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

III. Clinical Practicum

Students wishing to obtain professional certification must also complete specified clinical practicum. Students typically do not participate in a practicum experience until they have completed the coursework relevant to that experience.

Students must complete 25 supervised observation hours of diagnostic and therapy; the majority of which are typically earned before the first semester in clinical practicum. Most Purdue SLHS undergraduate and pre-requisite students complete this requirement during SLHS 44900. Occasionally, in extenuating circumstances, a pre-requisite graduate student will be enrolled in SLHS 54900-1 and will simultaneously obtain 25 observation hours during the first 8 weeks of that semester. Incoming graduate students with a major in Speech and Hearing who have not completed their observation hours prior to their first practical assignment at Purdue will accrue these observation hours during the first 8 weeks of that semester.
SLHS 54900:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Content</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall I</td>
<td>1 class, 1 clinic</td>
<td>2</td>
</tr>
<tr>
<td>Spring I</td>
<td>1 class, 3 clinic</td>
<td>4</td>
</tr>
<tr>
<td>Summer I</td>
<td>0 class, 2 clinic</td>
<td>4</td>
</tr>
<tr>
<td>Fall II</td>
<td>1 class, 3 clinic</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>or 3 credits if doing an externship last 10 wks</td>
<td></td>
</tr>
<tr>
<td>Spring II</td>
<td>1 class, 1 clinic (1st 6 weeks)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or 6 credits if not doing externship</td>
<td></td>
</tr>
</tbody>
</table>

SLHS 64800:

- Usually Spring II: School externship 3

SLHS 64900:

- Usually Summer II: Medical externship 2 (pass/fail)

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

IV. Transfer of Credits to the Purdue SLHS Graduate Program

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

The department and the Graduate School will not accept graduate academic credit taken at other graduate programs upon entry into our graduate programs on a prior basis. Such credit, up to a maximum of 6 to 8 semester credits, may be allowable on the POS, only as stipulated by Purdue University regulations. The student's advisor, the course instructor, the graduate committee, the department head and the dean of the Graduate School of Purdue University must approve.

V. Restrictions to Courses Included on the Plan of Study

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

Courses listed on the M.S. Plan of Study in the primary area (SLHS courses) should be at the 50000 or 60000 level.

SLHS courses at the 40000 level must be approved by the graduate committee in order to appear on the Plan of Study. Courses cannot have been taken at the undergraduate level unless they are "certified undergraduate excess" hours: courses taken for graduate credit while the student was an undergraduate. Courses taken at the 10000 or 20000 level may not appear on the POS; no more than 6 credits of courses taken at the 40000 level may appear on the POS.
VI. Master's Degree, Non-Thesis Option

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

VII. Master's Degree, Thesis Option

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

VIII. Credit Hour Enrollment for Graduate Staff Appointments

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

<table>
<thead>
<tr>
<th>Minimum/Maximum no appointment</th>
<th>.25 FTE</th>
<th>.50 FTE</th>
<th>.75 FTE</th>
<th>1.00 FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall/Spring: 8/18 hrs.</td>
<td>3/15 hrs.</td>
<td>3/12 hrs.</td>
<td>3/9 hrs.</td>
<td>3/6 hrs.</td>
</tr>
<tr>
<td>Summer: 6/8 hrs.</td>
<td>3/8 hrs.</td>
<td>3/8 hrs.</td>
<td>3/8 hrs.</td>
<td>3/8 hrs.</td>
</tr>
</tbody>
</table>

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

IX. Preparing the Plan of Study Electronically

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

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

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

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

Once your entire committee has verbally accepted your plan of study, return to the POSG and submit your plan as a "Final." The plan of study form will be electronically routed, reviewed and, if approved, signed by your departmental coordinator, your advisory committee, and the Graduate School.
You may check the status of your plan at any time by returning to the POSG and clicking on the Display Submitted Plan of Study link. Once the Graduate School has approved your plan of study, you should check it every semester to monitor your academic degree progress.

X. The Plan of Study Deadline

The Plan of Study must be approved by the major professor, other advisory committee members, a representative of the Head of the Department and the graduate secretary. Submit the draft of your POS electronically by the 8th week of the spring semester in the student's first year of study. Registration for the third semester of study will not be permitted unless the POS has been completed and accepted by the Graduate School. Students who must take all prerequisite courses may wait until the 8th week of the second fall semester to submit the POS.

XI. Alteration of the Plan of Study

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

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

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

XII. Enrollment Requirements for Final Semester

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

PROGRESS TOWARD THE M.S. DEGREE

I. The Duration of Graduate Study

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

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

Part-time is rarely allowed, but to achieve part-time status each case must be reviewed individually and only approved under special circumstances. The Director of Clinical Education for Speech-Language Pathology and the student’s advisor committee must approve each case.

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

II. Performance Standards

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

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

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

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

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

III. Evidence-based Capstone Project

Students in the M.S. Speech-Language Pathology program who select the non-thesis option are required to complete a sequence of courses on the topic of Evidence-Based Practice, culminating in a capstone project. The first course in this sequence provides students with the obligatory knowledge and skills to critically read the literature for clinical evidence and to apply methods, such as single subject design, to clinical practice. In the second course, students will work independently, in small groups, and with faculty to develop a clinical question and an approach to addressing their selected topic. This project may be related to a client from the student’s caseload or to a clinical problem of interest. As their final capstone experience (and the third course in this sequence), students will write a paper (in the style of a clinical research article) and will present their work in a poster session format. This will be completed in the spring of their second year, before leaving for their externships. Students must achieve a B or better in these courses to move forward. If they do not, they must remediate which will likely result in extended program duration. Any plagiarism or questionable ethics in completion of these projects will be dealt with severely and can lead to dismissal from the MS SLP program.

IV. The M.S. Thesis

The major professor serves as the director of the thesis and guides the student through its completion. The student must take the Evidence-based Approaches course. Then Each and every semester that the student is working on the thesis, the student must register for SLHS 69800 (Research: M.S. Thesis).

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

University requirements for preparation, deadlines, format, etc. can be found in the latest edition of the Graduate School Bulletin and in A Manual for the Preparation of Graduate Theses, which is available online (https://www.purdue.edu/gradschool/research/thesis/index.html) or you may see the graduate secretary.

For our department, American Psychological Association (APA) style is preferred but other styles (corresponding to a specific journal where the work is likely to be submitted) may be substituted. The style being used and the resource for the style’s
guidelines (such as the *Publication Manual of the APA*) must be stated on a separate unbound, unnumbered sheet at the beginning of the thesis. The major professor has final responsibility for assuring that the final thesis meets stylistic requirements. After the research and the writing of the thesis have been completed, the student must satisfactorily pass an oral defense of the research in front of the full advisory committee. Three weeks prior to the date on which the oral defense is to be held, the student should submit a Request for Examining Committee Form (Graduate School Form 8) via their MyPurdue account. The form will be signed electronically.

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

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

**CHANGE OF STATUS NOTIFICATION**

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

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

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

**GRADUATE STUDENT FUNDING**

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

   A. **Graduate Assistantships**

   Each fiscal year, the university allocates a sum of money to the department for graduate assistantship appointments.

   These are generally awarded as half-time appointments. The university establishes the stipend levels. Thus, the amount of allocated funds determines the number of graduate assistantships that can be given each year.

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

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

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

These funds are designed to support Ph.D. students during the time that they are doing their dissertations. A proposal is written by a specific faculty member within the department and submitted to the Graduate School. The Graduate School makes University-wide competitive evaluation of all proposals for PRF grants. If the proposal is approved, the faculty member will recommend a Ph.D. student for support.

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

The Department of Speech, Language, and Hearing Sciences does not appoint funded graduate students to positions outside the department. The department has no administrative function in assigning students to these programs. This is only a partial list; the Graduate School maintains a current listing of open graduate assistant positions. Here is the web page address: [http://www.gradschool.purdue.edu/Funding](http://www.gradschool.purdue.edu/Funding)

A. Residence Counsellorships

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

B. Frederick N. Andrews Fellowships (University Fellowships)

A number of Purdue University Andrews Fellowships are awarded each year to especially outstanding graduate students new to the Purdue University Graduate School. In February, the department selects and submits nominations of a few exceptional graduate applicants to the College of Liberal Arts for consideration for the Andrews Fellowships. The competition is school-wide and the number of fellowships is limited, so there is no assurance that any graduate student entering SLHS will receive an award.

III. Funding Selection Procedures

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

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

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

I. International Students

For International applicants there are several tests you can take to meet our guidelines for written and spoken English. Many countries are still taking the standard TOEFL exam with the TWE and TSE. Most other countries have available the newer TOEFL iBT or the IELTS. You may take whichever exam is available in your country; there is not one exam that is preferred by us.

International degree-seeking applicants whose native language is not English are required to submit a Test of English as a Foreign Language (TOEFL or TOEFL iBT) or International English Language Testing System (IELTS) scores for Purdue University Graduate School admissions. Many departments require the TWE from applicants, since this tool explicitly evaluates writing skills; the TSE gives us a good indication of your skills in spoken English as well.

