

# PURDUE

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UNIVERSITY

## **MS-SLHS GRADUATE HANDBOOK 2026-2026**

Department of Speech, Language, and Hearing Sciences



## **Revisions by the MS-SLHS Curriculum and Standards Committee**

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## **Acknowledgment**

Many thanks to Macalyne Fristoe, Professor Emerita, who created the original graduate handbook on which this version is based.

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## Introduction

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 the Department of 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 Policies and Procedures for Administering Graduate Student Programs, the current Academic Regulations and Student Conduct (a reference for students, staff, and faculty), and similar university and Graduate School publications. Students enrolled in clinical practicum in Speech-Language Pathology will also 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 Director 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 of Speech, Language, and Hearing Sciences

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. SLHS 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 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 (SLHS) offers undergraduate coursework in communication sciences and disorders, and graduate work leading to Master of Science (M.S.), Doctor of Audiology (Au.D.), and Doctor of Philosophy (Ph.D.) degrees in SLHS. 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 Graduate Program Director 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.

Clinical education training in Speech-Language Pathology is managed by the Director of Clinical Education in Speech-Language Pathology. 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, Graduate Program Director, faculty advisors, and the Director of Clinical Education are all available to discuss student concerns. In addition, the Department Head appoints two ombudspersons. Students may discuss any type of grievance with the ombudsperson in complete confidence. The ombudsperson

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:

Office / Organization	Location	Phone	Notes / Contact
SLHS Department Ombudspersons	-	-	<a href="#">Dr. Elizabeth Strickland</a> <a href="#">Dr. Alexander Francis</a>
<a href="#">Purdue Office of the Dean of Students</a>	SCHL 207	(765) 494-1747	-
<a href="#">Purdue Office of Graduate Students and Postdoctoral Scholars (OGSPS)</a>	YONG 170	(765) 494-2600	-
<a href="#">Center for Advocacy, Response &amp; Education</a>			
<a href="#">Human Research Protection Program</a>			
<a href="#">ASHA Council on Academic Accreditation</a>	10801 Rockville Pike Rockville, MD 20852	(301) 897-5700 ext. 4142	-
<a href="#">Counseling and Psychology Services (CAPS)</a>			
<a href="#">Harassment, Discrimination, &amp; Title IX</a>			
ASHA Board of Ethics	-	-	Director of Ethics <a href="http://www.asha.org">www.asha.org</a>

## Mental Health Statement

Purdue University is committed to supporting students' mental and emotional well-being and provides a variety of confidential resources.

### Purdue Student Help and Crisis Line

- Phone: 765-495-HELP (765-495-4357)
- Available 24 hours a day for students experiencing distress or crisis situations

### Therapy Assistance Online (TAO)

If you are experiencing stress, anxiety, or feelings of being overwhelmed, you may also consider **Therapy Assistance Online (TAO)**. **Therapy Assistance Online (TAO)** is a free, confidential, web- and app-based mental health resource provided by Purdue Counseling and Psychological Services (CAPS). TAO is available to all students at any time.

TAO provides:

- Short educational videos
- Brief self-guided exercises
- Self-reflection tools informed by psychotherapy research

You can access TAO by:

- [Therapy Assistance Online \(TAO\) Website](#)
- Creating an account on the [TAO Connect website](#)
- Downloading the app from the **Apple App Store**
- Downloading the app from **Google Play**

## Office of the Dean of Students

If you need support and information about options and resources, you may contact the Office of the Dean of Students.

- [Office of the Dean of Students Website](#)
- Phone: 765-494-1747
- Hours: Monday–Friday, 8:00 a.m. to 5:00 p.m.

## Purdue Wellness Coaching (RecWell)

If you are struggling to find a healthy balance between academics, social life, and stress, you may sign up for free virtual or in-person sessions with a [Purdue Wellness Coach through Recreation and Wellness](#) (RecWell).

Wellness coaches can help students:

- Navigate barriers and challenges
- Set and work toward personal goals
- Maintain well-being throughout the semester
- Sign-up is free and available through [BoilerConnect](#).

## Counseling and Psychological Services (CAPS)

[Counseling and Psychological Services \(CAPS\)](#) offers same-day or next-day appointments.

- Phone: 765-494-6995
- Session Limits: None
- Crisis Services: Available 24/7

If your crisis is life-threatening, call **911** immediately.

After-hours support is available by calling the CAPS main number and pressing **1**.

# Overview of the Master of Science Degree in Speech, Language, and Hearing Sciences

## Mission Statement for the Department of Speech, Language and Hearing Sciences

### **Mission**

The Department of Speech, Language, and Hearing Sciences emphasizes the study of speech, language, hearing, swallowing, and balance, across the lifespan. The Department prioritizes excellence in education across undergraduate, graduate professional (MS-SLHS and Au.D.) and research programs (Ph.D.). Evidence-based practice and research are central emphasis of all the department's programs. The Department embraces a state, national, and international character in its student enrollment, its reputation, and placement of its graduates. The mission of the department aligns with the missions of Purdue University and the College of Health and Human Sciences.

### **Our core values and culture**

We accomplish our mission through a culture that is committed to:

- Mutual respect
- Continuous learning
- Advancing scholarship
- Stewardship and accountability
- Flexibility and adaptability
- Intradisciplinary and interdisciplinary collaboration
- Diversity, equity, and inclusion

### **Vision**

To be a recognized international leader in areas of speech, language, hearing, and swallowing through seminal research revealing underlying processes, translational science bridging from laboratory to patient, and the preparation of the finest clinicians and scholars.

## The Clinical Master's Degree Program in Speech Language and Hearing Sciences (CLNS concentration code)

For many students, the Master of Science is a terminal degree in that they do not plan to pursue further graduate work. Usually, students are seeking a graduate degree that will prepare them to provide independent clinical services in Speech Language Pathology. The M.S. program in SLHS (CLNS concentration code) at Purdue University is designed so that students complete the program with all of the knowledge and skills required for application for a Clinical Fellow (CF) experience. Successful completion of the CF experience may lead to certification by the American Speech-Language-Hearing Association (ASHA), and licensure with the Indiana Professional Licensing Agency (IPLA), and the Indiana Department of Education (IDOE). Students may not transfer between degree programs in SLHS without re-applying.

## Core Functions of Speech-Language Pathologists

Core functions refer to those physical, behavioral and social, and cognitive and intellectual skills that are necessary for satisfactory mastery of the academic and clinical curriculum. The Core Functions of Speech-Language Pathologists establish expectations and requisite skills considered necessary for graduate students and professionals in the field of Speech-Language Pathology.

It is recognized that degrees of skills vary widely among individuals. Candidates for admission who believe they may not have acquired or be able to acquire core 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 core functions due to a disability is encouraged to contact [Purdue's Office of Disability Resource Center](#) at (765) 494-1247. 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.

## **Communication**

Statements in this section acknowledge that audiologists and speech-language pathologists must communicate in a way that is understood by their clients/patients and others. It is recognized that linguistic, paralinguistic, stylistic, and pragmatic variations are part of every culture, and accent, dialects, idiolects, and communication styles can differ from general American English expectations. Communication may occur in different modalities depending on the joint needs of involved parties and may be supported through various accommodations as deemed reasonable and appropriate to client/patient needs. Some examples of these accommodations include augmentative and alternative communication (AAC) devices, written displays, voice amplification, attendant-supported communication, oral translators, assistive listening devices, sign interpreters, and other non-verbal communication modes.

- Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies
- Adapt communication style to effectively interact with colleagues, clients, patients, caregivers, and invested parties of diverse backgrounds in various modes such as in person, over the phone, and in electronic format

## **Motor**

Statements in this section acknowledge that clinical practice by audiologists and speech-language pathologists involves a variety of tasks that require manipulation of items and environments. It is recognized that this may be accomplished through a variety of means, including, but not limited to, independent motor movement, assistive technology, attendant support, or other accommodations/modifications as deemed reasonable to offer and appropriate to client/patient needs.

- Engage in physical activities at a level required to accurately implement classroom and clinical responsibilities (e.g., manipulating testing and therapeutic equipment and technology, client/patient equipment, and practice management technology) while retaining the integrity of the process
- Respond in a manner that ensures the safety of clients and others

## **Sensory**

Statements in this section acknowledge that audiologists and speech-language pathologists use auditory, visual, tactile, and olfactory information to guide clinical practice. It is recognized that such information may be accessed through a variety of means, including direct sensory perception and/or adaptive strategies. Some examples of these strategies include visual translation displays, text readers, assistive listening devices, and perceptual descriptions by clinical assistants.

