



Communication Disorders Program

Masters of Science in Speech-Language Pathology

HANDBOOK

Contents

SECTION I: WELCOME AND GENERAL INFORMATION.....	3
Program Mission Statement.....	3
Diversity Statement.....	3
Academic Integrity.....	3
The Sycamore Standard	4
Student Disclosures of Sexual Misconduct.....	4
Program Philosophy.....	5
Essential Functions	5
Learner Outcomes.....	5
SECTION II: MASTERS OF SCIENCE PROGRAM IN SPEECH-LANGUAGE PATHOLOGY.....	6
Overview.....	6
Course sequence for the M.S. in Speech Language Pathology: Non-Thesis Option [69 Credit hours]	6
Academic Standing and Remediation.....	7
Differently Abled Students	7
Comprehensive Examination	8
Timelines and Reminders:	9
SECTION III: ASSOCIATIONS AND CREDENTIALING IN SPEECH-LANGUAGE PATHOLOGY.....	10
American Speech-Language-Hearing Association.....	10
National Student Speech-Language-Hearing Association.....	10
Indiana Speech-Language-Hearing Association.....	10
Indiana Professional Licensing Agency NCY (IPLA).....	10
Credentialing in States Other than Indiana	10
APPENDIX A.....	11
APPENDIX B	12
APPENDIX C	14
APPENDIX D.....	15
APPENDIX E	16

SECTION I: WELCOME AND GENERAL INFORMATION

The faculty is very pleased to welcome you into the program in Communication Disorders. While you are at ISU, we hope that you will get to know the faculty and your fellow students well. It is important that you can view your training as a mutual, cooperative effort with the ultimate goal of preparing you to be a highly competent professional. We are proud of our program and its graduates, and we look forward to working with you.

Program Mission Statement

“The Communication Disorders MS Program offers advance study for individuals interested in acquiring knowledge and skills to become speech-language pathologists. Recognizing the essentially of an empirically based program, students are provided early, intensive, and repeated clinical experiences. Integrated throughout the programs is an allegiance to research, scholarship, and professional services. Collaborative interdisciplinary relationships are recognized as essential in the development of faculty, staff, and students. As such, these relationships are developed and supported throughout the programs. The program has an unfailing commitment to prepare professionals who are ethnically responsible and dedicated to the process of becoming lifelong learners in an ever changing ethnically and culturally diverse society. The primary mission of this multifaceted and integrated program is to develop professional speech-language pathologists who are technically and pedagogically competent, self-motivated, active participants in their respective professional organizations, and who will seek to enrich their professional growth throughout questioning, research, and self-evaluation through the full tenure of their careers.”

The program in Communication Disorders embraces the core values of honesty, collegiality, caring for others, responsibility, student success, openness to change, and social justice and diversity that were recently affirmed by the faculty of the College of Education. To this end we uphold high standards of academic integrity and values the diversity found in our students and the clients we serve in our clinic. All students are expected to abide by the academic integrity principles, the Sycamore Standard, and the following diversity statement.

Diversity Statement

Diversity enriches us all. From the workplace to the community, as individuals and in groups, diversity brings together many different voices, creating rich harmony. The faculty, staff, and students of the Department of Communication Disorders and Counseling, School, and Educational Psychology are committed to recognizing the contributions of all groups, such as those formed by gender, and personal experiences, in the creation of a diverse, inclusive environment. An honest commitment to and explicit recognition and affirmation of diversity in the teaching and learning process promotes our effectiveness as professionals, educators, citizens, and full partners in our local, national, and global societies.

Indiana State University's Communication Disorders program practices equitable treatment of all individuals and does not discriminate on the basis of sex, race, age, national origin, sexual orientation, including gender identity or expression, religion, disability, or veteran status.

Academic Integrity

(taken from: <http://www.indstate.edu/academic-integrity>)

Indiana State University requires that all students read and support the **Policy on Academic Integrity**. Academic Integrity is a core value of our community of learners. Every member of the academic community (students, faculty, and staff) is expected to maintain high standards of integrity in all facets of work and study. The **Policy on Academic Integrity** describes appropriate academic conduct in research, writing, assessment, and ethics. The policy is found in the **Code of Student Conduct** and on the web at www.indstate.edu/sjp/.

Academic Integrity plays an important role in every aspect of the academic experience:

- Academic Integrity affirms the importance of learning and the mastery of subject matter in a given discipline.