When applicants take the TOEFL, they must also take the Test of Written English (TWE) and the Test of Spoken English (TSE). A score of 5 or better (on a scale of 1 - 6) is considered adequate for the TWE and a score of 50 is considered adequate for the TSE. When applicants take the TOEFL iBT they must have an overall score or 77 and a 28 on the speaking section of the test. An applicant may also take the IELTS exam and must receive a 7.5 in order to be considered for admission to our program.

Departments frequently also recommend, particularly at the doctoral level, that prospective students, both native and non-native speakers of English, submit samples of scholarly writing (e.g., term paper, master’s thesis) with their application packet.

II. Writing Performance Requirements

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

For those students who are working toward a clinical degree, writing skills specified in the ASHA 2014 standards must be met. If any student produces work that is of concern (e.g., difficulty with grammatical construction, spelling, or organization), the instructor may refer a student to the writing lab or to ENG 00200 (for non-native speakers of English). It will be the responsibility of the individual student to implement the recommended procedure. The writing lab routinely notifies the referring instructor when a student uses the services. It will also be at the discretion of the instructor to determine if the writing deficiencies are severe enough to potentially impede the student’s success. If so, it will be the instructor’s responsibility to inform the major professor.

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

III. Writing Intervention Referral Sources

English 02000: This is a writing course for non-native students. There are 4 sections in the fall, 4 in the spring, and 1 in the summer. Technical writing courses are available. These include exercises in writing essays, grant proposals, and personal statements, but are not content specific.

The Purdue University Online Writing Lab is a major referral source: https://owl.english.purdue.edu/. The writing lab is able to provide a range of services:
- consultation with individual departments
- writing groups
- individualized instruction

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

Since the American Speech-Language Hearing Association’s (ASHA) Council on Academic Accreditation (CAA) accredits the Purdue program, it is designed to provide all academic and practicum requirements for the Certificate of Clinical Competence (CCC) issued by ASHA. A complete description of the standards and procedures for obtaining the CCC is provided in the ASHA Certification and Membership Handbook. In order to meet CCC requirements, you must complete a program of study (a minimum of 75 semester credit hours overall, including at least 36 at the graduate level) that includes academic course work sufficient in depth and breadth to achieve the specified knowledge outcomes as described in the ASHA’s CFCC Standards 2014 (see table of contents). As students prepare their Plan of Study, they should meet with their advisors, and use the Knowledge and Skills Acquisition (KASA) summary form to make certain that they take courses that are necessary and appropriate to meet the CCC requirements.

Course work should be planned to address the following areas:

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

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

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

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

I. Enrollment in Clinical Practicum

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

ASHA's practicum requirements are stated in terms of the number of direct client contact hours, which must be accrued. For certification in speech-language pathology students must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

ASHA requires that students achieve specific clinical skills through their clinical education. The Purdue University clinical program in speech-language pathology requires practicum experience in diagnostic and intervention across the lifespan. Specifically, a minimum of 10 client contact hours will be the goal in: pediatric speech diagnostics, pediatric speech intervention, pediatric language diagnostics, pediatric language intervention, adult speech diagnostics, adult speech intervention, adult language diagnostics, adult language intervention, Audiological assessment and aural rehabilitation. Speech includes the disorders of articulation, voice, fluency and dysphagia.

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. This experience must be obtained through a university program, where it is considered to be a type of laboratory experience.
Universities traditionally classify such experiences in terms of credit hours rather than contact hours. The credit hours are related to client contact, but they also include written work, therapy preparation, and conferences with parents, supervisors, and co-clinicians. Therefore the client contact hours and university credit hours are not interchangeable. SLHS practicum requirements for clinical students are stated in terms of credits per semester. The suggested credits per semester for SLP students are outlined in this handbook under Guidelines for Enrollment in SLP Clinical Practicum, in the M.S. Plan of Study section.

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

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

II. Clinical Practicum Experiences

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

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

<table>
<thead>
<tr>
<th>Time line</th>
<th>SLHS Clinical Course</th>
<th>Clinic Practicum</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Fall Semester</td>
<td>SLHS 54900 (Seminar 1)</td>
<td>Introductory assignment</td>
<td>1</td>
</tr>
<tr>
<td>First Spring Semester</td>
<td>SLHS 54900 (Seminar 2)</td>
<td>Assignment in Purdue Clinics</td>
<td>2</td>
</tr>
<tr>
<td>First Summer</td>
<td>SLHS 54900 (no seminar)</td>
<td>Assignment in Purdue Clinics</td>
<td>3</td>
</tr>
<tr>
<td>Second Fall</td>
<td>SLHS 54900 (Seminar 4)</td>
<td>Assignment in Purdue Clinics</td>
<td>4</td>
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<tr>
<td></td>
<td>SLHS 54900 (Seminar 5)</td>
<td>Assignment in Purdue Clinics</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>SLHS 64800</td>
<td>Assignment in Purdue Clinics (and/or Education Externship)</td>
<td>5</td>
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</tr>
<tr>
<td></td>
<td>SLHS 64900</td>
<td>Assignment in Purdue Clinics (and/or Healthcare Externship 1)</td>
<td>6</td>
</tr>
</tbody>
</table>

III. Risk Management – Policy and Procedures

Biohazardous Waste Material:

- Kits, available in each therapy room, contain all materials needed for proper waste removal (disposable biohazardous material bags, rubber gloves, disposable wipes, antiseptic towelettes, alcohol pads, band aids, and pick-up and treatment certification forms)
- Rubber gloves should be worn when blood, vomit/other bodily secretions are present.
  - If rubber gloves are not available, improvise with any possible barrier between yourself and blood or potentially infectious materials.
• Disinfect materials and working services with CaviCide solution, located in room 2159.

• If material is contaminated by blood, clean with a solution of ¾ cup Clorox® Regular-Bleach per gallon of water. Bleach is located in room 2159.
• When decontaminating equipment or other objects, leave disinfectant in place for at least 10 minutes before continuing the cleaning process.
• Any materials used to clean up the biohazardous waste material (mops, sponges, re-usable gloves, buckets, etc) must also be immediately decontaminated.
• Place contaminated materials in an orange biohazardous trash bag.
• The bio-box for biohazardous material is located in room 2159.
• Fill out the R.E.M. pick-up form https://www.purdue.edu/ehps/rem/home/forms/biohaz.pdf and attach it to the top of the biohazard box
• Immediately call R.E.M. for waste pick-up at 494-0121.
• If there are any questions, contact Scott Kepner, the Hazardous Materials Manager, in room 3078 Lyles-Porter Hall.

If Bloodborne Exposure Occurs:
Immediately:
• Wash area vigorously with soap and clean water.
• Flush splashes to nose, mouth, or skin with clean water.
• Irrigate eyes with clean water, saline, or sterile irrigants.
• Report exposure to Mary Lou Poole (494-3823) or Lata Krishnan (494-6842)

If an Injury Occurs:
• Fill out and return the following forms (found in the forms drawer file cabinet in the main office) to the SLHS Business Office:
  ➢ Report of Personal Injury For Students or Visitors
  ➢ Worker’s Compensation Witness Report Form (only if the event was witnessed)
  ➢ First Report of Injury
• Direct questions regarding workman’s compensation or insurance claims to the SLHS Business Office in room 3026 Lyles-Porter Hall

IV. Clinical Practicum Privileges—Policies and Implementation

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

1) Student clinicians must demonstrate English speech production and English language skills and knowledge at the level necessary to provide appropriate clinical services to their clients/patients. ASHA Standards CFCC 2014 require communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others.

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

Speech-language pathology clinical faculty and supervisors, hereafter referred to as clinical faculty, are Speech-Language Pathologists 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 “Clinical Skills Competency Form” (CSCF, see Speech-Language Clinic Handbook) 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 the CSCF 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.

A. Unsuccessful Progress:

a. If a student clinician demonstrates skills below minimum expectations for their current practicum level, they will earn a grade of ‘B-’ or lower, clock hours for that specific clinical assignment will not be accrued, and the student will be placed on Probation. A conference will be held with the clinical faculty for that assignment, the Graduate Chair, and the Director of Clinical Education in SLP to develop the Remediation Plan (See Speech-Language Clinic Handbook). Privileges of participating in clinical practicum may be suspended.

b. The SLP clinical faculty will notify the Director of Clinical Education in SLP of any student who is demonstrating difficulty in adhering to professional competencies for clinical practice. Professional Competencies is a general term for the three specific areas delineated on the CSCF, which are evaluated as Satisfactory (S) or Unsatisfactory (U). Those three are Professional Behavior, Written Communication Skills and Oral & Non-Verbal Communication. Documentation of any ‘U’ (Unsatisfactory) in any Professional Competency is reviewed by the Director of Clinical Education in SLP and filed in the graduate student’s permanent file. The student will be placed on Probation and clinical faculty will develop a Remediation Plan with the student, in consultation with the Director of Clinical Education in SLP.

c. Obtaining a grade of ‘B-’ or less in clinical practicum (SLHS 54900) for two semesters is considered to be evidence of inadequate performance and results in ineligibility to continue in practicum.

d. If the student exhibits any behavioral or performance characteristics which are determined by the Clinical Faculty to be inconsistent with its standards for behavior in clinical practicum including any threat to the welfare of the clients/patients (See the Speech-Language Clinic Handbook and 54900 syllabus, CSCF, the ASHA Code of Ethics, or the Indiana Code of Ethics), the student is issued a Professional Infraction Notice. The student will be counseled by the Graduate Chair, relevant clinical faculty, and the Director of Clinical Education in SLP. This counseling will inform the student that his or her privileges of participating in that clinical practicum are suspended or are at risk of being suspended, and will explain the reasons for suspension. The student is given specific written recommendations for remediation of all skill areas, along with a deadline by which this must be accomplished. The Director of Clinical Education in SLP, in consultation with the clinical faculty may terminate participation in practicum at any time that client/patient welfare is considered to be jeopardized.