- Access sensory information to differentiate functional and disordered auditory, oral, written, and visual communication
- Access sensory information to correctly differentiate anatomical structures and diagnostic imaging findings
- Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests

## **Intellectual/Cognitive**

Statements in this section acknowledge that audiologists and speech-language pathologists must engage in critical thinking, reasoning, and comprehension and retention of information required in clinical practice. It is recognized that such skills may be fostered through a variety of means, including

assistive technology and /or accommodations/modifications as deemed reasonable and appropriate to client/patient needs.

- Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies
- Employ informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the client/patient's needs
- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills
- Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care

### **Interpersonal**

Statements in this section acknowledge that audiologists and speech-language pathologists must interact with a diverse community of individuals in a manner that is safe, ethical, and supportive. It is recognized that personal interaction styles may vary by individuals and cultures and that good clinical practice honors such diversity while meeting this obligation.

- Display compassion, respect, and concern for others during all academic and clinical interaction
- Adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies
- Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities

### **Cultural responsiveness**

Statements in this section acknowledge that audiologists and speech-language pathologists have an obligation to practice in a manner responsive to individuals from different cultures, linguistic communities, social identities, beliefs, values, and worldviews. This includes people representing a variety of abilities, ages, cultures, dialects, disabilities, ethnicities, genders, gender identities or expressions, languages, national/regional origins, races, religions, sexes, sexual orientations, socioeconomic statuses, and lived experiences.

- Engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provision of services
- Demonstrate the application of culturally responsive evidence-based decisions to guide clinical practice

### **Glossary**

- **Cultural responsivity** involves “understanding and respecting the unique cultural and linguistic differences that clients bring to the clinical interaction” (ASHA, 2017) and includes “incorporating knowledge of and sensitivity to cultural and linguistic differences into clinical and educational practices”.
- **Evidence-based practice** involves “integrating the best available research with clinical expertise in the context of patient characteristics, culture, and preferences” (Evidence- Based Practice in Psychology, n.d.).  
Reference: [Council of Academic Programs in Communication Sciences and Disorders](#) (2023). A guide for future practitioners in audiology and speech-language pathology: Core functions.

## **The Non-Clinical Master's Degree Program (NCSL or RSLs concentration codes)**

It is possible to earn 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. Students pursuing this option may

choose to accrue additional research credits (RSL code) or not pursue additional research (NCSL code).

## Thesis and Non-Thesis Options

The M.S. student may choose either a non-thesis (CLNS concentration code) or thesis (CLNT concentration code) option. Students selecting the non-thesis option are required to complete an Evidence-Based Capstone Project and complete both Evidence-Based Practice courses: Evaluating Research (EBP I) and Research Integration and Dissemination (EBP II). Students selecting the thesis option will complete EBP I but will not enroll in EBP II and will not complete an Evidence-Based Capstone Project. Instead, thesis students will complete and orally defend their thesis. They will also register for credits to support their thesis preparation. Students who are considering Ph.D. work are strongly encouraged to select the thesis option.

Students should be aware that undertaking a thesis option may increase their time to graduation. All students who choose to pursue the thesis option must convene a prospectus meeting with their advisory committee by the end of the Summer semester of their first year. If they do not successfully convene a prospectus meeting by that time, students will directly transfer into the non-thesis option and must register for EBP II for the Fall semester of their second year. If students switch from thesis to non-thesis, they can continue with the same topic or change topics for their EBP II project provided the topic is determined by the end of the first summer in the SLP program.

## **Prerequisites for Clinical MS-SLHS Degree**

### Minimum Undergraduate Course Requirements

Students who plan to achieve professional clinical certification through the American Speech-Language-Hearing Association (ASHA) in Speech-Language Pathology will be expected to take all of the prerequisite undergraduate courses prior to the beginning of the graduate program (Substitutions will be allowed if students can demonstrate that they have already covered the content of a required prerequisite course in some other course or courses).

- 1 course in normal anatomy & physiology for speech and hearing
- 1 course in acoustics or speech science
- 1 course in normal language development
- 1 course in aural rehabilitation other than sign language
- 1 course in hearing disorders and hearing evaluation
- 1 course in phonetics
- 1 course in biological sciences
- 1 course in physical sciences
- 1 course in behavioral/social sciences
- 1 course in statistics \*

\*This should be a stand-alone course in statistics. Research methodology courses do not meet this requirement. For example, at Purdue University, acceptable courses include STAT 30100, STAT 50100, STAT 50300, PSY 50000, and SOC 38200.

### Prerequisite Students

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) and all applicants are reviewed equally regardless of undergraduate major. However, all prerequisite coursework must be completed prior to the start of the Master's program. The following are prerequisite courses that are offered by Purdue SLHS. The other prereq courses should be taken outside of the department.

<b>SLHS Prerequisite Courses</b>	<b>Description</b>
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<b>SLHS 30200 - Hearing Science</b>	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.
<b>SLHS 30300 - Anatomy and Physiology of the Speech Mechanism</b>	An introduction to the anatomical and physiological bases of the speech mechanism with an emphasis on the neural, respiratory, laryngeal, supralaryngeal, and swallowing subsystems.
<b>SLHS 30600 - Introduction to Phonetics</b>	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.
<b>SLHS 30900 - Language Development</b>	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.
<b>SLHS 44900 - Introduction to Clinical Practice in Communication Disorders</b>	A course designed to provide instruction in basic diagnostic procedures and therapeutic approaches to speech, language, and hearing disorders.
<b>SLHS 46000 - Assessment Audiology and Aural Rehabilitation Across the Lifespan</b>	An introduction to disorders of the auditory system, the basic assessments used to diagnose disorders, and habilitation/rehabilitation.

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.

### Completion of 25 Observation Hours

Graduate students do not participate in a clinical practicum until they have completed 25 clock hours of ASHA certified, supervised guided observation. Therefore, students entering the five-semester MS-SLHS program must complete 25 clock hours of ASHA certified, supervised guided observation prior to the beginning of the program. These guided observation hours must be accumulated through observation of evaluation and treatment of children and adults with disorders of speech, language, swallowing, or hearing. The guided observation experience must be signed by a Speech-Language Pathologist or Audiologist with current certification (CCC-SLP or CCC-A) status. For students who did not complete 25 clock hours of observation, an online option will be offered, to be taken by the students during the summer before they begin the graduate program. Students should reach out to the Director of Clinical Education about this issue as soon as possible upon admission.

## Clinical MS-SLHS Curriculum

Students in the clinical MS-SLHS program take foundational courses, specialty courses, clinical practicum and seminar courses. The clinical practicum courses are graded based on pass/no pass. The rest of the courses are letter graded. A sample curriculum is available in Appendix 1.

### **Foundational Courses**

The following courses are **required** for all MS-SLHS students (both thesis and non-thesis track) pursuing clinical training and must be listed on their Plan of Study.

SLHS #	Title	Cr.	Typically offered in:
50100	Neural Bases of Speech & Hearing	3	Fall 1
52101	Speech Disorders in Children	3	Fall 1
52300	Language Disorders in Children	3	Fall 1
53900	Dysphagia	3	Fall 1
53100	Language Disorders in Adults	3	Spring 1
53800	Motor Speech Disorders	2	Spring 1
58800	Evaluating Research- EBP I	2	Spring 1
54000	Augment. & Alternative Communication	2	Spring 1
52900	Stuttering	2	Fall 2
54100	Cognitive Communicative Disorders	2	Fall 2
68800	Research Integration and Dissemination - EBP II	2	Fall 2 (not required for thesis students)

### **Specialty Courses**

Students should take **a minimum of 7 credits** from this representative list. However, students are encouraged to take as many specialty courses as possible throughout the program. **Some specialty courses may be offered on a rotating basis.** They may also be cross-listed with the PhD program.

SLHS #	Title	Cr.	Typically offered in:
53200	Voice Disorders	2	Spring 1
53300	Medical Speech-Language Pathology	2	Summer

54300	Assessment and Treatment of Literacy Disorders	2	Summer (Maymester)
51800	Counseling in SLP & Au.D.	2	Summer
52501	Language and Communication in ASD	2	Fall 2
54401	School Clinical Methods	1	Fall 2 (required for Educational Externship)

Clinical MS-SLHS students who pursue the thesis option may use thesis research credits (SLHS 59000 or 69800) to satisfy up to 6 hours of specialty courses, if approved by the student's advisory committee.