- Academic Integrity is critical to the reputation of the institution and to the degrees conferred by that institution.
- Academic Integrity and the sharing of knowledge must be based on honesty and truthfulness. Knowledge tainted by dishonesty has no value.
- Persons who engage in academic dishonesty cheat themselves and the entire University.
- Academic Integrity is the cornerstone of our community of learners.

Academic dishonesty is not tolerated at Indiana State University! The penalties can be severe and include:

- Failing the assignment
- Failing the course
- Referred to Student Judicial Programs to face formal conduct charges.

Students found in violation may be suspended or expelled and can have a permanent notation affixed to the official transcript indicating that an academic integrity violation occurred.

Students are urged to discuss questions regarding academic integrity with instructors, advisers, or with the Academic Deans.

The Sycamore Standard

Students at Indiana State University are expected to accept certain personal responsibilities that constitute the “standard” for behavior in a community of scholars.

As a student at Indiana State University:

- I will practice personal and academic integrity;
- I will commit my energies to the pursuit of truth, learning, and scholarship;
- I will foster an environment conducive to the personal and academic accomplishment of all students;
- I will avoid activities that promote bigotry or intolerance;
- I will choose associations and define my relationships with others based on respect for individual rights and human dignity;
- I will conduct my life as a student in a manner that brings honor to me and to the University Community;
- I will discourage actions or behaviors by others that are contrary to these standards.

If you feel that you have not been treated fairly by a member of this program you are encouraged to address those concerns. A procedure for addressing concerns with the program or a faculty member is outlined in Appendix A.

Student Disclosures of Sexual Misconduct

Indiana State University fosters a campus free of sexual misconduct including sexual harassment, sexual violence, intimate partner violence, and stalking and/or any form of sex or gender discrimination. If you disclose a potential violation of the sexual misconduct policy I will need to notify the Title IX Coordinator. Students who have experienced sexual misconduct are encouraged to contact confidential resources listed below. To make a report to the Title IX Coordinator, visit the Equal Opportunity and Title IX website: <http://www.indstate.edu/equalopportunity-titleix/titleix>.

Confidential Resources:

The ISU Student Counseling Center – HMSU 7th Floor; 812-237-3939; www.indstate.edu/cns

The ISU Victim Advocate – Leah Reynolds; HMSU Room 813; 812-237-3829(office); 812-243-7272; leah.reynolds@indstate.edu

Campus Ministries - <http://www2.indstate.edu/sao/campusinistries.htm>;

For more information on your rights and available resources: <http://www.indstate.edu/equalopportunity-titleix/titleix>

Program Philosophy

Whereas the professional curriculum has been designed to prepare you to be a competent clinician, it should also prepare you for future training as a researcher, teacher or health professional. The ISU faculty believes in a broad education, since knowledge of people can be of immeasurable value in this profession.

We caution you to approach all your studies with an open mind. You should be aware that your professors cannot and will not give you all the answers in their classes. As a speech-language pathologist you will be required to engage in lifelong learning. Much of the learning is your responsibility and will, by necessity, take place outside the classroom. Your excellence as a clinician you will relate directly to the degree of responsibility you assume in the learning process both in your graduate program and once practicing in the profession. If you are curious and seek answers diligently, you will not only find this program rewarding, but you will establish a behavior pattern that will serve you well as a professional.

Your class assignments will be demanding, inasmuch as we wish to prepare you with the necessary knowledge to become a speech language pathologist. In addition, you will work very hard on your clinical assignments, because we are aware that knowledge alone does not make a good clinician. The competent clinician must have many and varied experiences which will allow the application of learned material. This program will provide you with both.

A good clinician must be able to be innovative in seeking answers to problems. Faculty will try to help you, but there may be a time when “working out” the answer is a must and the process can be time consuming. People are not easily defined. It follows, then that clinical problems will not always be easily defined. Your professor, also, must frequently seek out answers and be innovative.

Essential Functions

In order to acquire the knowledge and skills, both academic and clinical, that will lead to successful completion of the program and allow eligibility for certification and licensure required for clinical practice necessitates that students possess skills and abilities in the domains of communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social. These essential functions must be met by each student for admission and continued progress through the graduate program. A listing of the essential and the capacity of each student to possess or acquire these functions can be found in Appendix B. The student’s possession of or ability to acquire these skills are assessed by the program faculty on an ongoing basis through the mid-semester program-level formative assessment and final clinical evaluation.