B. Probation:

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

- Student clinicians who are on probation must obtain a grade of ‘B’ or better in all clinical assignments and must obtain an ‘S’ on all professional protocols from all clinical faculty currently supervising this student in order to be removed from Probationary status.
A student clinician who does not successfully complete the Remediation Plan within the specified time frame will either have the Remediation Plan extended or have clinical privileges terminated.

A student clinician who has successfully completed a Remediation Plan is no longer on Probation. However, the skills delineated in the Remediation Plan must be maintained. If they are not, the student clinician will be returned to Probationary status and another Remediation Plan may be developed, if appropriate, or clinical privileges may be terminated.

C. Remediation Plan:

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

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

A maximum number of two Remediation Plans will be developed for a student clinician during the M.S. in SLP. Should a student earn a grade of ‘B-’ or a ‘U’ for Professional Protocol during a practicum experience following the completion of two Remediation Plans, his/her clinical privileges will be terminated.

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

D. Grade and Practicum Appeals

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

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

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

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

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

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

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

A. Dropping clinical practicum:

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

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

V. Clinical Externships

The Department of Speech, Language, and Hearing Science attempts to provide the M.S. student with a wide range of clinical practicum experiences in both speech-language pathology and audiology; one way this is done is to offer a program of clinical externships.
A clinical externship is a full-time, off-campus practicum experience in a health-care facility, educational setting, rehabilitation center, community clinic, etc. Complete information about externship procedures is available in the department’s Healthcare Externship Handbook and the Education Externship Handbook, and students should read these handbooks during their first year in the program. The following information provides an overview of externship purposes and procedures.

The purpose of the clinical externship program is twofold:

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

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

Two externships will be required with the strong recommendation that one externship is an Education Externship and the other is a Healthcare Externship with some adult contact hours. Any student who wishes an alternative to the required and recommended experiences must first consult with the medical healthcare externship coordinator, then obtain the Major Professor’s approval, and submit a written request and explanation and send it to the Director of Clinical Education in SLP.

The decision regarding the Education Externship, which is a 10-week, full-time field placement in an Indiana public school, should be made during the student’s first semester in the program. The Director of Clinical Education in SLP and the Education Externship Coordinator, who work closely with Purdue University’s School of Education, oversees the program components that lead to eligibility for licensure with the IPLA and IDOE. Students who choose to work toward IPSB licensure must meet the Gates requirements throughout the program. (See form section.)

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

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

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

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

**A. Eligibility for Externships:**

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

1. Students must have completed appropriate didactic coursework in areas consonant with the clinical population of the externship setting. The department’s coordinator for each externship setting is in the best position to advise students as to what is meant by "appropriate coursework" relative to a particular setting.
2. Students must have a cumulative GPA in their graduate program of 3.0 or higher before beginning the externship, and they must have completed three semesters of SLHS 54900 with no grade below a ‘B’. If a grade of ‘B-’ or lower is earned in any of these semesters, it will delay and may preclude an externship if adequate improvement is not demonstrated within the specified time period listed in the Remediation Plan as described above.
3. Students must have successfully completed the Evidence-based Capstone project or MS Thesis. Students who wish to complete externships before completing their M.S. Thesis must obtain written permission from their Major Professor.
and that letter must certify that the student is making adequate progress and provide a timeline for thesis completion.

4. Students must have satisfactorily completed at least 50 clinical clock hours in the Purdue University Speech Language and Hearing Clinics. (An exception to this requirement may be granted for an externship at a site where a member of the SLHS professional staff provides supervision.)

5. Students must have obtained written approval from their major professor, the Healthcare Externship Coordinator or Education Externship Coordinator, and the professional staff review team of the Purdue University Speech Language and Hearing Clinics. School externships also require that an application be submitted to the School of Education’s Office of Professional Preparation (with payment of required fee) and completion of SLHS 54400.

6. The student is to be registered for SLHS 64800, or 64900 while on an off-campus externship. Note that registration for SLHS 64900 is on a pass/ no pass basis.

**B. Remediation of Externships:**

1. Successful completion of the first externship (B or better in 64800 or Pass in 64900) is required before the student may begin the second externship. If the first externship is not completed successfully, the student may be dismissed or required to complete some or all of the following before completing a second externship:
   a. spend time as specified in a Remediation Plan (or more) under the supervision of SLHS clinical faculty with a full clinical practicum load, until a remediation plan has been successfully completed,
   b. repeat an externship experience similar to that of the first externship.

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

**VI. The National Examination**

Passing the Speech-Language Pathology Praxis exam is one of the requirements for obtaining the CCC. It recommended that students take this examination during the spring of their final year of graduate study. Applications can be obtained from [www.ets.org/praxis](http://www.ets.org/praxis). Students must indicate on the application form that their score is to be sent to the national office of ASHA and to Purdue University.

**VII. Documentation for Application for ASHA Certification**

**A. KASA Documentation:**

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

Course instructors will indicate objectives addressing knowledge or skill outcomes identified in ASHA Standards 2014 through class syllabi. At the completion of each course and clinical practica, instructors will provide feedback to students and will notify the Graduate Secretary of the knowledge and/or skill areas that have been demonstrated. If this information is not provided, it is your responsibility to ask for it. Students must maintain evidence of completion (online or paper feedback from professors, records of clinical skill evaluations (CSCFs)). Please use the blank KASA form included in this handbook (see Appendices) to track your completed KASAs. When you apply for the Certificate of Clinical Competence (CCC) you are expected to have supporting documentation for the KASA.

**B. Clinical Hours Documentation:**

You must have two sets of log cards, which show the same, signed record of practicum.

Be sure to put your full name and the semester and year on each card. As your hours are accumulated records of your observation and practicum hours on your log card. The log cards must be updated at the end of every semester so students’ progress in accumulating clinical hours can be tracked. Therefore, students must turn in their log cards to the graduate
secretary to enter the current information into the database.

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

Students may request a printout of the summary sheet of their hours’ data if they wish to verify totals within ASHA categories. Make sure that you have all of your practicum supervisors sign both copies of your log cards at the end of each semester.

When you are ready to graduate, you must leave one of the log card sets with the graduate secretary so that it can be placed in your departmental file. In addition to your log cards, fill out your Practicum Record Form. DO NOT FORGET TO DO THIS BEFORE YOU LEAVE! We do not keep your clinic records beyond ten years. Please take care of all required paperwork before you graduate. KEEP COPIES of all your paperwork.

C. Certification Procedures

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

1) Before you leave for externship, complete all parts of the KASA. If you have had areas identified as in need of remediation, you must send proof to the graduate secretary of how those have been resolved. As previously mentioned, you must keep supporting evidence for the skills and knowledge outcomes.

2) Put a copy of the KASA with your own practicum log card set and keep them in a safe place with other valuable records, such as your birth certificate, wedding license, car title, etc.

3) No later than the end of your clinical fellowship (CF), complete the ASHA certification application (the application is available from ASHA, www.ASHA.org) and have the CF record signed by the appropriate persons at your CF site.

4) Fill out the first two pages of the ASHA application and sign it.

5) Send the entire completed ASHA application to the graduate secretary, who will check to make certain that all records are in order. If so, it will be sent to the department ASHA Representative to be verified and signed. We will use the practicum log cards, copies of your KASA, the External Practicum Site Forms, the External Practicum Summary Forms, Practicum Record Form and the Praxis score report as the basis for completing our part of your ASHA certification application forms. This information needs to be submitted as soon as possible prior to the ASHA application.

6) Once the form has been checked and signed, the Graduate Secretary will mail the form back to you. Be sure you provide the Secretary with your correct, up-to-date, mailing address.

7) Mail the completed application, with your check, to ASHA.

If you do not follow all of these directions explicitly, it will delay the certification procedure and cause you and others to have to engage in unnecessary correspondence.
CODE OF ETHICS AS ACCEPTED BY THE AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION

Preamble
The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by speech-language pathologists, audiologists, and speech, language, and hearing scientists. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose.