**Implementation:** Thesis option students will submit a written request approved by the major professor to the advisory committee. The written request will describe the content of the research enrollments to show why they should be considered as fulfilling specialty course requirements. These research substitution credits will be given a specific title (agreed upon by the student and major professor) and registered and graded as SLHS 59000. Proof of approved course substitutions should be provided to the Graduate Program Secretary.

## Clinical Practicum & Seminars

MS-SLHS students enroll in a series of Clinical Practicum and Seminar courses throughout the program. In Clinical Seminar (1 cr./semester), students' engagement and acquisition of knowledge are letter graded. In Clinical Practicum courses, students' demonstration of clinical competencies is graded based on a pass/no pass system. Therefore, Clinical Practicum courses cannot be used to substitute for any of the required courses in the areas above or cannot be included in the Plan of Study.

SLHS #	Title	Cr.	Semester
54600	Clinical Seminar	1	Fall 1, Spring1, Summer, & Fall 2 (1 cr. per semester)
54900	Clinical Practicum	3	Fall 1
54900	Clinical Practicum	3	Spring 1
54900	Clinical Practicum	2	Summer
54900	Clinical Practicum	3	Fall 2
64800	Educational Externship	6	Spring 2
64900	Healthcare Externship	6	Spring 2

The Major Professor (tenure-track faculty advisor) 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 Clinical Practicum is adjustable only in extenuating individual circumstances. Requests for adjustments 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 Graduate Program Director 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.

## **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) requirements 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.

## **Graduation Requirements**

### **Clinical Master's Degree, Non-Thesis Option (CLNS concentration code)**

To receive a master's degree under the Non-thesis option, a student must earn 36 or more graduate credit hours of academic courses in addition to an approved course in inferential statistics and complete all required courses. No more than a total of four credits SLHS 54600 Clinical Seminar may be used to satisfy the 36 credit hours needed to graduate. In addition, although not counted toward the Plan of Study, all clinical Master's students will complete 23 credit hours of SLHS 54900 Clinical Practicum and Externships (SLHS 648 and/or 649).

### **Clinical Master's Degree, Thesis Option (CLNT concentration code)**

To receive a master's degree under the thesis option, a student must earn 36 or more graduate credit hours of academic courses in addition to an approved course in inferential statistics and complete all required courses. Plan of Study credit hours taken for a grade must total at least 25 credits. A minimum of 3 credits of SLHS 69800 is required. SLHS 69800 is to be used for M.S. thesis credit only and is not 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. Other research should be done under the SLHS 59000 course number. Both 69800 and 59000 research credits can be used to meet the 36 credit hour requirement. In addition, although not counted toward the Plan of Study, all clinical Master's students will complete 23 credit hours of SLHS 54900 Clinical Practicum and Externships (SLHS 648 and/or 649).

### **Non-Clinical Master's Degree, Non-Thesis Option (NCSL concentration code)**

To receive a non-clinical master's degree in speech-language pathology, a student must earn 30 or more credit hours. The student will select courses that are deemed appropriate for their Plan of Study in consultation with their advisor(s).

### **Non-Clinical Master's Degree, Thesis Option (RSLS concentration code)**

To receive a non-clinical master's degree in speech-language pathology with a thesis option, a student must earn 30 or more credit hours. An approved course in inferential statistics is required. The student will select courses that are deemed appropriate for their Plan of Study in consultation with their advisory committee. Plan of Study credit hours taken for a grade must total at least 24 credits. A minimum of 3 credits of SLHS 69800 is required. SLHS 69800 is to be used for M.S. thesis credit only and is not 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. Other research should be done under the SLHS 59000 course number. Both 69800 and 59000 research credits can be used to meet the 30 credit hour requirement.

## 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 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 Plan of Study.

The department and the Graduate School will sometimes accept graduate academic credit taken at other graduate programs. 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 Major Professor/advisor, the course instructor, the graduate committee, the Department Head and the Dean of the Graduate School of Purdue University must approve.

## Restrictions to Courses Included on the Plan of Study

Graduate students are not permitted to list courses taken on a pass/no pass basis on their Plan of Study. 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 - 30000 level may not appear on the Plan of Study. No more than 6 credits of courses taken at the 40000 level may appear on the POS.

## Preparing the Plan of Study Electronically

Each graduate student admitted to a degree program must file a Plan of Study (POS). A formal POS should be created as early as feasible in the student's career because it guides a student's academic degree progress. A POS 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 POS electronically during Fall 1. Access to the electronic Plan of Study Generator (POSG) is via the myPurdue portal. myPurdue can be found at [wl.mypurdue.purdue.edu](http://wl.mypurdue.purdue.edu). The link for the POSG is located under the Academic link. 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 (POSG) 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.

After you review your POS with your faculty advisors, submit your POS as a Final Draft. Then, your POS form will be electronically routed, reviewed and, if approved, signed by the graduate secretary, your advisory committee, and the Graduate School. If the Graduate Program Coordinator notices any errors, you will be asked to correct them. After correcting them, you should re-submit the POS for review and approval.

Once the Graduate School has approved your Plan of Study, you should check it every semester to monitor your academic degree progress. 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.

### **Example Plan of Study:**

Here is an example of how the POS may look after you have chosen your courses. This is an example; specific POS courses are listed under the clinical MS-SLHS curriculum section above. See also [Appendix 1](#) for a sample program. When adding courses, make sure the titles are exact and the numbers for the courses are correct.

Area	Course Title	Subj. Abbr.	Course No.	Credit Hours	Regis. Type	Grade	B or better	Transfer From	Date Completed To Be Completed
PRIMARY	NEURAL BASES SP & HRNG	SLHS	50100	3	RE	-	-	-	Fall 2024
PRIMARY	DYSPHAGIA	SLHS	53900	3	RE	-	-	-	Fall 2024
PRIMARY	SPEECH DISORDERS IN CHILDREN	SLHS	52101	3	RE	-	-	-	Fall 2024
PRIMARY	LNG DIS CHLD:BSIC PRIN	SLHS	52300	3	RE	-	-	-	Fall 2024
PRIMARY	CLIN SEMINAR SPEECH-LANG PATH	SLHS	54600	1	RE	-	-	-	Fall 2024
PRIMARY	EVAL RES IN EVI-BASED PRAC	SLHS	58800	2	RE	-	-	-	Spring 2025
PRIMARY	LANG DIS IN ADULTS	SLHS	53100	3	RE	-	-	-	Spring 2025
PRIMARY	VOICE DISORDERS	SLHS	53200	2	RE	-	-	-	Spring 2025
PRIMARY	AUG & ALT COMMUNICATION	SLHS	54001	2	RE	-	-	-	Spring 2025
PRIMARY	MOTOR DISORDERS OF SPEECH	SLHS	53800	2	RE	-	-	-	Spring 2025
PRIMARY	CLIN SEMINAR SPEECH-LANG PATH	SLHS	54600	1	RE	-	-	-	Spring 2025
PRIMARY	COUNSELING IN SLP & AUD	SLHS	51800	2	RE	-	-	-	Summer 2025
PRIMARY	MEDICAL SPEECH-LANG PATHOLOGY	SLHS	53300	2	RE	-	-	-	Summer 2025
PRIMARY	LITERACY DISORDERS	SLHS	54300	2	RE	-	-	-	Summer 2025
PRIMARY	CLIN SEMINAR SPEECH-LANG PATH	SLHS	54600	1	RE	-	-	-	Summer 2025
PRIMARY	LANG & COMM AUTISM SPEC DISORD	SLHS	52501	2	RE	-	-	-	Fall 2025
PRIMARY	STUTTERING:NAT,DIAG,TX	SLHS	52900	2	RE	-	-	-	Fall 2025
PRIMARY	COG COMM DISORDERS	SLHS	54100	2	RE	-	-	-	Fall 2025
PRIMARY	RID-EBP	SLHS	68800	2	RE	-	-	-	Fall 2025
PRIMARY	SCHL-CLIN MTHDS IN COMM DISORDERS	SLHS	54401	1	RE	-	-	-	Fall 2025
PRIMARY	CLIN SEMINAR SPEECH-LANG PATH	SLHS	54600	1	RE	-	-	-	Fall 2025

## 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 program secretary. Submit the draft of your Plan of Study electronically by the 14th week of the fall semester in the student's first year of study. Registration for the third semester of study will not be permitted unless the Plan of Study has been completed and accepted by the Graduate School. Students who must take all prerequisite courses may wait until the 14th week of the second fall semester to submit the Plan of Study.