Learner Outcomes

When students have completed the graduate program in Communication Disorders they should be able to:

1. Apply theory and anatomical, neurologic, acoustic, and physiologic bases of speech language, and hearing sciences to the diagnosis and remediation of communication disorders.
2. Read, interpret, and integrate research findings into educational and clinical applications.
3. Competently administer, interpret and report the results of evaluative instruments and procedures.
4. Plan, implement, revise, and terminate treatment programs using available data.
5. Solve clinical and instructional problems by forming hypotheses and systematically analyzing and interpreting data to make informed decisions.
6. Communicate effectively with clients, caregivers, spouses, and professionals to obtain and share information.
7. Demonstrate a philosophy of continuing education and professional development.
8. Discuss issues related to professional practice and ethics.

SECTION II: MASTERS OF SCIENCE PROGRAM IN SPEECH-LANGUAGE PATHOLOGY

Overview

The program in speech-language pathology is a 6-semester curriculum leading to a master's degree. It is important that you confer regularly with your advisor to assure timely completion of the program. This program meets the ASHA requirements for certification and licensed by Indiana Professional Licensing Agency (IPLA).

The graduate program consists of a total of 69 semester hours of coursework. In the final two semesters of the program students will complete full-time clinical practicum experiences in a school and medical setting. The MS in SLP at ISU requires completion of graduate level coursework and clinical practicum that builds on a core of undergraduate foundation coursework. Prior to enrolling in the graduate program, students are expected to have completed coursework at the undergraduate level that provide the foundational knowledge for the advanced study of speech-language pathology. These courses include (a) Basic Sciences & Statistics consisting of coursework in: Biological Sciences; Physics or Chemistry; Statistics; Sociological/Behavioral Sciences; and (b) Human Communication Sciences, including, Anatomy & Physiology Basic to Communication; Speech & Language Development; Speech & Hearing Science; Psycholinguistics for Communication Specialists or Introduction to Linguistics; Assessment of Auditory Pathologies; Speech and Language for the Hearing Impaired Note: these are ISU course titles but equivalent courses taken at other universities could meet the requirements. You will review your undergraduate course work with your graduate advisor during your first fall semester in the program. Students with a bachelor's degree from ISU will usually satisfy all ASHA requirements upon completion of the master's degree. Students coming from other programs may need to complete additional coursework as determined by the graduate advisor. Students without an undergraduate major in speech-language pathology who enter to apply to the graduate program will typically need to complete a minimum of two semesters of undergraduate work prior to beginning the graduate program [See Appendix C].

Course sequence for the M.S. in Speech Language Pathology: Non-Thesis Option [69 Credit hours]

FALL, Year 1 [12 credit hours]

- CD 611 Speech Sound Disorders in Children
- CD 615 Research in Speech, Language, and Hearing
- CD 616 Aphasia
- CD 696 Clinical Practicum in Speech, Language, and Hearing [\$700 fee*]

SPRING, Year 1 [12 credit hours]

- CD 618 Seminar: Fluency Disorders
- CD 620 Seminar: Voice Disorders
- CD 627 Early Intervention Communication Disorders
- CD 696 Clinical Practicum in SLH [\$700 fee*]

SUMMER, Year 1 [12 credit hours]

- CD 621 Motor Speech Disorders [Mid May for 3 weeks]
- CD 520 Augmentative and Alternative Communication [June for 4 weeks; Camp Bruce]
- CD 619 Seminar: Language [July for 4 weeks]
- Approved Elective

FALL, Year 2 [12 credit hours]

- CD 622 Swallowing Disorders
- CD 623 Cognitive Rehabilitation
- CD 625 Medical Speech-Language Pathology
- CD 696 Clinical Practicum in SLH [\$700 fee*]
- Approved Elective

SPRING, Year 2 [12 credit hours]

CD 522 Methods and Administration in Communication Disorders

CD 598 School Practicum

SUMMER, Year 2 [9 credit hours]

CD 697 Hospital Practicum

NOTE: Students pursuing the Thesis option will be required to complete 6 credits of CD 699.

*This fee covers a number of items such as program clothing for community activities, registration costs for a number of programs that are used during your program [e.g., clinical clock hour and knowledge & skills tracking, clinical simulations, swallowing assessment], purchasing of test instruments and protocols, and contract clinical supervisors.