Every individual who is (a) a member of the American Speech-Language-Hearing Association, whether certified or not, (b) a nonmember holding the Certificate of Clinical Competence from the Association, (c) an applicant for membership or certification, or (d) a Clinical Fellow seeking to fulfill standards for certification shall abide by this Code of Ethics.

Any violation of the spirit and purpose of this Code shall be considered unethical. Failure to specify any particular responsibility or practice in this Code of Ethics shall not be construed as denial of the existence of such responsibilities or practices.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics as they relate to the responsibility to persons served, the public, speech-language pathologists, audiologists, and speech, language, and hearing scientists, and to the conduct of research and scholarly activities.

Principles of Ethics, aspirational and inspirational in nature, form the underlying moral basis for the Code of Ethics. Individuals shall observe these principles as affirmative obligations under all conditions of professional activity.

Rules of Ethics are specific statements of minimally acceptable professional conduct or of prohibitions and are applicable to all individuals.

Principle of Ethics I
Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities, and they shall treat animals involved in research in a humane manner.

Rules of Ethics
1. Individuals shall provide all services competently.
2. Individuals shall use every resource, including referral when appropriate, to ensure that high-quality service is provided.
3. Individuals shall not discriminate in the delivery of professional services or the conduct of research and scholarly activities on the basis of race or ethnicity, gender, gender identity/gender expression, age, religion, national origin, sexual orientation, or disability.
4. Individuals shall not misrepresent the credentials of assistants, technicians, support personnel, students, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name and professional credentials of persons providing services.
5. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, and judgment that are within the scope of their profession to assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.
6. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to provision of clinical services to assistants, technicians, support personnel, or any other persons only if those services are appropriately supervised, realizing that the responsibility for client welfare remains with the certified individual.
7. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession to students only if those services are appropriately supervised. The responsibility for client welfare remains with the certified individual.
8. Individuals shall fully inform the persons they serve of the nature and possible effects of services rendered and products dispensed, and they shall inform participants in research about the possible effects of their participation in research conducted.
9. Individuals shall evaluate the effectiveness of services rendered and of products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.
10. Individuals shall not guarantee the results of any treatment or procedure, directly or by implication; however, they may make a reasonable statement of prognosis.
11. Individuals shall not provide clinical services solely by correspondence.
12. Individuals may practice by telecommunication (e.g., telehealth/e-health), where not prohibited by law.
13. Individuals shall adequately maintain and appropriately secure records of professional services rendered, research and scholarly activities conducted, and products dispensed, and they shall allow access to these records only when authorized or when required by law.

14. Individuals shall not reveal, without authorization, any professional or personal information about identified persons served professionally or identified participants involved in research and scholarly activities unless doing so is necessary to protect the welfare of the person or of the community or is otherwise required by law.

15. Individuals shall not charge for services not rendered, nor shall they misrepresent services rendered, products dispensed, or research and scholarly activities conducted.

16. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if their participation is voluntary, without coercion, and with their informed consent.

17. Individuals whose professional services are adversely affected by substance abuse or other health-related conditions shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.

18. Individuals shall not discontinue service to those they are serving without providing reasonable notice.

Principle of Ethics II
Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.

Rules of Ethics
1. Individuals shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their level of education, training, and experience.

2. Individuals shall engage in lifelong learning to maintain and enhance professional competence and performance.

3. Individuals shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's competence, level of education, training, and experience.

4. Individuals shall ensure that all equipment used to provide services or to conduct research and scholarly activities is in proper working order and is properly calibrated.

Principle of Ethics III
Individuals shall honor their responsibility to the public by promoting public understanding of the professions, by supporting the development of services designed to fulfill the unmet needs of the public, and by providing accurate information in all communications involving any aspect of the professions, including the dissemination of research findings and scholarly activities, and the promotion, marketing, and advertising of products and services.

Rules of Ethics
1. Individuals shall not misrepresent their credentials, competence, education, training, experience, or scholarly or research contributions.

2. Individuals shall not participate in professional activities that constitute a conflict of interest.

3. Individuals shall refer those served professionally solely on the basis of the interest of those being referred and not on any personal interest, financial or otherwise.

4. Individuals shall not misrepresent research, diagnostic information, services rendered, results of services rendered, products dispensed, or the effects of products dispensed.

5. Individuals shall not defraud or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants for services rendered, research conducted, or products dispensed.

6. Individuals' statements to the public shall provide accurate information about the nature and management of communication disorders, about the professions, about professional services, about products for sale, and about research and scholarly activities.

7. Individuals' statements to the public when advertising, announcing, and marketing their professional services; reporting research results; and promoting products shall adhere to professional standards and shall not contain misrepresentations.

Principle of Ethics IV
Individuals shall honor their responsibilities to the professions and their relationships with colleagues, students, and members of other professions and disciplines.

Rules of Ethics
1. Individuals shall uphold the dignity and autonomy of the professions, maintain harmonious interprofessional and
intraprofessional relationships, and accept the professions' self-imposed standards.

2. Individuals shall prohibit anyone under their supervision from engaging in any practice that violates the Code of Ethics.
3. Individuals shall not engage in dishonesty, fraud, deceit, or misrepresentation.
4. Individuals shall not engage in any form of unlawful harassment, including sexual harassment or power abuse.
5. Individuals shall not engage in any other form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
6. Individuals shall not engage in sexual activities with clients, students, or research participants over whom they exercise professional authority or power.
7. Individuals shall assign credit only to those who have contributed to a publication, presentation, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
8. Individuals shall reference the source when using other persons' ideas, research, presentations, or products in written, oral, or any other media presentation or summary.
9. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
10. Individuals shall not provide professional services without exercising independent professional judgment, regardless of referral source or prescription.
11. Individuals shall not discriminate in their relationships with colleagues, students, and members of other professions and disciplines on the basis of race or ethnicity, gender, gender identity/gender expression, age, religion, national origin, sexual orientation, or disability.
12. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation, nor should the Code of Ethics be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.
13. Individuals who have reason to believe that the Code of Ethics has been violated shall inform the Board of Ethics.
14. Individuals shall comply fully with the policies of the Board of Ethics in its consideration and adjudication of complaints of violations of the Code of Ethics.


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- See more at: http://www.asha.org/code-of-ethics/#sthash.Lc28YNcO.dpuf

CODE OF ETHICS

of the

INDIANA SPEECH-LANGUAGE-HEARING ASSOCIATION**

(Adopted April 8, 1992; As Amended October 2006)

PREAMBLE

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations in the profession of speech-language pathology and audiology. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose. ANY ACTION, SPECIFIED OR UNSPECIFIED THAT VIOLATES THE SPIRIT AND PURPOSE OF THIS CODE WILL BE CONSIDERED UNETHICAL.

Every individual who is a member of the Indiana Speech-Language-Hearing Association shall abide by this Code of Ethics. Associate and student members shall abide by this Code of Ethics to the extent that the provisions are pertinent to their status as employees or students.

The fundamentals of ethical conduct are described by Principles and Ethics and by Rules of Ethics as they relate to responsibility to persons served, to the public, and to the professions of speech-language pathology and audiology.

PRINCIPLES OF ETHICS, aspirational and inspirational, FORM THE UNDERLYING BASIS FOR THE CODE OF ETHICS. Members shall observe these principles as affirmative obligations under all conditions of professional activity.
RULES OF ETHICS ARE SPECIFIC STATEMENTS OF MINIMALLY ACCEPTABLE PROFESSIONAL CONDUCT or of prohibitions and are applicable to all members.

PRINCIPLE OF ETHICS I: PROVISION OF SERVICES Members shall honor their responsibility to hold paramount the welfare of persons they serve professionally.

Rules of Ethics

A. SERVICE COMPETENCE. Members shall provide all services competently.
B. USE OF RESOURCES/REFERRALS. Members shall use every resource, including referral when appropriate to other specialists and service agencies as needed, to ensure that high-quality service is provided.
C. DISCRIMINATION IN THE DELIVERY OF SERVICES. Members shall not discriminate in the delivery of professional services on the basis of race, sex, age, religion, national origin, disability or sexual orientation.
D. DISCLOSURE. Members shall fully inform the persons they serve of the nature and possible effects of service rendered and products dispensed.
E. EVALUATION OF SERVICES/PRODUCTS. Members shall evaluate the effectiveness of services rendered and of products dispensed and shall provide services or dispense products only when benefit can reasonably be expected.
F. GUARANTEE OF RESULTS. Members shall not guarantee the results of any treatment or procedure, directly or by implication; however, they may make a reasonable statement or prognosis.
G. TREATMENT BY CORRESPONDENCE. Members shall not evaluate or treat speech, language, or hearing disorders solely by correspondence.
H. MAINTENANCE OF RECORDS. Members shall maintain adequate records of professional services rendered or products dispensed. They shall not reveal, without authorization, any professional or personal information about the person served professionally, unless required by law to do so, or unless doing so is necessary to protect the welfare of the person or of the community.
I. FEES/MISREPRESENTATION. Members shall charge fees consistent with services provided. Fees shall be commensurate with prevailing responsible and customary charges. Members shall not charge for services not rendered, nor shall they misrepresent, in any fashion, services rendered or products dispensed.
J. EVALUATION OF SERVICES/PRODUCTS. Members who dispense products shall:
   1. Allow freedom of choice for the procurement of products,
   2. Make clear differentiation between fees for professional service and prices for products dispensed,
   3. Provide full disclosure of fees in advance,
   4. Establish fees for services independent of whether a product is dispensed,
   5. Evaluate effectiveness of products dispensed.
K. INFORMED CONSENT. Members shall use persons in research or as subjects of teaching demonstrations only with their informed consent.
L. SUBSTANCES ABUSE/EMOTIONAL OR MENTAL DISABILITY. Members shall withdraw from professional practice when substance abuse or an emotional or mental disability adversely affects the quality of services they render.