## Alteration of the Plan of Study

Occasionally students find it necessary to change some aspects of their Plan of Study. For example, a student may be unable to enroll in a course listed on the Plan of Study 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 program 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.

## **Progress Toward the MS-SLHS Degree**

### The Duration of Graduate Study

It is expected that students will be enrolled on a full time basis. 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. To achieve part-time status each case must be reviewed individually and is only approved under special circumstances. The Director of Clinical Education for Speech-Language Pathology, the student's advisory committee, and the Graduate Program Director must approve each case.

Students who have an undergraduate major in communication disorders with all prerequisites may complete all clinical and academic requirements for the M.S. degree in 5 semesters of enrollment, including one summer semester of year 1. However, some students require more than 5 semesters to finish an appropriate POS. For example, students who must complete all prerequisite coursework should 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 (e.g., an additional summer semester of year 2 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.

## 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 Plan of Study.

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

An overall grade of B or better must be obtained in Clinical Seminar and a passing grade in Clinical Practicum in the two semesters immediately prior to participating in an externship. If a grade of B- or lower or a non-pass grade 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.

## Evidence-Based Practice (EBP) Course Sequence

### **Overall Vision**

The Evidence-Based Practice course sequence is designed to help students develop the ability to understand, critically analyze, and integrate research from the literature to use as their evidence base in their lifelong clinical practice as well as in their mentorship of future clinicians.

### **EBP I: Evaluating Research (ER; 2 cr)**

The focus of this course is to teach students to understand and critically analyze the types of research commonly used in our field. To do so, students will be taught to understand research methods broadly, including group designs, randomized control trial designs, case studies (single and multiple), and other designs commonly used in the field. The broad course requirements (deliverables) will be the same for SLP and Au.D. students, but with differences in the processes (as determined by the respective curriculum committees) to determine the capstone project topic and advising mentor or mentorship committee. For all students, deliverables at the end of the course include a settled topic, advising mentor or committee, and an abstract.

*Non-thesis SLP students* will choose an assessment or treatment to study. They will be assigned with an EBP mentor.

*Thesis SLP students* will solidify their thesis topic. Thesis students will use their thesis topics for the projects in this course, rather than choosing an assessment or treatment to study.

### **EBP II: Research Integration and Dissemination for Evidence Based Practice (RID-EBP; 2 cr)**

The goal of this course is to provide education in the integration and dissemination of research. In this course, the deliverables will be a paper and a poster. Posters must be presented at the Ringel Symposium at the end of the semester. The class focuses on activities to improve writing and presentation skills based on the integration of research studies. This is open to, but not required for, thesis students.

*Non-Thesis SLP Students:* We encourage all students to discuss with their mentors whether presentation at the ISHA Conference in the spring of that year, and/or a national conference is appropriate given student interests and project quality.

*SLP Thesis students:* SLP thesis students must propose their thesis by the end of the first summer in the SLP program. If they fail to do this, they automatically revert out of the thesis track and the second EBP course will be required. If a student switches from thesis to non-thesis, they can continue with the same topic or change topics as long as the topic is set by the end of the first summer in the SLP program. This may require a change in the format of the final paper.

## The Master's Thesis

The Major Professor serves as the director of the thesis and guides the student through its completion. The student must take the EBP I (Evaluating Research) course. Then each and every semester that the student is working on the thesis under the supervision of the student's thesis advisory committee, the student must register for SLHS 69800 (Research: M.S. Thesis).

By the end of the first summer semester, 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 [Thesis and Dissertation Office](#) or you may see the graduate program 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.

## **MS-SLHS Student Advising**

### **The Advisors**

For students pursuing a clinical Master's degree, each will be assigned a tenure-track advisor and a clinical advisor upon admission to the program (For students pursuing a non-clinical Master's degree without doing a thesis, they will be assigned with a tenure-track advisor). The advisors:

- Make up the student's graduate advisory committee, which meets every semester during the registration period (weeks ~9-12) to advise on course registration and approve the registration.
- Consult with the student regarding the overall program.
- Advise the student in matters pertaining to the Plan of Study.
- Assist the student in monitoring academic and clinical progress.
- Other meetings can be arranged by the student at any time as needed.

At any time during the program, the student may request a change in advisors. Please see the Graduate Program Secretary for specific guidance.

### **The Advisory Committee for Master's Thesis**

A student who wants to pursue a Master's research thesis should identify a major professor (chair) and form the advisory committee in consultation with the major professor. All SLHS tenure-track faculty and the clinical faculty who hold a doctorate degree or a master's degree with a thesis are eligible to serve as a chair of the committee. Clinical faculty who have not completed a thesis or dissertation can co-chair a MS thesis committee. The advisory committee for a master's thesis consists of at least three faculty members and should represent appropriately diverse areas of expertise. The committee may include both tenure-track and clinical faculty with at least two members with appointments in SLHS (including the major professor). The committee is responsible for:

- Approving the Plan of Study and the thesis proposal
- Conducting an oral examination of the thesis

If the student's advisory committee members for the thesis are different from their originally assigned faculty advisors, the student may request a change in advisors. If the thesis committee does not include a clinical faculty member, the student will continue to work with the originally assigned clinical faculty advisor to receive mentoring on clinical aspects of the program.

### **Timelines:**

By the end of the first spring semester, the student should identify a major professor to supervise the thesis project and identify the advisory committee in consultation with the major professor. By the end of the summer of year 1, the student's thesis proposal should be approved by the committee. If the student does not successfully convene a prospectus meeting by the end of the summer, the student will directly transfer into the non-thesis option and must register for EBP II for the fall semester of their second year.

## Scheduling and Preparing for Advising Meetings

- Registration advising meeting: All students (including thesis-track students) will have a joint meeting with their tenure-track and clinical advisors during the registration period (weeks ~9-12) every semester to discuss course registration and progress in the program. After the meeting, students can request a registration PIN from the graduate secretary via e-mail. Students should copy their advisors in their e-mail as a proof of the advisors' approval of the registration request.
- Plan of Study meeting: In the fall semester of year 1, students will meet with advisors to discuss the Plan of Study. The Plan of Study must be submitted via My Purdue by the 14th week of the fall semester (see the "Plan of the Study" section of this handbook for details).
- It is the student's responsibility to contact both advisors to schedule a meeting at least 2-3 weeks prior to the desired meeting date.
- During all advising meetings, advisors and students are expected to review the student's academic and clinical progress towards the program. The MS-SLHS program monitoring packet (see Appendix 3) can be used by both students and advisors for this purpose. Students are encouraged to bring their most up-to-date program monitoring packet to the advising meeting to receive feedback and ask questions.
- Students will receive the MS-SLHS program monitoring packet during the orientation week. The electronic copy of the packet is also available in SLHS SharePoint for both student (Information for Current Students) and faculty.
- SLHS SharePoint Links:
  - [General Sharepoint Link](#)
  - [Clinic Sharepoint Link](#)

## Instructions for students on how to use the MS-SLHS Program Monitoring Packet

The MS-SLHS program monitoring packet is used to assist students and advisors in effectively monitoring and advising student academic and clinical progress in the program. This packet can be used for understanding what their program progression looks like, to monitor the attainment of the ASHA Standards Knowledge and Skills (KASA) outcomes, and to plan course registration and Plan of Study. The monitoring packet is available on the MS-SLHS Brightspace page.

The MS-SLHS program monitoring packet includes two sections:

- Checklist: The checklist tab can help students understand and complete major tasks throughout the program. Timelines are also included.
- Knowledge and Skills Acquisition (KASA): Students will update the information in the Knowledge and Acquisition table as they meet each KASA standard through academic courses, labs, and clinical practica. Instructors will indicate objectives addressing knowledge or skill outcomes identified in ASHA Standards through the course syllabi. At the completion of each course and clinical practicum, instructors will provide feedback to students about whether the standards have been met. When students meet the KASA standards for the course, they should check off the corresponding KASA areas. If remediation is needed for any KASA standard, students should complete the remediation procedures before checking off the specific KASA item. This is not an official department record but to help students (and advisors) to better monitor students' progress in the program. The KASA tab provides specific instructions on how to update the form.

## **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 program 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, they should discuss this issue with the Major Professor and the Graduate Program Director.