Academic Standing and Remediation

A graduate student whose cumulative grade point average drops below a 3.0 will be placed on probation, suspended from graduate study, or dismissed from the College of Graduate and Professional Studies [CGPS]. The Dean of the College of Graduate and Professional Studies, in accordance with the regulations of the student's academic department and the College of Graduate and Professional Studies, will make decisions in such matters. In addition to academic standing, students may be removed from an academic program at the request of the program coordinator or department chairperson for failing to meet professional or licensure standards, or not meeting program specific expectations outlined in the catalog or a program's student handbook.

Academic Probation: During the semester that the student is on academic probation they may have their academic and/or clinical load reduced during the subsequent semester to help the student focus on their academic and/or clinical work to increase their GPAs. Decisions about the amount of reduction will be made with input from the student, the Graduate Program Director, and the Rowe Clinic Director. If academic or clinic load is reduced, enrollment in the program beyond six semesters likely will be necessary to fulfill the academic requirements and/or accrue the lost clinic hours. A student that is placed on academic probation must achieve a 3.0 term GPA for the following semester or they face academic dismissal.

Academic Dismissal: Students who have been academically dismissed will stay out of classes for one academic semester after which the student must petition the Dean of the CGPS to return to classes. The student's petition will be reviewed and reinstatement is not guaranteed. A student who is suspended from graduate study or dismissed from the College of Graduate and Professional Students may request a review of the case through the procedures outlined on the CGPS website <https://www.indstate.edu/cgps/graduate/current-students/standing>

If a student is reinstated following their first academic dismissal the following conditions would apply:

- The student would be strongly advised to carry a reduced academic and/or clinic load in order to maximize the potential for the student to devote increased attention to their academic course or clinic assignments in order to improve their GPA.
- Should the student receive a grade lower than a B in an academic or clinical course in any subsequent semester following reinstatement they will be dismissed from the program. A grade of B- would not meet the requirement. The program will not recommend reinstatement for students following a second dismissal.

Individual faculty will determine remediation policies and procedures for their courses. These policies and procedures should be found in their syllabus or posted in Blackboard. The policies and procedures for clinical remediation can be found in the Clinic Handbook.

Differently Abled Students

Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The

telephone number is 237-2700 and the office is located on the first floor of Normal Hall. The Director will ensure that you receive all the additional help that Indiana State offers. Information about the services that can be provided are found at: <https://www.indstate.edu/services/student-success/cfss/student-support-services>

Comprehensive Examination

Students completing a master's degree at Indiana State University must pass a comprehensive examination which covers all coursework in the major. Students may submit evidence of passing the Praxis II (Specialty Test in Speech-Language Pathology) in lieu of the departmental comprehensive examination [See Appendix C for instructions]. Students failing the Praxis II will need to demonstrate satisfactory performance on the departmental examination in order to graduate. For students on the thesis option, the thesis examination will constitute the equivalent of the comprehensive examination for graduation purposes.

Timelines and Reminders:

Semester 1 (Fall)

1. Attend program orientation session.
2. Read the graduate program handbook.
3. If you are planning to transfer any courses from another university to substitute for an ISU requirement, you must request this in writing and submit a course description and official transcript.
4. Before priority registration for Spring begins – meet with your advisor for your program level formative assessment and review your contract of study. Any foundational courses, for example, sciences, linguistics, statistics, audiology, or aural rehabilitation required for the ASHA CCC that were not completed as an undergraduate will need to be included in your program of study.
5. Attend an orientation meeting regarding possible sites for your medical practicum.

Semester 2 (Spring)

1. Meet with advisor for program level formative assessment prior to registration for summer and fall semesters.
2. Work with External practicum coordinator to identify site for medical practicum.
3. Monitor clinic hours and experiences obtained and needed through Calipso.

Semester 3 (Summer)

1. You will be attending classes from mid-May [one week following Spring finals] until late July. Arrange any vacations for early August.

Semester 4 (Fall)

1. Continue to monitor clinic hours and experiences obtained and needed through Calipso.
2. Arrange for Liability Insurance prior to school practicum placement. The most reasonable plan is offered to NSSLHA members.
3. Register to take Praxis II (the specialty test in Speech-Language Pathology) during spring semester if desired. Remember you will want to allow sufficient time to re-take the exam if needed prior to your August graduation.