PRINCIPLE OF ETHICS II: PROFESSIONAL COMPETENCE. Members shall honor their responsibility to achieve and maintain a high level of professional competence.

Rules of Ethics

A. QUALIFICATIONS. Members shall engage in the provision of clinical services only when they hold the qualifications by law for engaging in such practice or when they are supervised by an individual who holds the appropriate qualifications.
B. SERVICE COMPETENCE. Members shall engage in only those aspects of the professions that are within the scope of their competence, considering their level of education, training and experience.
C. CONTINUING EDUCATION. Members shall continue their professional development throughout their careers.
D. DELEGATION OF SERVICES. Members shall delegate the provision of clinical services only to appropriately supervised persons who are qualified licensed or in the educational process.
E. SERVICE COMPETENCE OF STAFF. Members shall prohibit any of their professional staff or anyone under their supervision from providing services that exceed the individual's competence.
F. EQUIPMENT. Members shall ensure that all equipment used in the provision of services is in proper working order and is properly calibrated.

PRINCIPLE OF ETHICS III: RESPONSIBILITY TO THE PUBLIC. Members shall honor their responsibility to the public by promoting public understanding of the professions, by supporting the development of services designed to fulfill the unmet needs of the public, and by providing accurate information in all communications involving any aspect of the profession.

Rules of Ethics

A. REPRESENTATION OF CREDENTIALS. Members shall accurately represent their credentials, competence, education, training, and experience.

B. CONFLICT OF INTEREST. Members shall not participate in professional activities that constitute a conflict of interest.

C. MISREPRESENTATION OF INFORMATION/FRAUD. Members shall not misrepresent diagnostic information, services rendered, or products dispensed or engage in any scheme or artifice to defraud in connection with obtaining payment or reimbursement for such services or products. Member's statements to the public shall provide accurate information about the nature and management of communication disorders, about the professions and about professional services.

D. PROFESSIONAL STATEMENTS TO THE PUBLIC. Member's statements to the public - advertising, announcing and marketing their professional services, reporting research results, and promoting products - shall adhere to prevailing professional standards and shall not contain misrepresentations.

PRINCIPLE OF ETHICS IV: RESPONSIBILITIES TO AND RELATIONSHIPS WITH THE PROFESSIONS. Members shall honor their responsibilities to the professions and their relationships with colleagues, students and members of allied professions. They shall uphold the dignity and autonomy of the professions, maintain harmonious interprofessional and intraprofessional relationships, and accept the profession's self-imposed standards.

Rules of Ethics

A. SUPERVISEE VIOLATING THE CODE OF ETHICS. Members shall prohibit anyone under their supervision from engaging in any practice that violates the Code of Ethics.

B. DISHONESTY, FRAUD, DECEIT, MISREPRESENTATION. Members shall not engage in dishonesty, fraud, deceit, misrepresentation, or any form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.

C. CREDIT FOR AUTHORSHIP. Members shall assign credit only to those who contributed to a publication, presentation, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.

D. STATEMENTS TO COLLEAGUES. Member's statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standard and shall contain no misrepresentations.

E. INDEPENDENT PROFESSIONAL JUDGEMENT. Members shall not provide professional services without exercising professional judgment, regardless of referral source or prescription.

*For purposes of the Code of Ethics, misrepresentation includes any untrue statements or statements that are likely to mislead. Misrepresentation also includes the failure to state any information that is material and that ought, in fairness, to be considered.

** Format adapted by Rodgers, T., for presentation purposes, April 9, 2010. ISHA Convention, Indianapolis.
Standards and Implementation for the Certificate of Clinical Competence in Speech-Language Pathology

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; the 2014 standards revised some of the standards from 2005 but kept a similar format. Process standards specify the experiences, such as course work or practicum hours; outcome standards require demonstration of specific knowledge and skills.

The 2014 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.asha.org. The following section of the SLHS 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**
The applicant for certification must have a master's, doctoral, or other recognized post-baccalaureate degree.
Implementation: The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) has the authority to determine eligibility of all applicants for certification.

**Standard II: Education Program**
All graduate course work and graduate clinical experience required in speech-language pathology must have been initiated and completed in a speech-language pathology program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

Implementation: If the program of graduate study is initiated and completed in a CAA-accredited program and if the program director or official designee verifies that all knowledge and skills required at that time for application have been met, approval of the application is automatic. Individuals educated outside the United States or its territories must submit documentation that course work was completed in an institution of higher education that is regionally accredited or recognized by the appropriate regulatory authority for that country. In addition, applicants outside the United States or its territories must meet each of the standards that follow.

**Standard III: Program of Study**
The applicant for certification must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic course work and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standard IV-A through IV-H and Standards V-A and V-B.

Implementation: The minimum of 36 graduate semester credit hours must have been earned in a program that addresses the knowledge and skills pertinent to the ASHA Scope of Practice in Speech-Language Pathology.

**Standard IV: Knowledge Outcomes**

**Standard IV-A:** The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

Implementation: Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Acceptable courses in physical sciences should include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement. A course in biological and physical sciences specifically related to CSD may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas.

**Standard IV-B:** The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

**Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:**

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

**Implementation:** It is expected that course work addressing the professional knowledge specified in Standard IV-C will occur primarily at the graduate level.

**Standard IV-D:** For each of the areas specified in Standard IV-C, the applicant must have demonstrated current 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.

**Standard IV-E:** The applicant must have demonstrated knowledge of standards of ethical conduct.

**Implementation:** The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.

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

**Implementation:** The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and have demonstrated the ability to relate research to clinical practice.

**Standard IV-G:** The applicant must have demonstrated knowledge of contemporary professional issues.

**Implementation:** The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues typically include trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures.

**Standard IV-H:** The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

**Standard V: Skills Outcomes**

**Standard V-A:** The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

**Implementation:** The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence.
Standard V-B: The applicant for certification must have completed a program of study that included 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, and relevant others, including 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.

Implementation: The applicant must have acquired the skills referred to in this standard applicable across the nine major areas listed in Standard IV-C. Skills may be developed and demonstrated by direct client/patient contact in clinical experiences, academic course work, labs, simulations, examinations, and completion of independent projects. The applicant must have obtained a sufficient variety of supervised clinical experiences in different work settings and with different populations so that he or she can demonstrate skills across the ASHA Scope of Practice in Speech-Language Pathology. Supervised clinical experience is defined as clinical services (i.e., assessment/diagnosis/evaluation, screening, treatment, report writing, family/client consultation, and/or counseling) related to the management of populations that fit within the ASHA Scope of Practice in Speech-Language Pathology. Supervisors of clinical experiences must hold a current ASHA Certificate of Clinical Competence in the appropriate area of practice during the time of supervision. The supervised activities must be within the ASHA Scope of Practice in Speech-Language Pathology to count toward certification.

Standard V-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.

Implementation: Guided observation hours generally precede direct contact with clients/patients. The observation and direct client/patient contact hours must be within the ASHA Scope of Practice of Speech-Language Pathology and must be under the supervision of a qualified professional who holds current ASHA certification in the appropriate practice area. Such supervision may occur simultaneously with the student's observation or afterwards through review and approval of written reports or summaries submitted by the student. Students may use video recordings of client services for observation purposes.

Applicants should be assigned practicum only after they have acquired sufficient knowledge bases to qualify for such experience. Only direct contact with the client or the client's family in assessment, intervention, 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 at a time in order to count the practicum hours. 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 student A works with the client for 30 minutes and student B works with the client for the next 45 minutes, each student receives credit for only the time he/she actually provided services—that is, 30 minutes for student A and 45 minutes for student B. The applicant must maintain documentation of time spent in supervised practicum, verified by the program in accordance with Standards III and IV.

**Standard V-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.

**Implementation:** A minimum of 325 clock hours of clinical practicum must be completed at the graduate level. At the discretion of the graduate program, hours obtained at the undergraduate level may be used to satisfy the remainder of the requirement.

**Standard V-E:** Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

**Implementation:** Direct supervision must be in real time. A supervisor must be available to consult with a student providing clinical services to the supervisor's client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition of essential clinical skills. The 25% supervision standard is a minimum requirement and should be adjusted upward whenever the student's level of knowledge, skills, and experience warrants.