# Graduate Student Funding

## 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 quarter-time appointments (.25 FTE). The university establishes 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.

## 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.

### **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.

## 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 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 Program Director 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.

## Credit Hour Enrollment for Graduate Staff Appointments

For students who want to seek a graduate staff assistantship, it is recommended that they take no more than a 0.25 FTE assistantship to ensure a timely completion of the program. Students who hold any graduate staff assistantship 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:

No appointment	.25 FTE	.50 FTE	.75 FTE	1.0 FTE
18 credits	15 credits	12 credits	9 credits	6 credits

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

## **Standards of Writing Performance**

### Writing Performance Requirements

At the master's level, it is recommended that 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 2023 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. 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.

### Writing Intervention Referral Sources

[The Purdue University Online Writing Lab](#) is a major referral source. 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 2020 (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 clinical MS-SLHS 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.

## Enrollment in Clinical Training

### **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. Of the 400 clock hours, twenty-five hours must be spent in clinical observation and 375 hours must be spent in direct client/patient contact; 325 hours must be obtained at the graduate level in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). This experience must be obtained through a university program, where it is considered to be a type of laboratory experience.

According to CAA standards, programs must provide sufficient breadth and depth of opportunities for students to obtain a variety of clinical education experiences in different work settings, with different populations, and with appropriate equipment and resources in order to acquire and demonstrate skills across the scope of practice in speech-language pathology, sufficient to enter professional practice. In order to do so, our program goal is 5 hours in each of the nine areas, which are as follows: Cognition, Communication Modalities, Feeding and Swallowing, Fluency, Hearing, Language (expressive/receptive), Speech Sound Disorders, Social Aspects, and Voice.

Universities traditionally classify such experiences in terms of credit hours rather than contact hours. The credit hours are associated with all activities related to clinical education but 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 reasons to modify the clinic practicum load. This is done in consultation with the clinical faculty. If the change is enough to require modification of the credit hours, the student should discuss these changes with their faculty advisors 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 academic faculty advisor. The Director of Clinical Education for Speech-Language Pathology will work with the Graduate Program Director to determine whether 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.

## Clinical Practicum & Seminar Experiences

Purdue University graduate students are required to complete 25 observation hours prior to enrollment in clinical practicum. The observation and direct client/patient contact hours must be within the scope of practice of speech-language pathology.

Clinical education begins at the onset of the graduate program. Students who are completing prerequisite requirements will not start clinic until they satisfy the requirements. Clinical performance in Clinical Practicum is evaluated with the Clinical Skills Checklist Form (CSCF)/Performance Evaluation using Calipso and graded based on the pass/no pass system. Students' performance in Clinical Seminar, which is a separate course, will be letter graded.

Timeline	SLHS Clinical Course	Clinical Practicum	Semester
Fall 1	SLHS 54900 (54600 Seminar 1)	Assignment in Purdue Clinics	1
Spring 1	SLHS 54900 (54600 Seminar 2)	Assignment in Purdue Clinics	2
Summer 1	SLHS 54900 (54600 Seminar 3)	Assignment in Purdue Clinics	3
Fall 2	SLHS 54900 (54600 Seminar 4)	Assignment in Purdue Clinics	4
Spring 2	SLHS 64900 SLHS 64800	Healthcare Externship Education Externship	5

## Risk Management – Policy and Procedures

See Risk Management Handbook

## Clinical Practicum Privileges and Requirements

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 and language skills and knowledge at the level necessary to provide appropriate clinical services to their clients/patients. ASHA Standards CFCC 2020 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. 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. For written communication, the student must be able to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence. Limited English proficiency may result in a delay in clinical participation until the student reaches a level of English proficiency that will ensure success in the program.

2. Student clinicians must demonstrate adequate clinical practicum performance and progress.

SLHS 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's or Doctoral degree. Clinical faculty meet regularly with students to provide mentorship and guidance in clinical and professional practice. They review the work of every student enrolled in clinical practicum, provide instruction and feedback in ways that are conducive to students' learning styles, and facilitate development in self-evaluation of professional and clinical 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 Calipso) to evaluate each student's performance. Individual evaluation meetings are held to provide students with information about their clinical work. Ratings of 'Pass' will indicate attainment of the appropriate KASA standards and professional competencies, clock hours will be accrued, and practicum privileges will be continued. Student clinicians will also receive a specific list of recommendations for improvement of their clinical skills. 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. Evaluation procedures are described below.

3. Student clinicians must attend SLHS 54900 Clinical Practice and 54600 Clinical Seminar.

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 54600 Clinical Seminar 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 Program Director and the 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. 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 or failing to attend assigned clinical placements. Graduate Student Clinicians must submit documentation if the combined absences for 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.

Graduate Student Clinicians who miss more than 10% of any clinical practicum assignment or who do not earn a rating of 'pass' on the CSCF anytime during a semester may have their clinical privileges revoked. No hours will be accrued for the practicum not passed or when greater than 10% of that clinical practicum assignment is missed.

Absences unrelated to illness, death of an immediate family member, or extenuating circumstances 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. Different Remediation Plans will be developed in the following manner:

- Graduate Student Clinicians who have excessive absences in a 54900 Clinical Practicum will be provided with one of the following remediation options:
  - a. they will be required to make up all of the sessions missed in the *current* semester if the situation permits. Points may be deducted from the overall rating and may result in a no pass rating on the CSCF.
  - b. they may receive an Incomplete for the current semester and will be required to make up all of the sessions missed in the *following* semester if the situation permits.

- c. they may be removed from that particular placement; in this case no hours will be accrued.
- Graduate Student Clinicians who demonstrate a pattern of excessive absences across two semesters will 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 no pass.

Note: 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.

### **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. This form must be signed by the Director of Clinical Education in SLP and by the Head of the Department before the practicum assignment 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 rating of pass.

## 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; 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-SLHS 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. Students will be expected to commit in writing to the type of externship experience they wish to gain by the designated date. Once the student commits, the placement process is initiated and cannot be changed.

The decision regarding the Externships, a full-time field placement in a public school and/or a healthcare/non-educational placement, should be made during the student's first semester in the program.

The Education Externship Coordinator oversees the program components that lead to eligibility for licensure in Indiana with the IPLA and IDOE. Students who wish to obtain licensure in another state must be aware of that state's licensure requirements and must work with the externship coordinators and the Director of Clinical Education to ensure these requirements are being met. It is the student's responsibility to know specific requirements for the state(s) in question.

Healthcare and Educational externships may be requested in the Lafayette area or anywhere in the country. 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 externship 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 externship coordinator for each externship setting is the best person 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 the four semesters of SLHS 54900 Clinical Practice with a rating of 'pass'. If a rating of 'no pass' is earned in the semester prior to beginning externships, 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 below. Students must complete any remediation plans before beginning their externship.
3. Students must have successfully completed the Evidence-Based Capstone project or M.S. Thesis. Students who wish to complete externships before completing their M.S. Thesis must obtain written permission from their academic advisor 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/faculty provides supervision.)
5. The student is to be registered for SLHS 64800 or 64900 while on an off-campus externship.

### **B. Remediation During Externships**

1. Successful completion of the first externship is required before the student may begin the second externship. If the first externship is not completed successfully, the student may be dismissed from the externship 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. The student would be assigned 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, the student may be dismissed from the externship or required to complete some or all of the following before graduating with a clinical MS-SLHS 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.

## SLHS Remediation Policy in case of Not Meeting ASHA Speech Language Pathology CAA Standards:

### **Remediation for clinical competencies**

At the end of each semester in SLP clinical practicum, each clinician's progress in the development of skills will be reviewed by the Director of Clinical Education. Minimum standards for skills at the end of each semester would include:

- A pass for each assigned clinical placement, including evaluation and/or treatment
- No ratings of 1 or 2 in the Professional Practice, Interaction, Personal Qualities and SLHS Core Values section of the CSCF.

### **Student evaluation procedures:**

Students enrolled in clinical practicum will be formally evaluated on their clinical performance at least twice each semester using the Clinical Skills Competency Form (CSCF) in Calipso. Clinical Practicum ratings will be determined by clinical growth and performance in three main areas:

- Evaluation
- Intervention
- Professional Practice Standards and SLHS Core Values

Calipso ratings are based on a 5-point scale shown below.