Semester 5 (Spring)

1. Apply for graduation to the College of Graduate and Professional Studies online before the March 1st deadline. Remember you will graduate [complete your MS degree] in August but you will want to indicate that you intend to participate in the Spring/May commencement ceremony, if desired.
2. Complete off-campus, full-time School practicum [CD 598] and complete CD 522.
3. Take Praxis II exam.
4. Participate in May commencement ceremony.

Semester 6 (Summer)

1. Complete off-campus medical practicum [CD 697].
2. Follow the instructions on the End of Program 'To Do' List document [Appendix E]

The sequence outline above is typical for students who no clinical or academic deficiencies. Although it still provides an idea of the steps for progressing through the program, actual timelines may vary.

American Speech-Language-Hearing Association

The American Speech-Language-Hearing Association (ASHA) is the national association for the profession. ASHA sets the standards for academic and clinical programs in speech-language pathology, certifies individuals, and sets ethical standards for professional conduct. The primary concern of ASHA has been to assure that the client receives high quality service. Standards have been revised several times since the organization's founding in 1925 (for this reason it is always wise to complete all educational and clinical requirements as soon as possible). The certificate of clinical competence (CCC) is awarded to individuals who have completed a specified academic program leading to a master's degree, a minimum of 400 clock hours of clinical experience with a range of communication disorders and ages, a clinical fellowship (CF), and have passed a written comprehensive examination. Since ISU's program in speech-language pathology is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of ASHA, our graduates do not need to fill out the extensive applications usually required for certification and membership. The program director's signature attests to the satisfactory completion of all requirements. Information about obtaining certification can be found at: <http://www.asha.org/certification/>

National Student Speech-Language-Hearing Association

Students in the ISU program in speech-language pathology are encouraged to join the National Student Speech-Language-Hearing Association (NSSLHA), the student affiliate to the American Speech-Language-Hearing Association. Students receive professional journals, reduced rates for national conventions, and access to professional insurance discounts. In addition, members of this organization will be eligible for reduced application fees when they apply for ASHA membership and certification upon graduation. One benefit of NSSLHA membership is reduced rates for professional liability insurance. Students are encouraged to apply for liability insurance when they acquire membership and it is required for the medical practicum experience. For more information see: <http://www.nsslha.org/nsslha/>

Indiana Speech-Language-Hearing Association

The Indiana Speech-Language-Hearing Association (ISHA) is the state organization for speech-language pathologists and audiologists. The Indiana Speech-Language-Hearing Association serves Indiana speech-language pathologists and audiologists most directly. Students are encouraged to belong to ISHA and to participate in its activities as soon as possible. Currently students can obtain membership for free. For more information on their website visit: <http://www.islha.org>.

Indiana Professional Licensing Agency NCY (IPLA)

In 1972, the Indiana Legislature enacted licensing for speech-language pathologists and audiologists. Over 40 states now have such laws. This law requires that all individuals who provide speech, language and hearing services must be licensed by the Indiana Professional Licensing Agency (IPLA). Licensure is required by Medicare, Medicaid, and many insurance carriers in order for the speech-language pathologist or audiologist to receive payment for services as well as to work in the schools. Requirements for licensure in Indiana are the same as for certification (CCC) by ASHA. However, IPLA requires all applicants to pass a test demonstrating knowledge and understand of the IPLA law. When you graduate, you must contact IPLA for Clinical Fellowship registration and licensure. This address is:

Indiana Professional Licensing Agency
402 W. Washington Street, Room 041
Indianapolis, IN 46204
Web Page: www.in.gov/pla
(317) 234-2064

Credentialing in States Other than Indiana

If you plan on working in another state following graduation you can find information about that state's licensing requirements and state associations on the ASHA website: <http://www.asha.org/advocacy/state/>

APPENDIX A

Indiana State University Communication Disorders Program

Procedures Associated with How Student Concerns should be addressed within the Program

If you have concerns with a class, a grade, a professor, a supervisor or any other subject you would like to have addressed, these are the suggested steps to follow. Also refer to the Student Grievance Policy found on the Bayh College of Education website: <https://www.indstate.edu/education/ess/gradinfo/gradinfo>