**Standard V-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.

**Implementation:** The applicant must demonstrate direct client/patient clinical experiences in both assessment and intervention with both children and adults from the range of disorders and differences named in Standard IV-C.

**Standard VI: Assessment**
The applicant must have passed the national examination adopted by ASHA for purposes of certification in speech-language pathology.

**Standard VII: Speech-Language Pathology Clinical Fellowship**
The applicant must successfully complete a Speech-Language Pathology Clinical Fellowship (CF).

**Implementation:** The Clinical Fellowship may be initiated only after completion of all academic course work and clinical experiences required to meet the knowledge and skills delineated in Standards IV and V. The CF must have been completed under the mentorship of an individual who held the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) throughout the duration of the fellowship.

**Standard VII-A: Clinical Fellowship Experience:** The Clinical Fellowship must have consisted of no less than 36 weeks of full-time professional experience or its part-time equivalent.

**Implementation:** No less than 80% of the Fellow's major responsibilities during the CF experience must have been in direct client/patient contact (e.g., assessment, diagnosis, evaluation, screening, treatment, clinical research activities, family/client consultations, recordkeeping, report writing, and/or counseling) related to the management process for individuals who exhibit communication and/or swallowing disabilities. Full-time professional experience is defined as 35 hours per week, culminating in a minimum of 1,260 hours. Part-time experience of less than 5 hours per week will not meet the CF requirement and may not be counted toward completion of the experience. Similarly, work in excess of the 35 hours per week cannot be used to shorten the CF to less than 36 weeks.
Standard VII-B: Clinical Fellowship Mentorship: The Clinical Fellow must have received ongoing mentoring and formal evaluations by the CF mentor. Implementation: Mentoring must have included on-site observations and other monitoring activities. These activities may have been executed by correspondence, review of video and/or audio recordings, evaluation of written reports, telephone conferences with the Fellow, and evaluations by professional colleagues with whom the Fellow works. The CF mentor and Clinical Fellow must have participated in regularly scheduled formal evaluations of the Fellow's progress during the CF experience.

Standard VII-C: Clinical Fellowship Outcomes: The Clinical Fellow must have demonstrated knowledge and skills consistent with the ability to practice independently.

Implementation: At the completion of the CF experience, the applicant will have acquired and demonstrated the ability to
- integrate and apply theoretical knowledge,
- evaluate his or her strengths and identify his or her limitations,
- refine clinical skills within the Scope of Practice in Speech-Language Pathology,
- apply the ASHA Code of Ethics to independent professional practice.
In addition, upon completion of the CF, the applicant must have demonstrated the ability to perform clinical activities accurately, consistently, and independently and to seek guidance as necessary.

Standard VIII: Maintenance of Certification
Certificate holders must demonstrate continued professional development for maintenance of the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP).

Implementation: Individuals who hold the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) must accumulate 30 certification maintenance hours of professional development during every 3-year maintenance interval. Intervals are continuous and begin January 1 of the year following award of initial certification or reinstatement of certification. A random audit of compliance will be conducted.
Accrual of professional development hours, adherence to the ASHA Code of Ethics, submission of certification maintenance compliance documentation, and payment of annual dues and/or certification fees are required for maintenance of certification.

See more at: http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/#sthash.sWjdXqR5.dpuf
Remediation Policy for ASHA Speech Language Pathology CAA Standards:

Remediation Options for knowledge/skills competencies covered in didactic coursework: For students who have difficulty demonstrating entry-level competencies for the knowledge/skills described in the ASHA 2014 (SLP) certification standards upon initial completion of the assessments associated with these competencies in the various courses in the curriculum, remediation procedures will be specified to allow individuals to satisfactorily demonstrate target knowledge/skills competencies.

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

a. Activities described by course instructors in their course syllabi that must be completed during the course or soon after course completion (timeline to be determined by the course instructor).

b. In some courses, comprehensive exam performance on questions designed to assess deficit/questionable knowledge/skills will be identified by various course instructors as the remediation procedure.

c. Although some ASHA Standards are addressed in multiple courses, MS-SLP students should not defer remediation of competencies as they progress through the coursework, since SLP Comprehensive Exams are given at the end of the fourth semester of the program and a student may fail to demonstrate remediation on the Comprehensive Exams.

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

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

SLP KASA procedures:

The described process serves as a method of developing professional responsibility and assures that students understand the ASHA Standards for academic programs in Master’s programs in speech-language pathology. Academic advisors of MS-SLP students are expected to periodically review advisee’s KASA. A student, who fails to successfully remediate a competency based on a course remediation plan, may have an opportunity to address the competency when they take the MS-SLP Comprehensive exams. If an instructor identifies that Comprehensive Exams may be used as a remediation procedure for an MS-SLP student, then the exam will include one or more, (as is necessary) questions that allow students an additional opportunity to demonstrate achievement of knowledge outcome.

However, many of the MS-SLP course instructors provide remediation plans that should be completed during the semester that a specific course is completed or by a deadline provided by the course instructor. MS-SLP students should not defer remediation of competencies as they progress through the coursework, since SLP Comprehensive Exams are given at the end of the fourth semester of the program and a student may fail to demonstrate remediation on the Comprehensive Exams. Failure to meet ASHA Standards as tracked by the KASA will affect student’s eligibility to apply for the Certificate of Clinical Competence.

Remediation Options for skills competencies covered in SLP clinical practica:

Some students may have difficulty demonstrating professional entry-level competencies for skills described in the ASHA 2014 SLP Standards upon initial completion of the assessments associated with these competencies or expected to be developed in various clinical practica experiences. These students may then follow remediation procedures in an effort to satisfactorily demonstrate target knowledge/skillls or competencies.
MS-SLP Remediation Procedures for Clinical Competencies:

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

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

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

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

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

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

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

Throughout clinical assignments three formative assessment tools are used: The Protocol for Professional Behavior, the Protocol for Oral/Nonverbal Communication Skills, and the Protocol for Written Communication Skills.

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

**Professional Behavior** – an Unsatisfactory will lower the overall SLHS 54900, 64800, or 64900 clinic grade. An Unsatisfactory must be remediated within the specific time period or clinical privileges may be terminated.

**Written Communication Skills** – an Unsatisfactory may lower the overall SLHS 54900 clinic grade, and clinical privileges may be terminated. Remediation Plans will not be extended past the end of semester three.

**Oral and Nonverbal Communication** – an Unsatisfactory may lower the overall SLHS 54900 clinic grade, and clinical privileges may be terminated. Remediation Plans will not be extended past the end of semester two.
**Overall Progress in the SLP Clinical Program**

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

- Over-all ratings on skills should be within 75 percent of expected levels (total) as indicated on the CSCF.
- These ratings should involve skills in all 4 areas – Approach, Evaluation, Intervention, and Interpersonal domains, with acceptable levels in each area.
- Clinicians should demonstrate acceptable skills with a diversity of clinical populations (as specified on the KASA) based on their practica experiences in each of the four clinical areas by the end of semester three. Clinic populations will include any of the following disorder categories: articulation, fluency, voice & resonance, receptive & expressive language, hearing, swallowing, cognitive & social aspects of communication and communication modalities.
- Each clinician’s competencies in the areas of Oral/Nonverbal Communication Skills and Written Communication Skills will be reviewed to determine if any unsatisfactory ratings remain.

If ratings of competencies on the CSCF are not at expected levels for all clinical areas and if any unsatisfactory ratings remain in either Oral/Nonverbal Communication or Written Communication Skills, or Professional Behavior at the end of the third semester in SLP Clinical Practica, a determination will be made regarding whether the student will retain clinical privileges for subsequent clinical assignments. The student will meet with the Director of Clinical Education in Speech-Language Pathology, the Graduate Program Director, Clinic Director, and all Clinical Faculty who have supervised the student in clinical practica.