*1 = Not Evident: Skill has been taught; however, specific repeated direction from supervisor does not alter unsatisfactory performance or specific repeated direction/demonstration is required to perform clinical skills and to accurately evaluate self/client.*

*2 = Emerging/Not Met: Specific, consistent supervisory direction results in some generalization and application of knowledge to accurately demonstrate skill and evaluate self/client. Skill is emerging but inconsistently or inadequately demonstrated. Frequent instruction is necessary in all aspects of case management. Clinician is unable to recognize the need to modify the behavior without supervisor input. The supervisor serves as a model more often than expected and is unable to decrease the level of support needed.*

*3 = Present/Met: General guidance and some specific supervisory direction results in accurate demonstration of skill and evaluation of self/client. The skill is present but needs further development, refinement or consistency. The clinician shows an awareness of the need to modify the behavior and can make reasonable suggestions and efforts regarding next steps. The supervisor provides on-going monitoring and feedback focusing on increasing the clinician's critical thinking skills. Supervisor was able to employ a gradual release model.*

*4 = Consistent: Skill is developed and implemented most of the time. The clinician requires little supervisory direction to modify behavior and accurately evaluate self/client in-session. The supervisor acts as a collaborator to plan and suggests possible alternatives.*

*5 = Exceptional: Clinician is an independent problem-solver, displays superior competencies, accurately evaluates self/client and modifies own behavior without the direction of the supervisor. The supervisor serves as a consultant in areas where the clinician has less experience and provides guidance on ideas initiated by the clinician.*

Note: A cumulative rating of 3.0 in all fields of the Cumulative Evaluation at the end of the program indicates readiness for an entry-level (Clinical Fellowship) position. Students should monitor their Cumulative Evaluation periodically.

A graduated assessment scale based on expected skill level is used to determine the overall rating for clinical performance. See the scale below, representing: Level I (Fall 1, Spring 1); Level II (Summer 1; Fall 2) and Level III (Spring 2).

**Level 1**

For Evaluation and Intervention:

Practicum Courses

Course Number	Course Title	Term
SLHS 54900-1	Practicum 1	Fall 1
SLHS 54900-2	Practicum 2	Spring 1

Evaluation Scale

Score Range	Evaluation Outcome
2.50-5.00	Pass
1.00-2.49	In Need of Remediation

For Professional Practice Standards and SLHS Core Values:

Course Number	Course Title	Term
SLHS 54900-3	Practicum 3	Summer 1
SLHS 44900-4	Practicum 4	Fall 2

Evaluation Scale

Score Range	Evaluation Outcome
3.00	Standards Met
2.00	Standards not Met

**Level 2**

For Evaluation and Intervention:

Course Number	Course Title	Term
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SLHS 54900-3	Practicum 3	Summer 1
SLHS 54900-4	Practicum 4	Fall 2

Evaluation Scale

Score Range	Evaluation Outcome
3.00-5.00	Pass
1.00-2.99	In Need of Remediation

For Professional Practice Standards and SLHS Core Values:

Course Number	Course Title	Term
SLHS 54900-3	Practicum 3	Summer 1
SLHS 44900-4	Practicum 4	Fall 2

Evaluation Scale

Score Range	Evaluation Outcome
3.00	Standards Met
2.00	Standards not Met

**Level 3**

For Evaluation and Intervention:

Practicum Courses

Course Number	Course Title	Term
SLHS 64800-Ed	Educational Externship	Spring 2
SLHS 64900-HC	Healthcare Externship	Spring 2

Evaluation Scale

Score Range	Evaluation Outcome
3.50-5.00	Pass
1.00-3.49	In Need of Remediation

For Professional Practice Standards and SLHS Core Values:

Course Number	Course Title	Term
SLHS 64800-Ed	Educational Externship	Spring 2
SLHS 64900-HC	Healthcare Externship	Spring 2

Evaluation Scale

Score Range	Evaluation Outcome
3.50	Standards Met
2.00	Standards not Met

**Implementation of evaluation procedures:**

1. Students meet with clinical faculty at midterm to discuss experience and progress. Areas of strength and areas for growth are identified. Note: if the placement is short ( $\leq 8$  weeks), there may not be a formal midterm evaluation for that clinic.
2. Students meet with clinical faculty at the end of the semester for the final evaluation. If students are showing adequate progress in Evaluation and Intervention, they earn a rating of "pass" for the clinic (see the rating scale above). Areas of strength and opportunities for growth are identified.
3. A rating of "in need of remediation" for Evaluation and Intervention: If students are not showing adequate progress in Evaluation and Intervention by the end of the semester, they receive a rating equivalent to "in need of remediation" (see the rating scale above). Ratings indicating in need of remediation are equivalent to "no pass" for that clinical practicum assignment. Hours for the specific skill(s) for which competence was not established for the placement in question may not be counted. Additionally, a rating of 2 in any one standard under evaluation or intervention at the end of any semester will necessitate a remediation plan. The following steps are then taken:
  - a. Student meets with current clinical faculty supervisor to discuss overall progress in the placement to include areas of strengths and opportunities for growth.
  - b. Specific areas of concern are identified and the student is informed that a Remediation Plan will be developed.
  - c. Clinical faculty sends documentation to the Director of Clinical Education.
  - d. The Director of Clinical Education drafts the Remediation Plan and notifies the Advisory team, the Graduate Program Director, the Graduate Secretary, and receiving clinical faculty that a Remediation Plan is being developed for said student.
  - e. The Director of Clinical Education schedules a meeting to discuss the Remediation Plan with the student and receiving clinical faculty. Note: Prior to this scheduled meeting, the student will have the opportunity to review the plan and offer input regarding supports needed.
  - f. Once the plan is agreed upon, the plan will be routed for signatures by advisors, the Director of Clinical Education, and the student.
  - g. A copy of the plan is sent to the Graduate Secretary and uploaded to the student's record.
4. A rating of "Standard Not met" for Professional Practice/SLHS Core Values: Students who receive ratings of "pass" for Evaluation and Intervention but a rating of "Standards Not Met" for Professional Practice/SLHS Core Values (i.e., a rating of 2 for any of the items in this section of the CSCF) will receive hours for the semester. A remediation plan will be developed to address

standards not met in the Professional Practice/SLHS Core Values and the steps identified in item 3 will be followed.

5. Two Professional Infraction Notices will necessitate a remediation plan. The student will be allowed to count the hours from the placement in question. See Professional Infraction section in the Clinic Handbook for more information.

### **Supervisor Feedback**

At the end of each semester, students are given an opportunity to provide written feedback to clinical supervisors regarding their clinical experience through the university course evaluation tool. This method of feedback is useful to clinical faculty and in improving clinical education. Supervisor feedback should be submitted prior to the end of the semester.

### **Student Support Plans for Remediation:**

Remediation is meant to be supportive, not punitive. The purpose of remediation is to facilitate clinical growth in areas of identified need. During remediation, the student will be provided with the opportunity to develop, strengthen, and demonstrate the clinical and/or professional skills identified as areas of need.

If Remediation is required, the plan will be developed by the Director of Clinical Education in SLP along with the Clinical Faculty who are currently supervising the 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) discontinued participation in practicum (termination of clinical privileges).

Decisions concerning continuation in clinical practicum may involve evaluation of any or all of the following: (1) the student clinician's current competency level without extraordinary supervisory support, (2) the significance of the professional protocol infraction, (3) the professional practice standard(s)/SLHS core value(s) not met, and (4) previous practicum performance. Students are informed of the results of these evaluations. See also Speech-Language Clinic Handbook section "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 that must be demonstrated to indicate knowledge and skills appropriate for current practicum level.
- Period 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 MS-SLHS program. Should a student earn a grade of "no pass" during a practicum experience following the completion of two Remediation Plans, the student's clinical privileges will be terminated and graduate program requirements for certification will not be met. In this case, a student may graduate with a non-clinical degree.

Upon successful completion of the remediation plan by a designated deadline, the Director of Clinical Education in SLP, in consultation with the clinical faculty, may reinstate the student's practicum privileges. This may extend the student's program by a semester or more.

### **Provisionary Practicum Status**

Students working under the guidelines of a Remediation Plan are considered to be in a Provisionary Practicum status.

- To be removed from Provisionary Practicum status, student clinicians must obtain a rating of "pass" in **all** clinical assignments for Evaluation and Intervention and must obtain a rating of "Standards Met" in Professional Practice/SLHS Core Values from all Clinical Faculty currently supervising the student.