1. When you have concerns about any aspect of the graduate communication disorders program at Indiana State University, the first person to speak with about your concern would be the person most directly related to or involved with your concern (if possible). Depending on the situation, this could be a professor or instructor in one of your classes, the clinic director, your clinical supervisor, your academic advisor, or someone else.
2. If, after you have discussed your concern with the person most directly involved, you feel that your concern has not been adequately addressed, the next person you should discuss your concern with is the communication disorders program director.
3. If, after you have discussed your concern with the program director, you feel that your concern has not been adequately addressed, the next person you should discuss your concern with is the Communication Disorders and Counseling, School, and Educational Psychology (CDCSEP) Department chairperson.
4. If, following your discussion with the department chairperson, your concern has still not been resolved to a level that is acceptable to you, the next suggested step in the resolution process involves discussing your concern with the Dean of the College of Education. The Dean's office is located on the 1st floor of University Hall. The phone number for the Dean's office is 237-2919.
5. If your concern is not adequately resolved at this level, the Dean will direct the student as to where in the University the next level of resolution should be sought.
6. If a student thinks their concern affects the accreditation of the program, the student should contact the Council for Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language Hearing Association. The student may contact the CAA in writing or by phone: 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

APPENDIX B

Eligibility Requirements and Essential Functions

Council of Academic Programs in Communication Sciences and Disorders (2007)

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. The starred items (*), however, are skills that are more inherent and should be present when a student begins the program.

COMMUNICATION

A student must possess adequate communication skills to:

- Communicate proficiently in both oral and written English language. *
- Possess reading and writing skills sufficient to meet curricular and clinical demands.*
- Perceive and demonstrate appropriate non-verbal communication for culture and context.*
- Modify communication style to meet the communication needs of clients, caregivers, and other persons served. *
- Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
- Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
- Convey information accurately with relevance and cultural sensitivity.

MOTOR

A student must possess adequate motor skills to:

- Sustain necessary physical activity level in required classroom and clinical activities.*
- Respond quickly to provide a safe environment for clients in emergency situations including fire, medical choking, etc.*
- Access transportation to clinical and academic placements.*
- Participate in classroom and clinical activities for the defined workday, a minimum of 4 hours to up to 8 hours with 1-2 breaks.*
- Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
- Manipulate patient-utilized equipment (e.g. durable medical equipment to include AAC devices, hearing aids, etc) in a safe manner.
- Access technology for clinical management (i.e. billing, charting, therapy programs, etc.).

INTELLECTUAL / COGNITIVE

A student must possess adequate intellectual and cognitive skills to:

- Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.*
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
- Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan and implementation.
- Self evaluate, identify, and communicate limits of one's own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
- Utilize detailed written and verbal instruction in order to make unique and dependent decisions.

SENSORY/OBSERVATIONAL

A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:

- Visually and auditorily identify normal and disordered (fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing cognition, social interaction related to communication).
- Identify the need for alternative modalities of communication.
- Visualize and identify anatomic structures.
- Visualize and discriminate imaging findings.
- Identify and discriminate findings on imaging studies.
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
- Recognize when a client's family does or does not understand the clinician's written and or verbal communication.

BEHAVIORAL/ SOCIAL

A student must possess adequate behavioral and social attributes to:

- Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.*
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.*
- Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.*
- Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.*
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
- Dress appropriately and professionally.

APPENDIX C

PREREQUISITE COURSES FOR THE M.S. SPEECH-LANGUAGE PATHOLOGY PROGRAM

The following courses or their equivalents are required for students who have an undergraduate degree in another discipline who need to complete the necessary foundation courses for graduate school and, eventually, ASHA certification in Speech-Language Pathology

Fall

CD 211 Phonetics - 3 hrs

CD 213 Speech & Language Development - 3hrs

CD 226 Language Disorders - 3 hrs

CD 312 Assessment of Auditory Pathologies - 3 hrs

Spring

CD 224 Speech & Hearing Science - 3 hrs

CD 225 Articulation Disorders & Management – 3 hrs

CD 212 Anatomy & Physiology Basic to Communication - 3 hrs

CD 311 Evaluation of Communication Disorders - 3 hrs ++

CD 323 Intro to Rhythm, Voice & Neurogenic Communication Disorders - 3 hrs++

CD 324 Speech and Language for the Hearing Impaired - 3 hrs

++These courses may be waived depending on a case by case basis

**Students may need to take coursework in Biological Sciences, Physical Sciences, Behavioral Sciences, Linguistics, and Statistics in order to fulfill ASHA accreditation requirements.

APPENDIX D

PRAXIS II

Praxis II in Speech-Language Pathology is the specialty area test required for licensure in Indiana and for ASHA certification. It sometimes is inappropriately referred to as the "national test" and/or the "ASHA test".