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

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

**Counseling, Career Planning, and Assistance**

1) Counseling and psychological services (CAPS), 494-6995, offers assistance with personal or academic issues ([https://www.purdue.edu/caps/](https://www.purdue.edu/caps/)).
2) Disability Resource Center, 494-1247, offers assistance with academic issues which require accommodations ([https://www.purdue.edu/studentsuccess/specialized/drc/](https://www.purdue.edu/studentsuccess/specialized/drc/)).
3) Purdue Counseling & Guidance Center, 494-9738, offers help with career planning and interpersonal relationships. They are open during the academic year, not summer ([http://www.edst.purdue.edu/counseling_psychology/PCGC.html](http://www.edst.purdue.edu/counseling_psychology/PCGC.html)).
4) Student Health Center, 494-1700, offers outpatient medical services for physical ailments and mental health consultation and coordinates treatment programs with hometown physicians ([https://www.purdue.edu/push/](https://www.purdue.edu/push/)).
5) Center for Career Opportunities (CCO), 494-3981, offers assistance with job placement ([https://www.cco.purdue.edu/](https://www.cco.purdue.edu/)).
6) Graduate School Ombudsman Program - [http://www.gradschool.purdue.edu/students/current/ombudsman.cfm](http://www.gradschool.purdue.edu/students/current/ombudsman.cfm)
APPENDICES
SLHS Academic Protocol for ASHA Standards & Documentation: Knowledge and Skills Assessment (KASA)

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

1. SLHS course syllabi will include information regarding the ASHA Standards that are addressed in the course.
   a. Instructors will provide information to the students regarding the methods used to document standard(s) attainment.
   b. All students will be notified of whether they pass KASA Standards addressed in the course, by the end of the semester in which they complete the course.
   c. If a student fails to achieve a standard, the course instructor(s) will specify remediation procedures.

   i. Remediation procedures are to be initiated by the student, with the understanding that target competency in the deficit area must be achieved as defined in the KASA record. Target competency must be demonstrated for a given knowledge/skill in at least one of the courses/practica/other experiences identified for that knowledge/skill in the speech language pathology or audiology KASA record.

   ii. Completion of the remediation procedures does not result in the raising of a course grade (in which the competency was not met), but will serve as demonstration of the target competencies. When a standard has been met the course instructor will submit a report to the Graduate Secretary that the student’s performance is satisfactory and an “S” will be entered into the student’s KASA to indicate achievement of the competencies. If a student fails to demonstrate, a ‘knowledge’ or ‘skill’ competency at the completion of remediation activities, the Course Instructor will submit a report to the Graduate Secretary indicating “Unsatisfactory” as designated by “U”.

2. It is the responsibility of each student to track their progress in attainment of Knowledge and Skills outcomes. SLP students must review their KASA each semester and schedule periodic meetings with their academic advisors to assure that a student engages in remediation procedures for any unmet knowledge or skill outcomes.

3. MS-SLP students should refer to the attached remediation policy for Speech-Language Pathology; those students who fail to successfully remediate a competency based on a course remediation plan, may have an opportunity to address the competency when they take the MS-SLP Comprehensive exams.

4. If an instructor identifies that Comprehensive Exams may be used as a remediation procedure for an MS-SLP student, then the exam will include one, (or more, as is necessary) questions that allow students an additional opportunity to demonstrate achievement of knowledge outcome. However, many of the MS-SLP course instructors provide remediation plans that should be completed during the semester that a specific course is completed or by a deadline provided by the course instructor. MS-SLP students should not defer remediation of competencies as they progress through the coursework, since SLP Comprehensive Exams are given at the end of the fourth semester of the program and a student may fail to demonstrate remediation on the Comprehensive Exams. Failure to meet all ASHA Standards as tracked by the KASA will affect student’s eligibility to apply for the Certificate of Clinical Competence. Failure to pass Comprehensive Exams may also prohibit completion of the MS-SLP degree program.

5. The speech-language pathology program has specific protocols and remediation procedures that are provided to students upon entry into clinical practicum. It is the student’s responsibility to respond to the on-going feedback provided by Clinical Faculty in order to remediate skills as identified in clinical practica.
6. By the end of each semester, each student will be notified if they have passed the KASA standards as addressed in each course completed. Instructors will provide this information to the students, and to the Graduate Secretary, for entry into each student’s KASA.

7. Some ASHA Standards are addressed in more than one SLHS course. If a student elects to not remediate a knowledge or skill within a particular course, it is the student’s responsibility to identify other courses in their Plan of Study, which may allow them to address a standard that has not yet been met.

8. Each student has the responsibility to regularly track their attainment of ASHA Standards Knowledge and Skills outcomes by regularly reviewing their individual KASA, and then meeting with their advisor to assure that they know what Standards have been met.

9. A student who fails to meet ASHA Standards by demonstrating expected Knowledge and Skills outcomes will not be recommended for application to earn the Certificate of Clinical Competence.

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

Student Name: ___________________________________ Date: ___________________

Program Representative: ___________________________ Date: ___________________
GATES FOR THE MS-SLP EDUCATION EXTERN PROGRAM

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

Name: _________________________________

Entered MS-SLP program: _________________ (date)

Undergraduate degree in Communication Disorders? ____yes  ____ no

Procedures for Students Electing to Attain Indiana Schools License

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

☐ Gate A: Admission to MS-SLP Program

____ Accepted into MS-SLP Program of Speech, Language & Hearing Sciences
____ Assigned an SLHS advisor
____ Received Plan of Study Guidelines (see SLHS Graduate Handbook)
____ Reviewed ASHA Standards for coursework (See SLHS Graduate Handbook)
____ For those students whose bachelor’s degree is not in the field of Communication Disorders, complete pre-requisite courses.
____ Get password and complete Office of Field Experience Application.
Submit application on-line at http://www.education.purdue.edu/fieldexp/students/student_teaching/application.html

Procedure:

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

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

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

Complete the following Core Courses the MS-SLP Program:

All normal processes courses:

SLHS 50100 (3) ____
SLHS 50200 (3) ____
XXXX Evidence-based Approaches (2) ____ (required for thesis students too)
XXXX Evidence-based Application (1) ____ (not required for thesis students)
XXXX Evidence-based Practice Capstone (1) ____ (not required for thesis students)

12 hours of Core Disorder Courses:

SLHS 52100 Speech Disorders in Children (3) ____
SLHS 52300 Language Disorders in Children (3) ____
A minimum of 13 credits of courses in communication disorder courses, as offered. Also, students must take two of the following 3 courses: 52900, 53200, and 53800.

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

Complete SLHS 54400 “School Methods” with a grade of “B” or better.

Complete all three Evidence-based Practice courses 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 Speech, Language & Hearing Sciences Department will reserve placements for education externs in anticipation of their completing Gate B requirements.

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

  Complete SLHS 64800 “Education Externship” placement  
  Meet graduation requirements for MS-SLP Clinical degree  
  Be eligible for IPSB license

Procedure:

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

MINIMUM UNDERGRADUATE COURSE REQUIREMENTS

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

CORE DISORDERS COURSES (REQUIRED)

<table>
<thead>
<tr>
<th>SLHS #</th>
<th>Title</th>
<th>Cr.</th>
<th>Sem. (8 wk)</th>
</tr>
</thead>
<tbody>
<tr>
<td>52100</td>
<td>Speech Disorders in Children</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>52300</td>
<td>Language Disorders in Children</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>53100</td>
<td>Language Disorders in Adults</td>
<td>3</td>
<td>Sp</td>
</tr>
<tr>
<td>53900</td>
<td>Dysphagia</td>
<td>3</td>
<td>Sp</td>
</tr>
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</table>

CORE NORMAL PROCESSES COURSES (REQUIRED)

<table>
<thead>
<tr>
<th>SLHS #</th>
<th>Title</th>
<th>Cr.</th>
<th>Sem. (8 wk)</th>
</tr>
</thead>
<tbody>
<tr>
<td>50100</td>
<td>Neural Bases of Speech &amp; Hearing</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>50200</td>
<td>Fundamentals of Speech Prod. &amp; Perception</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>XXXX</td>
<td>Evidence-based Approaches</td>
<td>2</td>
<td>Sp</td>
</tr>
<tr>
<td>XXXX</td>
<td>Evidence-based Application</td>
<td>1</td>
<td>F</td>
</tr>
<tr>
<td>XXXX</td>
<td>Evidence-based Practice Capstone</td>
<td>1</td>
<td>Sp</td>
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</table>

SPECIAL EMPHASIS DISORDERS COURSES
(Choose a minimum of 13 credits from this list or other communication disorder courses, as offered. Other courses will be offered on a rotating basis, many cross-listed with the PhD program. As long as the primary emphasis in the course is on a disorder, it can be used for these 13 credits.)

<table>
<thead>
<tr>
<th>SLHS #</th>
<th>Title</th>
<th>Cr.</th>
<th>Sem. (8 wk)</th>
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</thead>
<tbody>
<tr>
<td>51800</td>
<td>Counseling in SLP &amp; AUD</td>
<td>2</td>
<td>Su</td>
</tr>
<tr>
<td>52500</td>
<td>Autism</td>
<td>2</td>
<td>F</td>
</tr>
<tr>
<td>52900</td>
<td>Stuttering</td>
<td>2</td>
<td>F</td>
</tr>
<tr>
<td>53200</td>
<td>Voice Disorders</td>
<td>2</td>
<td>Sp</td>
</tr>
<tr>
<td>53300</td>
<td>Medical Speech-Language Pathology</td>
<td>2</td>
<td>Su</td>
</tr>
<tr>
<td>53800</td>
<td>Motor Disorders of Speech</td>
<td>2</td>
<td>F</td>
</tr>
<tr>
<td>54000</td>
<td>Augment. &amp; Alternative Communication</td>
<td>2</td>
<td>F</td>
</tr>
<tr>
<td>54400</td>
<td>School Clinical Methods</td>
<td>2</td>
<td>Sp</td>
</tr>
<tr>
<td>55000</td>
<td>Aural Rehabilitation for Children and Adults</td>
<td>3</td>
<td>F</td>
</tr>
</tbody>
</table>

Students must complete the Evidence-based Practice Capstone project or defend thesis.