- A student clinician who has successfully completed a Remediation Plan is no longer in Provisionary Practicum status. However, the skills delineated in the Remediation Plan must be maintained and if they are not, the student clinician will automatically be returned to Provisionary Practicum status at midterm and expected to demonstrate the skill by the end of the semester. In this case, this will serve as the second remediation plan. If expected skills are not demonstrated, clinical privileges will be terminated.

## Lines of Communication

In the event that the student has a concern regarding clinical education support and/or clinical performance, the student should do the following in a hierarchical order:

**Step 1:** The student should directly discuss the concern with their clinical educator(s). A discussion with the clinical educator(s) should include information about individual learning style and suggestions about the most beneficial learning style for the student clinician.

If the concern(s) is/are not resolved:

**Step 2:** The student should contact the Director of Clinical Education in Speech Language Pathology, who will in turn hold a meeting with the clinical educator(s) and the student. The Director will act as a facilitator. If the concern is about the Director of Clinical Education for Speech Language Pathology, the student should contact the Graduate Program Director.

If the concern is not resolved:

**Step 3:** The student may contact the department Ombudsperson to request assistance to resolve the issue. The student may also contact the Department Head. Additional meetings with the clinical educator(s) and the Director of Clinical Education may take place.

If the concern is not resolved:

**Step 4:** The student may contact the Ombudsperson for the College or University.

## Grade and practicum appeals

- As with other deviations from stated policies and procedures, decisions concerning clinical privileges that are not successfully resolved with the clinic faculty may be appealed to the SLHS 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.

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.
2. [Disability Resource Center](#), 494-1247, offers assistance with academic issues which require accommodations.
3. [Student Health Center](#), 494-1700, offers outpatient medical services for physical ailments and mental health consultation and coordinates treatment programs with hometown physicians.
4. [Center for Career Opportunities \(CCO\)](#), 494-3981, offers assistance with job placement.
5. [Office of Graduate Assistance \(OGA\)](#),

## The National Examination

Passing the Speech-Language Pathology Praxis exam is one of the requirements for obtaining certification. It is 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. The correct reporting option for our department is PURDUE UNIV SLP/AUD (0087).

### **Remediation for knowledge/skills competencies covered in didactic coursework**

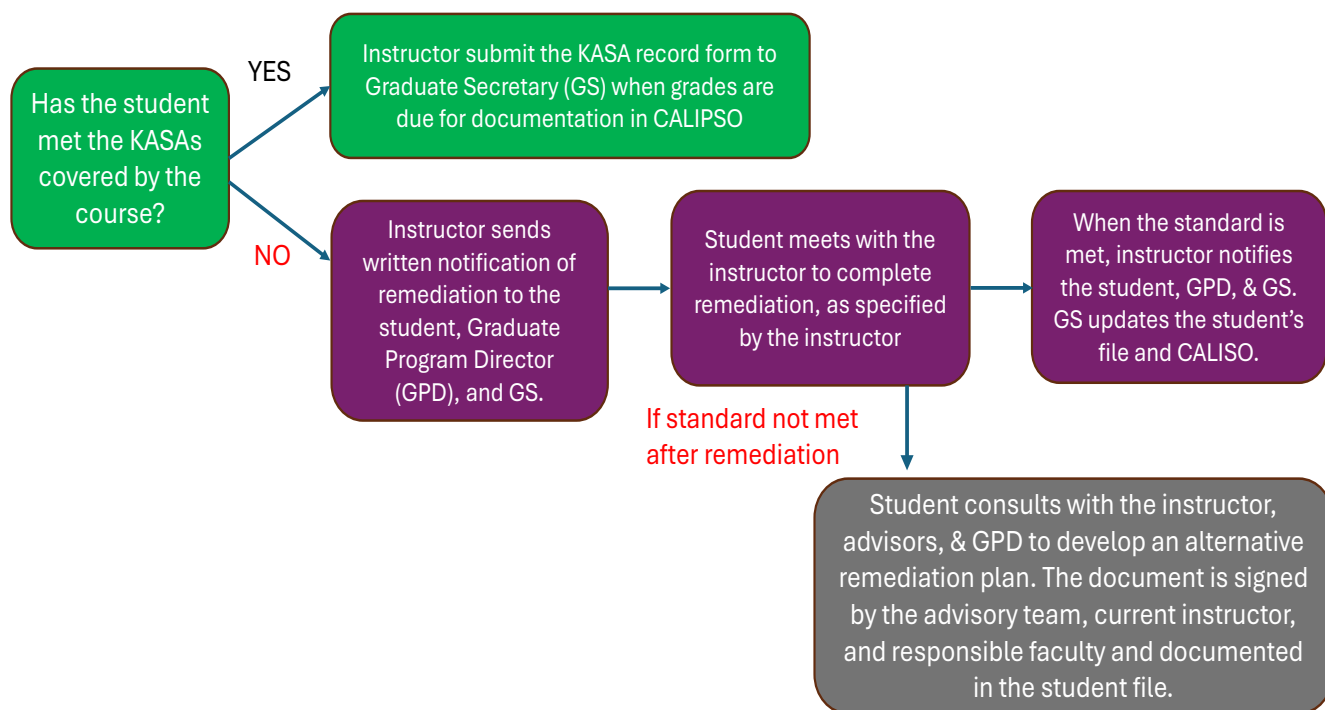
An individualized summary document of Knowledge and Skills Assessment (KASA) is developed in Calipso for each student as soon as they enter the respective programs. Students should demonstrate entry-level competencies for the knowledge/skills described in the ASHA 2023 (SLP) certification standards. If they have difficulty demonstrating the competencies upon initial completion of the assessments in courses, remediation procedures will be specified to allow individuals to satisfactorily demonstrate target competencies. Although some ASHA Standards are addressed in multiple courses, MS-SLHS students should not defer remediation of competencies as they progress through coursework and should meet the Standards across as many courses as possible.

Course instructor will initiate remediation procedures and students should respond to the instructor's e-mail to complete remediation, so that target competencies are 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.

The following procedures are utilized for tracking of Standards and providing remediation plans for students in academic courses.

1. SLHS course syllabi will include information regarding the ASHA Standards that are addressed in the course. Instructors will provide information to the students regarding the methods used to document standard(s) attainment and specific remediation procedures.
2. By the grade submission deadline of each semester, instructors will submit a completed KASA Faculty Report Form to the Graduate Program Secretary. The KASA Faculty Report Forms for all MS-SLHS courses can be found in MS-SLP Program Brightspace page. The Graduate Program Secretary will document the results in Calipso for official records.
3. Instructors will also notify students whether they have passed the KASA standards as addressed in the course periodically throughout the semester or by the end of the semester, depending on how the standards are assessed in their course. This will ensure that students can better monitor their own progress towards the ASHA standards and seek advice or complete remediation in a timely manner.
4. Remediation procedures for academic courses:
  - a. If a student fails to achieve a standard in an academic course, the student should complete the remediation procedures as specified by the instructor. The course instructor will notify the student, the Graduate Program Director, and the Graduate Program Secretary by writing (e-mail).
  - b. The student then must respond to the instructor's notice. MS-SLHS course instructors will provide remediation plans that should be completed during the semester that a specific course is completed or by an agreed deadline provided by the course instructor. **MS-SLHS students must not defer remediation of competencies** as they progress through the coursework and do their best to complete the remediation within the course. Failure to meet all ASHA Standards as tracked by the KASA will affect student's eligibility to apply for the Certificate of Clinical Competence and participate in clinical externships. 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.
  - c. When a standard has been met, the course instructor will notify the student, the Graduate Program Secretary, and the Graduate Program Director in writing that the student's performance is satisfactory. The Graduate Program Secretary will update the student's Knowledge and Skills Assessment (KASA) in Calipso to indicate achievement of the competency and keep the remediation report from the instructor in the student's file.
  - d. 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 Program Director and Graduate Program Secretary indicating "Unsatisfactory". The student must then consult with the instructor, Graduate Program Director, and faculty advisors to develop an alternative remediation plan (see [Appendix: Alternative Remediation Plan Form](#)) to identify other courses in their Plan of Study or other experiences that allow them to address the standard that has not yet been met. This alternative remediation plan must be documented in the student's file and approved by the instructor of the course where the standard was not met and by receiving course instructors or responsible faculty.
5. Each student should track their progress in attainment of Knowledge and Skills outcomes using

the MS-SLHS Program Monitoring Packet. This packet is not an official departmental record but to assist the student and faculty advisors to better track the student's progress in the program. Each student will receive the packet at the beginning of the program. The packet can also be found in MS-SLHS Brightspace for both student and faculty use. SLP students should review their KASA each semester, discuss progress at least once a semester with their faculty advisors, and engage in remediation procedures for any unmet knowledge or skill outcomes. Target competency must be demonstrated for a given standard across multiple academic courses whenever possible.