Test code: 10330

Report scores to:

R0085	Indiana State University
R5031	ASHA - Certification
R7240	Indiana Health Professions Bureau [and/or the appropriate office for the state you intend to seek employment]

Allow yourself enough time to get scores back before graduation - or to restudy and retake the exam, if necessary.

Graduate students should register to take the Praxis specialty examination in Speech Language Pathology during the spring semester of their second year in the program. Make sure to allow time to retake this exam, as needed, before you plan to graduate.

APPENDIX E

End of Program 'To Do List'

1. Once your clock hours have been entered into CALIPSO, the site information has been entered, you have completed your practicum site evaluation, and your summer semester grades have been finalized, the program director will determine if you have met all degree requirements. If so, the following will occur:
 - a. The program director will complete a final online graduation checkout for the College of Graduate and Professional Studies indicating that you have completed all degree requirements and you are ready to graduate. This is typically completed the day after final grades are submitted [e.g., the Wednesday following the end of the summer semester].
 - b. However, if all degree requirements are met prior to the end of the semester, a letter of completion will be sent to the state licensing agency. If you are going to be employed in the state of Indiana the letter must be sent directly from ISU to the Indiana Professional Licensing Agency in Indianapolis. It cannot be hand-carried to the office, however, you can deliver the rest of your CF paperwork directly to the office if you wish. We will send you a copy of the letter for your records via your ISU email address. *Remember: It may take at least a week from the time you complete your practicum in order to confirm degree completion, prepare the letter, and have it delivered to the state licensing agency.*
 - c. If you know you are going to be employed in another state we can send a letter of completion to that state agency. You can find links for state licensing agencies on the ASHA website: <http://www.asha.org/advocacy/state/> Please let the office know if your letter of completion needs to be addressed to a different state agency and make sure the program director has the correct address where the letter needs to be sent.
2. Once you have a job and a Clinical Fellowship [CF] mentor identified you can complete your CF registration for the state in which you will be working.
 - a. *In Indiana* you will find the paperwork on the Professional Licensing Agency for Indiana website at: <http://www.in.gov/pla/>
 - i. Scroll down to "Find your Profession" and click, then locate Speech Language Pathology and Audiology Board. Locate CFY instructions and Application and download both of them from the PLA site and not from links within documents.
 - ii. Complete the paperwork and submit it to the PLA. Once the letter of completion has been delivered to them and they have all other required materials your CF will be registered.
 - iii. You can check the status of your registration on-line using the Search and Verify option. Once it says "Active" you can begin 'counting' hours for your CF.
 - iv. Eventually, you will need to send a copy of your transcript that indicates your degree has been conferred sent to the PLA [and possibly other state licensing agencies] but you should wait to do that until your unofficial transcript has been updated to say 'degree conferred' and a date after the semester is over. You must request your transcripts to be sent through the Sycamore Express for Graduate Students.
 - b. If you are going to work in a state *other than IN* you can find links for state licensing agencies on the ASHA website: <http://www.asha.org/advocacy/state/> If there are specific requirements for the completion letter you are responsible for providing that information to the program director.
3. In Indiana, once you have registered your CF with the state you are eligible to work in either a health care facility or school setting. You will not be able to obtain a license from the Indiana Department of Education until you have completed your CF and have a valid license to practice from the IN PLA. Other graduates have said they provided a copy of their CF registration to their school principal. The most efficient way to obtain a PLA license is to obtain your ASHA CCC's then apply for licensure, but be sure to check the PLA website license application instructions when your CF is completed as changes in the statutes may have occurred.
 - a. ASHA CF paperwork *does not* have to be submitted until the end of your CF, but you can apply for certification at any time after program completion. ASHA often offers a 'Gift to the Grad' discount that requires you to apply for certification prior to the end of your CF. However it is recommended that you

review the information about the ASHA CF prior to accepting a position so you ensure that your experience meets all the requirements. You can find ASHA CF information here: <http://www.asha.org/certification/> Scroll down until you see the section on Clinical Fellowship. There is information here for your CF mentor as well. Also, when you are preparing to submit your application for certification to ASHA you will need the program director [Dr. Hammen] to complete a Program Verification Form. Calipso generates the form so you do not need to send it to us. You need to send the program director an email indicating you are submitting your application and the form can be sent directly to the ASHA certification department. A copy will be sent to you for your records.

4. Complete the Exit survey. You will receive the link to the survey in an email from the CD Student Support Assistant or the Program Director.