CLINICAL PRACTICUM COURSE

Students must enroll in SLHS 54900 (or 64800/64900) every graduate semester. **SLHS 54900 is the only clinical experience course that may be included on the Plan of Study. Only one semester of graded SLHS 54900 may be on the POS, and no more than 4 hours of SLHS 54900 can be included on the POS. Clinical practicum cannot be used to substitute for any of the required courses in the areas above. SLHS 648 and 64900 cannot be included. The total number of graduate credit hours (taken for a grade) must be 36 hours.**
**MS-SLP SAMPLE PROGRAM**

Required courses are in **bold**.

### FALL I

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CREDITS</th>
<th>SCHEDULED</th>
<th>COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLHS 50100</td>
<td>Neural Bases of Speech and Language</td>
<td>3</td>
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<tr>
<td>SLHS 50200</td>
<td>Fundamentals of Speech Production and Perception</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>SLHS 52100</td>
<td>Speech Disorders in Children</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>SLHS 52300</td>
<td>Language Disorders in Children</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>SLHS 54900</td>
<td>Clinical Practicum</td>
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### SPRING I

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<th>COMPLETED</th>
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<td>3</td>
<td></td>
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<tr>
<td>SLHS 53900</td>
<td>Dysphagia</td>
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<tr>
<td>1-2 Electives</td>
<td>Voice Disorders Other as offered</td>
<td>2</td>
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<tr>
<td>SLHS 6XX</td>
<td>Evidence-based Approaches</td>
<td>2</td>
<td></td>
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<tr>
<td>SLHS 54900</td>
<td>Clinical Practicum</td>
<td>4</td>
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*Students taking Statistics will not take an elective. Statistics can also be taken in Summer I or Fall II.*

### SUMMER I

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<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CREDITS</th>
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<th>COMPLETED</th>
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<tbody>
<tr>
<td>1-2 Electives</td>
<td>Counseling Medical SLP</td>
<td>2</td>
<td>2</td>
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</tr>
<tr>
<td></td>
<td>Statistics (if needed)*</td>
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<td></td>
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<tr>
<td>SLHS 54900</td>
<td>Clinical Practicum</td>
<td>4</td>
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<td>TOTAL</td>
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*Students taking Statistics will only take one of the two available electives.*
### FALL II

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<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CREDITS</th>
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<tr>
<td>3 Electives</td>
<td>Autism</td>
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<tr>
<td></td>
<td>Motor Speech Disorders</td>
<td>2</td>
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<td></td>
<td>AAC</td>
<td>2</td>
<td></td>
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</tr>
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<td></td>
<td>Stuttering</td>
<td>2</td>
<td></td>
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<tr>
<td></td>
<td>Aural Rehab</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>Other as offered</td>
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<tr>
<td>SLHS 6XX</td>
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### SPRING II

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<td>1 Elective</td>
<td>School Clinical Methods</td>
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<tr>
<td>SLHS 6XX</td>
<td>Evidence-based Practice Capstone</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>SLHS 54900</td>
<td>Clinical Practicum*</td>
<td>3 (for 6-weeks)</td>
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<tr>
<td>SLHS 64800</td>
<td>Educational Externship (need to have taken SLHS 544 prior to this)</td>
<td>3 (done in second 10-weeks)</td>
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</tr>
<tr>
<td>SLHS 64900</td>
<td>Healthcare Externship (if not enrolled in SLHS 64800)</td>
<td>2 (done in second 10-weeks) (pass/fail)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>9</td>
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</table>

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

### SUMMER II

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CREDITS</th>
<th>SCHEDULED</th>
<th>COMPLETED</th>
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</thead>
<tbody>
<tr>
<td>SLHS 64900</td>
<td>Healthcare Externship</td>
<td>2 (pass/fail)</td>
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<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td>2</td>
<td></td>
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</table>
First Year Checklist for Clinical Master’s Students in SLP

1). Temp Advisor → Major Professor
   a). Decide on a major professor by the end of the 1st semester.

2). Review KASA and monitor progress toward meeting goals and objectives identified in academic courses and clinical practica.

3). Plan of Study (POS)
   a) Access electronic plan of study from MyPurdue.
   b) Must be submitted to graduate Secretary by the 8th week of your second semester
   c) No 400 level or below courses listed
   d) Must meet statistic’s requirement (by taking approved course or by substitution)
   e) Thesis POS
      i) 24 credit hours
      ii) 18 must be in primary area
   f) Non-Thesis POS
      i) 36 credit hours
      ii) 24 must be in primary area

4). Clinic
   a) During each semester, all students who have documented completion of 25 hours of guided observation and demonstrated proficiency in the use of spoken and written English will enroll in clinical practicum (SLHS 54900, 64800, 64900).
   b) During 1st semester, determine whether the Education Externship will be included in the clinical program
   c) Petition the graduate committee for approval of any changes in level of clinic (reduced clinical assignments or clinical overloads) several weeks prior to the beginning of the semester in which a change is requested.

5). Registration Forms
   a) Fill in name, student ID, and session
   b) Determine courses with advisor/major professor
      i) Double check credit hours, titles
   c) Turn in to Grad Secretary each semester.

6). Log Cards (will be handed out in SLHS 54900)
   a) Two cards: one permanent in department, one that student keeps
   b) After supervisor’s sign log cards at the end of each semester, return permanent copy to Grad Secretary (updates are entered into computer database).

7). Speech & Hearing Screening sign-up (location to be announced 1st two weeks of 1st semester)

8). Sources of funding
   a) Departmental: Go to Business office for necessary paperwork
   b) Outside department: Give grad secretary copy of funding letter

9). Liability Insurance
   a) Will be billed by the University; pay to University
   b) Must have insurance to be in clinic

10). Join the National Student Speech Hearing Language Association (Must be a NSSLHA member for one year prior to the time of and at graduation in order to receive the $50.00 savings on ASHA certification fees).
Second Year Checklist for Clinical Master's Students in SLP

1. Meet with your major professor (advisor) to assure that all necessary courses and KASA standards are completed for the Master’s degree and ASHA certification before your final externship.

2. Complete the forms for your various externships (e.g. educational, healthcare, etc.). Please see the educational and healthcare handbooks for specific procedures.

3. Contact the State Licensure Board in your target state of professional practice to determine any unique (beyond those for ASHA certification) requirements for licensure and the licensure process.

4. Requirements for ASHA Membership and Certification
   a. Students must provide the following after all coursework and clinical assignments have been completed:
      i. Log cards (with summary of hours on both sides)
      ii. Completed and signed practicum record form
      iii. Passing score (162) on Praxis II Examination
      iv. ASHA membership application pages 1, 2, and last page
   b. Speech, Language, and Hearing Sciences Department will provide:
      i. Completed Academic KASA
      ii. Completed Clinical KASA
      iii. Verification sheet for the ASHA Director to sign and place in student file
   c. The Program Director will return the signed forms to you and you will mail them with the rest of your application and fees to ASHA. See pages 24 and 25 of this Handbook for specific instructions.

5. ASHA Clinical Fellowship (CF) Preparation: Specific ASHA requirements for the CF available on the ASHA webpage.
   a. Carefully follow the preparation requirements described in CF paperwork. You and your CF supervisor must complete, sign, and submit the Clinical Fellowship Report and Rating Form to the Clinical Certification Board as soon as possible after completion of the CF.
Registration Form # 23  (Forms can be picked up in front of Graduate Secretary’s area)

SCHEDULE REVISION REQUEST

PUID: _______________  NAME: __________________________________________________________________________

TERM: Fall 2015  COLLEGE: HHS  PROGRAM: SLHS – SLP  CLASSIFICATION: GR

<table>
<thead>
<tr>
<th>ACTION</th>
<th>CRN</th>
<th>SUBJECT</th>
<th>Course No.</th>
<th>Var. Credit</th>
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<tbody>
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<td>43542</td>
<td>SLHS</td>
<td>50100</td>
<td>3</td>
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<tr>
<td>A</td>
<td>52647</td>
<td>SLHS</td>
<td>50200</td>
<td>3</td>
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<td>A</td>
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<td>59000</td>
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<td>A</td>
<td>62512</td>
<td>SLHS</td>
<td>54900</td>
<td>3</td>
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</tr>
</tbody>
</table>

AUTHORIZATIONS:

Signature of Student ___________________________ email ___________________________

Signature of Advisor ___________________________ printed name ______________________

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

Speech, Language, & Hearing Science

http://www.hhs.purdue.edu/slhs

Graduate School

http://www.purdue.edu/GradSchool/

BlackBoard

http://www.itap.purdue.edu/tlt/blackboard/index.cfm

myPurdue

https://mypurdue.purdue.edu/cp/home/loginf

Registrar

http://www.purdue.edu/Registrar/

Purdue University Student Health Center

http://www.purdue.edu/PUSH/

International Students & Scholars

http://www.iss.purdue.edu/

Faculty, Staff, Student Directory Search

https://www.purdue.edu/directory

Purdue Convocations

http://www.purdue.edu/convos/

ASHA

http://www.asha.org/