## Documentation for Application for ASHA Certification

### **A. KASA documentation & monitoring:**

An individual electronic KASA record form will be developed in CALIPSO for each student who enters the MS-SLHS clinical program. Each student's CALIPSO record will be updated by the graduate secretary at the end of each semester and will serve as an official record. However, each student, in consultation with their faculty advisors, should actively monitor their own progress in meeting the knowledge and skills requirements and plan courses and clinical practica throughout the program. When the student applies for the Certificate of Clinical Competence (CCC), they are expected to have supporting documentation for the KASAs.

Available on the MS-SLHS Brightspace page, is the MS-SLHS Program Monitoring packet. This packet can be used as a roadmap to understand what the program progression looks like and to track your own progress in the program. It includes a Program Checklist, and a KASA Monitoring document which can be used to help you track your progress in meeting the ASHA standards for the CCC.

### **B. Clinical hours documentation:**

SLHS uses the CALIPSO software to manage documentation of clinical hours for students. All users have private, password-protected access to view their personal information at any time. Students are responsible for submitting clinical hours on time and monitoring their clinical hours for approval from clinical supervisors. For specific information on how to maintain documentation for clinical hours, please refer to the clinic handbook.

Hours accumulated in any practicum experience in which a rating of 'no pass' is earned will not count toward ASHA required hours. This includes the externship placements.

### **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 program secretary of how those have been resolved. As previously mentioned, you must keep supporting evidence for the skills and knowledge outcomes.

- 2) No later than the end of your clinical fellowship (CF), complete the online ASHA certification application (the application is available from ASHA, [www.asha.org](http://www.asha.org)).
- 3) Once your application is received it will be reviewed by the graduate program secretary, who will check to make certain that all records are in order and if so, will inform the department ASHA Representative that your application is approved to be signed. Your application will not be approved if you have not reported your PRAXIS scores to Purdue University. See ASHA Certification, Section VI.

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](#)**

**[CODE OF ETHICS of the INDIANA SPEECH-LANGUAGE-HEARING ASSOCIATION](#)**

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

# APPENDICES



## Appendix 1. Sample Clinical MS-SLHS Program

### Sample Clinical MS-SLHS Program

This is a sample program. Each student will determine their own course registration in consultation with their advisors. **Some elective courses may be offered on a rotating basis.** All students must register for 9 SLHS credits in Summer.

#### FALL 1

Course No.	Course Title	CR	Scheduled	Completed
SLHS 50100	Neural Bases of Speech and Language	3		
SLHS 52101	Speech Disorders in Children	3		
SLHS 52300	Language Disorders in Children	3		
SLHS 53200	Dysphagia	3		
SLHS 54600	Clinical Seminar	1		
SLHS 54900	Clinical Practicum	3		
<b>Total</b>		16		

#### SPRING 1

Course No.	Course Title	CR	Scheduled	Completed
SLHS 53100	Language Disorders in Adults	3		
SLHS 53800	Motor Speech Disorders	2		
SLHS 58800	Evaluating Research (EBP I)	2		
SLHS 54000	Alternative Augmentative Communication	2		
SLHS 54600	Clinical Seminar	1		
SLHS 54900	Clinical Practicum	3		
Elective	Voice Disorders	2		
<b>Total</b>		13-15		

#### SUMMER 1

Course No.	Course Title	CR	Scheduled	Completed
3 elective courses	Counseling	2		

	Medical SLP	2		
	Assessment & Treatment Literacy Disorders	2		
SLHS 54600	Clinical Seminar	1		
SLHS 54900	Clinical Practicum	2		
<b>Total</b>		9		

**FALL 2**

Course No.	Course Title	CR	Scheduled	Completed
SLHS 68800	Research Integration and Dissemination for Evidence Based Practice (EBP II)	2		
SLHS 52900	Stuttering	2		
SLHS 54100	Cognitive Communications Disorders	2		
SLHS 54600	Clinical Seminar	1		
SLHS 54900	Clinical Practicum	3		
2-3 Elective courses	Autism School Methods Others as offered	2 1		
<b>Total</b>		9-14		

**SPRING 2**

Course No.	Course Title	CR	Scheduled	Completed
SLHS 64900	Healthcare Externship (8 weeks)	6		
SLHS 64800	Education Externship (8 weeks)	6		
<b>Total</b>		12		

**Appendix 2: Alternative Remediation Plan Form**

**Department of Speech, Language and Hearing Sciences Alternative Remediation Plan  
for MS-SLHS Academic Course**

Student Name:	
Semester and Academic Course in Question & Referring Instructor:	

Attendees Present:	
Expected knowledge and skills (KASAs) not demonstrated:	
Result of Original Remediation Activities	
Alternative course(s) identified	
Agreed outcomes	
Supports discussed to facilitate successful remediation.	
Consequences	
Instructor(s) responsible	
Signatures	Signing this form indicates that I (student) have been advised of the conditions of this action plan and that I understand the recommendations, requirements and consequences as stated.
Student	
Graduate Program Director	
Referring Instructor	
Responsible Faculty	
Copies:	
√ Student	√ Graduate Program Director
√ Academic File	√ Advisors

### Appendix 3: Guidance for the MS-SLHS Educational & Healthcare Externships

Externships are offered as a part of the MS-SLHS Clinical Training Program to provide full-time transition experience between the university setting and professional employment. Externships typically take place during the final semester (spring) of the five-semester program. A contract (Memorandum of Agreement) between Purdue University and the providing facility is required for each Educational and Healthcare Externship. Externships are arranged and coordinated by the Department of Speech, Language, and Hearing Sciences (SLHS). Additionally, externships are a privilege and should be treated as such.

During the first semester of the MS-SLHS Program, each student will receive guidance on the externship process from the designated coordinators. In consultation with the externship coordinators, each student should determine the type of externship experience they wish to have during their graduate training program. General options are listed below.

- One Educational and one Healthcare Externship (6 credit hours of 648 and 6 credit hours of 649)
- Two Educational Externships (12 credit hours of 648)
- Two Healthcare Externships (12 credit hours of 649)

The department highly recommends that students complete one educational externship and one healthcare externship as this is the typical externship structure. However, the department understands this structure does not always fit every student's career goals and aspirations. A determination

regarding the type of externship must be made as soon as possible and no later than the end of the first fall semester. Once the externship structure is identified by the student and approved by the Director of Clinical Education, documentation of the decision should be uploaded to Calipso. Students should understand that once the process of securing externship placements has been initiated, this decision is final.

**EXTERNSHIP REQUIREMENTS (Must be complete prior to externships)**

\_\_\_\_\_ Successful Completion of all SLHS Foundational Courses with a grade of B or better

\_\_\_\_\_ Successful Completion of SLHS Specialty Courses with a grade of B or better (minimum number of 13 course credit hours)

\_\_\_\_\_ Completion of 54900 Clinical Seminar with a grade of B or better for each semester

\_\_\_\_\_ Successful completion of 54401 School Clinical Methods with a B or better is required for all Educational Externships

Detailed information regarding the Educational and Healthcare Externship processes and procedures can be found in the Educational and Healthcare Externship Handbooks which are updated annually.

## Appendix 4: Report of Personal Injury for Students and Visitors

This form should be filled by a faculty member or staff in case of an incident in a lab or during a course/clinic placement. The electronic copy of the form can be found in SLHS Sharepoint.

FORM RM30



OFFICE OF RISK MANAGEMENT

### Report of Personal Injury for Students or Visitors

1. Date injury occurred: \_\_\_\_\_ Time occurred: \_\_\_\_\_
2. Personal contact information of person injured:  
Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone: \_\_\_\_\_  
E-Mail: \_\_\_\_\_
3. Location of incident: \_\_\_\_\_  
\_\_\_\_\_
4. Describe what happened: \_\_\_\_\_  
\_\_\_\_\_
5. Describe apparent injury: \_\_\_\_\_  
\_\_\_\_\_
6. Was an ambulance or University Police called?  YES  NO
7. Name/Address/Phone Number of any witnesses (if known): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Form Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

**Complete immediately and file-locker or fax to:**

**Tiffany Utermark**

**Fax: 765-496-1338**